

Lesson Plan

Ants, Ants, and More Ants



About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 168

Book Summary

Ants, Ants, and More Ants is an informational book about one of the most well known of all insects—the ant. Readers will learn about different colors and sizes of ants as well as different jobs ants have within the colony. Photographs support the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand informational text
- Classify information
- Discriminate final consonant *n*-blends
- Identify final consonant *n*-blends
- Recognize adjectives as words that describe
- Use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*Ants, Ants, and More Ants* (copy for each student)
- Chalkboard or dry erase board
- [Classify information, final consonant *n*-blends, content vocabulary worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *home*
- Content words:
 - Story critical: **antennae** (*n.*), **ground** (*n.*), **insects** (*n.*), **jaws** (*n.*), **nests** (*n.*), **queen** (*n.*)
 - Enrichment: *size* (*n.*), *yard* (*n.*)

Before Reading

Build Background

- Ask students to think of places where they have seen ants. Draw a web on the board with the word *ants* in the center circle. As students tell places they have seen ants, add circles to the web.
- Have students tell the shapes, sizes, and colors of ants they have seen. Ask them what kinds of things they have seen ants carry.

Preview the Book

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that when they connect what they already know about the topic with the text that they are going to read, it helps them understand and remember the information.

Lesson Plan *(continued)*

Ants, Ants, and More Ants

- Show students the front and back covers of the book and read the title. Ask students what they think this book will be about, based on the cover information. Model how to use prior knowledge.
Think-aloud: When I read a new book, I try to think about what I already know about the topic. When I look at the title of this book, I can think of lots of times I've seen ants. One time I had an ant hill that looked like a little volcano under my grapefruit tree. There must have been a lot of ants living under it. I predict that I'll read about ants living in ant hills and maybe in other places, too.
- Show students the title page and ask them what they see in the picture. Turn the pages in the book so students can see the pictures. If necessary, model once more for students how you draw on your personal knowledge to make predictions about the book.

Introduce the Vocabulary

- Go through the book with students. Ask them to talk about what they see in the pictures. Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 5 you might say: *How many body parts does this insect have? Let's count them; here's the head, that's one; here's the thorax, that's two; and here's the abdomen, that's three. So, how many body parts does this insect have?*
- Model the strategies that students can use to work out words they don't know. Have students find the word *nests* on page 9. Ask students how they could read this word if they didn't know it. Suggest that they might look at how it starts and say /n/. They might recognize the sound that the letter e in the middle of the word stands for. They might know the sound that the letters *st* at the end of the word stand for. Read the sentence to them and ask if the word *nests* makes sense.

Set the Purpose

- Have students think about what they already know about ants as they read the book.

During Reading

Student Reading

- **Guide the reading:** Give students their book and have them put a sticky note on page 8. Direct them to read to the end of this page. Tell students to reread the pages if they finish before everyone else.
- Have students use the text and illustrations to point out ants they have seen or places they have seen ants that are like those in the book. Have them tell how this helped them understand what they read. Model making connections to prior knowledge.
Think-aloud: I had just planted some flowers when some ants came and ate the leaves. They left a trail of leaf bits to their ant hill. That's how I know they did it. Making that connection helps me understand what I am reading.
- Have students read the remainder of the story.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask how making connections helped students be active readers and remember what they read.

Teach the Comprehension Skill: **Classify information**

- **Introduce and model:** Review or explain that organizing the information they learned will help students understand the book and remember what they read.

Lesson Plan *(continued)*

Ants, Ants, and More Ants

- Ask students to tell what the book is about (ants). Return to your web on the board with the word *ants* in the center circle. Reinforce that the main idea is the “big” idea in the book and is what most of the sentences are about.
- Have students turn to page 4. Remind them that they have said that *ants* is the main idea of the book. Tell them that organizing the details, or other information, they read about ants will help them remember what they read.
- Point to the second sentence. Tell students that this tells that ants can be found in the grass and in dirt in your yard. Attach two smaller circles labeled *grass* and *dirt* to the circle labeled *where ants live*.
- **Check for understanding:** Have students look at the third sentence on the page and find two more places ants can be found. Draw, label, and attach two more circles.
- **Independent practice:** Introduce, explain, and have students complete the [classify information worksheet](#). Discuss their responses.



