

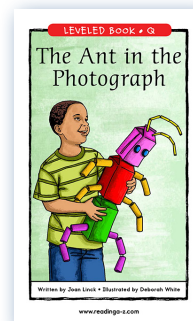
Focus Question:

What problems does Daron face? How are they solved?

Book Summary

Text Type: Fiction/Realistic

Have you ever worked hard on something that you wanted to share with others, and then suddenly your hard work was destroyed? In *The Ant in the Photograph*, Daron creates an elaborate sculpture but may not be able to share it with his father. This story can be used to teach students how to retell to better understand and describe the elements of a story.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Identify character, setting, and plot
- ☐ Understand the importance of illustrations to enhance the text
- ☐ Understand and identify prepositional phrases
- ☐ Recognize and understand compound words in a text

Materials

- ☐ Book: *The Ant in the Photograph* (copy for each student)
- ☐ Story elements, prepositional phrases, compound words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *admired* (v.), *camera* (n.), *photograph* (n.), *recycled* (v.), *ruined* (adj.), *sculpture* (n.)

Enrichment: *concentrate* (v.), *conversation* (n.)

- **Academic vocabulary:** *another* (adj.), *common* (adj.), *same* (adj.), *show* (v.), *through* (prep.), *whether* (conj.)

Guiding the Reading

Before Reading

Build Background

- Ask students to think about a big project they have worked on at school. Invite them to share their experiences. Facilitate a discussion with the following questions: *What kind of work goes into a big project? Did you share your finished work with anyone when it was finished? How did you feel after the project is finished?*
- Then have students imagine how they might feel if their project were destroyed. Have students discuss with a partner how they might feel and brainstorm to create a list of ways they might solve the problem.

Introduce the Book

- Give students their copy of *The Ant in the Photograph*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Retell

Explain to students that one way to understand and remember what they are reading is to stop periodically during reading to retell in their mind what has happened in the story. Explain that retelling is when the reader explains the details of what happened in the correct order. Point out that people retell as part of their daily lives, such as explaining to a friend what they did the night before. Have students retell to a partner what they did the night before, after they got home from school.

Introduce the Comprehension Skill:

Story Elements: Identify character, setting, and plot

- Explain that in fictional stories there are important elements that make up the story. Write the following on the board: *characters*, *setting*, *plot*. Further explain that the *characters* are the people in the story and the *setting* is when and where the story

Guiding the Reading (cont.)

takes place. On the board, under *characters* write *people* and under *setting* write *when and where*. Review that the *plot* in a story is the events of the story, which includes the problem and solution. Underneath the word *plot* on the board, write the words *events*, *problem*, and *solution*. Explain that the *problem* is what goes wrong in the story and the *solution* is how the problem is resolved.

- Review with students a book the class has previously read. Have students work in groups to determine the characters, setting, and plot of the story. Write their ideas on the board.
- Ask students to turn to page 3. Read the page aloud, as students follow along, and discuss what the setting is and who the characters in the story are so far. Point out that they have already identified two of the elements in the story, the *setting* and the *characters*. Explain to students that they will be able to determine more details about the plot as they continue to read.
- Introduce and explain the [story elements worksheet](#). Have students record the *setting* and the *characters* that they discussed and encourage them to pay attention to additional details as they read.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Daron’s art project. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What happened to Daron’s art project?* (level 1) page 5

- *How does Daron hope to show his dad his sculpture? Why might this idea not work after all?* (level 2) pages 6–7
- *How do Daron and his mom attempt to find her camera?* (level 2) pages 8–11
- *How does Daron’s mom get her camera back?* (level 2) multiple pages
- *How did Michael know that Daron had the same third-grade teacher that he had?* (level 2) pages 13–14

Text Features: Illustrations

Explain to students that engaged readers look at the illustrations, or drawn pictures, to help them better understand the story. Explain that when readers use the illustrations with the text they can visualize what is happening in the story and better understand what they read. Have students work with a partner to review the illustration on page 4. Ask students: *How does the illustration of the ant sculpture help you picture Daron’s sculpture?* Have students review other illustrations in the book and discuss in groups how they helped them better understand the details of the story.

Skill Review

- Have students work in pairs to retell the story. Encourage them to use the illustrations to help them remember the order of events. Remind students that when you retell a story the details and events must be told in the correct order.
- Discuss with students that the main character in the book is Daron. Have them share who the other characters in the book are. Discuss how oftentimes in fictional books there can be more than one setting, such as in this story. Have student pairs share the different settings of this story.
- Model how to identify plot.
Think-aloud: *To better understand the plot, I look for all of the elements in the story. I know that the plot can include a problem and a solution. Daron had two main problems. He dropped his ant sculpture, and his mother lost the camera that had the picture of his ant on it. Michael, the boy who found the camera, recognized the project from the picture and was able to find Daron. This was the solution to Daron’s problem. All of the events in this story make up the plot.*
- Have students work in pairs to retell the story. Encourage them to use the illustrations to help them remember the order of events. Remind students that when you retell a story the details and events must be in the correct order.
- **Check for understanding:** In groups, have students write five events on five separate pieces of paper that describe what happened in the story. Then, have students mix up their papers and challenge a different group to put them in order. After they



Guiding the Reading (cont.)

have sequenced the events of the plot, they can switch groups.

- **Independent practice:** Have students review the information they added to the **story elements worksheet**. Have students complete the worksheet.

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.

Skill Review

Graphic Organizer:

Story elements: Identify characters, setting, and plot

Review the story elements worksheet that students completed. Have students share their work with a partner. Invite volunteers to share with the rest of the class the story elements.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Students should include the following information: *Daron's first problem was that his ant sculpture was ruined. Luckily, his mom took a picture of his sculpture, and he can share the photo with his dad, who is away. Daron faced another problem however: his mom lost the camera, which had the photograph of the ant sculpture on it. A former third-grade student helped solve Daron's second problem by finding the camera and returning it with the pictures.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: Prepositional phrases

- Remind students that a **preposition** is a word that shows a relationship between parts of a sentence. Review with them that prepositions require an object to complete the idea, typically a noun or a pronoun. Explain that a preposition and its object are called a **prepositional phrase**. Review with students common prepositions: *about, above, across, before, after, under, out, in, inside, between, toward, and underneath*.

- Write the following sentences on the board: *My project is right over there. We go home after the bell rings*. Have students share with a partner what the preposition is in each sentence. Call on volunteers to circle the prepositions (*over* and *after*).
- Explain that prepositions describe *where* or *when* in relation to the object, or noun. Point out that, in the first sentence, the word *over* describes where the project is located. In the second sentence, the word *after* describes when.
- Using the same sentences on the board, have students discuss the prepositional phrases. Remind students that a prepositional phrase is a group of words beginning with a preposition and ending with the object of the preposition. Underline *over there* and explain why *over there* is a prepositional phrase. Next, underline *after the bell rings* and explain why it is a prepositional phrase.
- **Check for understanding:** In pairs, have students look through page 7 in the book to locate and circle the prepositions. Then, have partners identify the prepositional phrases attached to each preposition and underline them. Call on volunteers to share their sentences.
- **Independent practice:** Introduce, explain, and have students complete the **prepositional phrases worksheet**. If time allows, discuss their answers.

Word Work: Compound words

- Write the word *classroom* on the board and read it aloud with students. Ask students which two words were joined together to create the word *classroom* (*class* and *room*). Review with students that when two words are joined together to make a new word, the new word is a **compound word**.
- In pairs, have students brainstorm to make a list of other compound words. Have them write the compound words down and then write the two separate words that make up the compound word. Have them discuss whether the meaning of each separate word helped them to understand the meaning of the compound word.
- Write the word *handlebar* on the board. Read it aloud with students and discuss with them the meaning of the words *handle* and *bar*. Ask students if the individual meaning of the two words helped them to understand or visualize the compound word.
- **Check for understanding:** Have students work in pairs to find compound words throughout the book. Call on students to share a compound word with the rest of the class, and ask other students to give a thumbs-up signal if they are correct.
- **Independent practice:** Introduce, explain, and have students complete the **compound words worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.