Extend the discussion: Instruct students to use the last page of their book to draw a picture of some place where they have seen ants. Have students share their pictures with the group.

Build Skills

Phonological Awareness: **Final consonant n-blends**

- Say the word *tent* and ask students to repeat it. Tell students that they can hear the /nt/ sound at the end of the word. Explain that the /n/ sound and the /t/ sound blend together to make the /nt/ sound. Segment the /n/ and /t/ sounds and then blend the sounds again. Ask students to segment and then blend the final blend sound.
- Say the word *wand* and ask students to repeat it. Tell students that they can hear the /nd/ sound at the end of the word. Explain that the /n/ sound and the /d/ sound blend together to make the /nd/ sound. Segment the /n/ and /d/ sounds and then blend the sounds again. Ask students to segment and then blend the final blend sound.
- Say the word *sink* and ask students to repeat it. Tell students that they can hear the /nk/ sound at the end of the word. Explain that the /n/ sound and the /k/ sound blend together to make the /nk/ sound. Segment the /n/ and /k/ sounds and then blend the sounds again. Ask students to segment and then blend the final blend sound.
- **Check for understanding:** Repeat the process above with the following words: *paint*, *trunk*, *skunk*, *hand*. Have students say each word and tell whether the word ends like *tent*, *wand*, or *sink*.

Phonics: **Final consonant n-blends**

- Write the words *tent*, *wand*, and *sink* on the board. Circle the final consonant *n*-blend in each word. Tell students that the letter *n* and the last letter in each word blend together. Run your finger under each word as you have students sound it out with you.
- Underline the *n*-blend in each word and tell students that the two letters stand for a blended sound that belongs to a family of sounds called *n*-blends. Have students read each word on the board, emphasizing the final blend.
- Have students look at the cover of the book. Cover the *s* in *Ants*. Say the word and ask students to repeat it. Have a volunteer tell which word on the board ends with the same *n*-blend as the word *Ant* (*tent*).
- Have students turn to page 10 in the book. Have them find a word that ends with an *n*-blend (*different*). Have a volunteer tell which word on the board ends with the same *n*-blend as the word in the book (*tent*).
- Repeat the process with the words *find* (page 4) and *ground* (page 9).
- **Check for understanding:** Have students brainstorm words with each of the final blends as you write them in three columns on the board. Have volunteers come up and circle the final blends.
- **Independent practice:** Introduce, explain, and have students complete the [final consonant n-blends worksheet](#). Discuss their responses.

Grammar and Mechanics: **Adjectives**

- Have students turn to page 5 to find how many body parts an ant has. When students have identified the word *three*, explain that this is a word that tells how many. Have them read the next sentence to find out how many and what kind of legs ants have (*six, strong*).
- Explain that these are describing words and that good writers use them to help readers imagine what is happening in the story. The describing words provide details.
- Have students turn to page 6 to find what colors ants can be. Discuss their responses. Have them circle the word that tells how many antennae ants use to touch and smell.
- Have students turn to page 7. Have them circle the words that tell about the size of ants (*tiny, large, big, small*).
- **Check for understanding:** Continue through the remainder of the book, asking students to identify the adjectives that describe the ants' strength, their jaws, the kinds of ants that lay eggs, the kinds of ants that guard the nest, and what kind of animal ants are.

Word Work: **Content vocabulary**

- Tell students that many of the words they read in the book are used to tell about ants, places ants live, and what ants look like. Provide opportunities for students to talk about difficult words, such as *jaws* or *antennae*. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- **Independent practice:** Introduce, explain, and have students complete the **content vocabulary worksheet**.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students write, complete, and illustrate the following sentences: *I saw an ant _____. It was _____.* In the first sentence, have students tell where the ant was. In the second sentence, have them tell what the ant (or ants) was doing. Display their responses on a bulletin board titled *Ants, Ants, and More Ants*.

Science Connection

Provide an ant farm for students to observe ants at work. Have small groups observe the ants at different times of the day as well as on different days. Have the groups share what they learned about the ants' behavior with the rest of the class.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- connect to prior knowledge as a strategy for understanding informational text
- classify information in discussion and on a worksheet
- recognize the sounds of final consonant blends *-nd*, *-nk*, and *-nt*
- Identify final consonant *n*-blends in discussion and on a worksheet
- recognize adjectives as words that describe in the text and on a worksheet
- use content vocabulary

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)