Comprehension

GENRE: INFORMATIONAL NONFICTION

Have a student read the definition of Informational Nonfiction on Student Book page 762. Students should look for facts that tell about a subject in great detail.

STRATEGY
ANALYZE TEXT STRUCTURE

Remind students that sometimes the author’s purpose influences the text structure that is chosen. The structure is meant to help readers understand the facts being presented.

SKILL
DESCRIPTION

Remind students that the descriptive text structure is used when an author wants to organize many details about a subject so that they can be easily understood by the reader.

Vocabulary Words

Review the tested vocabulary words: solitary, overcome, communication, nutrients, territory, investigates, and astronomer.

Selection Words

Students may be unfamiliar with these words. Pronounce the words and give meanings as necessary.

larva (p. 767): a newly hatched, sometimes wormlike insect
pupa (p. 767): an insect that is changing from a larva to an adult
mandibles (p. 768): lower jaws
foragers (p. 771): those who search for food
The Life and Times of the Ant

written and illustrated by Charles Micucci

Masters of the Earth

Ants are one of the world’s most important insects. They plow more soil than beetles, eat more bugs than praying mantises, and outnumber many insects by 7 million to 1.

Tunneling out of jungles and forests and into back yards on every continent except Antarctica, ants ramble on as if they own the Earth. Perhaps they do.

Preview and Predict

As you read The Life and Times of the Ant, fill in the Description Web.

Set Purposes

FOCUS QUESTION Discuss the “Read to Find Out” question on Student Book page 762. Remind students to look for the answer as they read.

Point out the Description Web in the Student Book and on Practice Book page 216. Explain that students will fill it in as they read.

Read The Life and Times of the Ant

Use the questions and Think Alouds to support instruction about the comprehension strategy and skill.

Technology

Story available on Listening Library Audio CD

Main Selection

Student pages 762–763
Ounce for ounce, an ant is one of the strongest animals on earth. An ant can lift a seed five times its weight, while an elephant can lift a log only one fifth of its weight. Each year, the world’s ants dig up more than 16 billion tons of dirt— enough to fill 3 billion dump trucks. Ants are frequently compared with people because they live in social communities and work together to solve their problems.
Friends in Low Places

There are more than a million kinds of insects. Most of them are solitary insects. Their survival depends on only one being—themselves.

An ant is different; it is a social insect. It cannot survive by itself for long periods of time. Ants need other ants to help build a nest, gather food, and protect themselves from enemies. This need for other ants is not a weakness but a strength that enables the ant to overcome its small size.

When an ant is threatened by a larger insect, it emits a scent called an alarm pheromone. Other ants smell the odor and rush to help.

The Greek root *pherein-* means “to carry.” How does this help you figure out the meaning of the word *pheromone*? (The author says a pheromone is a scent and uses the adjective *alarm* to describe it. The odor must somehow “carry” the alarm, or message, to the other ants.)

In the second paragraph of “Friends in Low Places,” what details help describe how ants are different from other insects? (The author gives details that show how ants are social insects and work together to build nests, gather food, and protect against enemies. He points out that cooperation among the ants as a group makes up for their small size as individuals.)
Successful teamwork requires effective communication. Ants express themselves by using four senses.

**Smell**
Ants emit pheromones that other ants smell through their antennae. These scents warn of danger, say hello to friends, and inspire fellow ants to work harder.

**Touch**
Ants tap one another with their antennae to announce the discovery of food and to ask for food.

**Sound**
When some ants are trapped in a cave-in, they rub the joint between their waist and abdomen to produce a squeaky sound that other ants “hear” through their legs.

**Taste**
Ants exchange food with other ants mouth to mouth. These ant “kisses” are a way to share nutrition and chemicals that says “We’re family.”

Because it is dark underground, most ants do not rely on sight for communication. In fact, many ants can see only a couple of inches, and some army ants are blind.

**Use scents to smell warnings and greetings.**

**Touch antennae to talk about food.**

**Hear squeaks that are cries for help.**

**Taste food together to bond as a family.**

---

**Vocabulary**
Find the sentence that contains the word communication. In one minute, say as many words as you can that describe what communication is.
(Answers will vary; possible answers: talking, listening, showing, speaking, conversing, signaling, understanding)
The Ant Family

Ants live in social groups called colonies. A small colony may contain only 12 ants, while a large colony overflows with more than 7 million ants. Each colony has three types of ants: workers, male ants, and the queen ant.

Worker Ants
Most of the colony’s ants are workers. They are all female, but they do not lay eggs. Although they are the smallest ants, they do all of the chores: clean the nest, gather food, and defend the colony. When you see an ant dragging a crumb of food, you are looking at a worker.

Male Ants
All males have wings and can be seen for only a few weeks in the summer. They mate with the queen but do no work in the colony.

Queen Ants
The queen ant lays eggs and is the mother of all the ants. Young queens have wings, but old queens do not. All queens have large abdomens to produce eggs. Some queens lay millions of eggs per year.

How an Ant Colony Starts

After a hot summer rain, a young queen takes off on her mating flight. The queen flies into a cloud of male ants and mates in the air. Afterward, all the males die, and the queen returns to the earth. She breaks her wings off by rubbing them on the ground. Then she digs a hole in the soft, moist earth and starts laying eggs. She will never leave the nest again.

During the next three months, the eggs develop through four stages: egg, larva, pupa, and adult ant. After they have hatched, the first workers assume the duties of the colony. They search for food and protect the queen. As the queen lays more eggs, the workers enlarge the nest.

DEVELOP COMPREHENSION

GENRE: INFORMATIONAL NONFICTION

What text features on this page tell you that the author’s purpose for this selection is informational? (Possible answer: The text is organized with headings that tell what information will follow. All the facts in the boxed part are related, and the box separates this information from the other facts. The chart of the different stages of an ant’s life is included to help the reader understand the text.)

WRITER’S CRAFT: BEGINNING, MIDDLE, AND END

How would the author use a beginning, middle, and end to summarize the section on How an Ant Colony Starts at the bottom of page 767? (The beginning of the colony starts with the queen, which mates and then lays her eggs in a hole in the ground. The middle discusses the development of the egg through four stages. The end of the section is about the workers taking care of the colony.)
Inside an Anthill

Most ants build their homes underground. Ants dig by scooping dirt with their mandibles (jaws). As they chew the dirt, it mixes with their saliva to form little bricks. Then they pack the little bricks together to reinforce the tunnels. Finally, the ants carry the excess dirt outside with their mandibles, and it gradually forms an anthill.

Beneath the anthill lies the ant nest. Small nests have only one chamber just inches below the surface, while large nests may have thousands of chambers and may be as deep as twenty feet. All nests provide shelter from the weather and a safe environment for the queen ant to lay eggs.

An anthill absorbs the sun’s rays and transfers the heat down into the nest. An anthill can be ten degrees warmer than the surrounding area.

Ants often nest beneath a rock or log, which protects the nest and traps moisture in the dirt. Ants require moisture so that their bodies do not dry out.

Ants dig their nests deep enough to reach damp dirt. As air dries out the nest, they dig new tunnels into the damp dirt.

Using only the important information on pages 768 and 769, summarize the purpose of an anthill in your own words. (An anthill is made from the extra dirt that the ants remove to make their nest underground. During the day, the anthill absorbs heat, which moves down into the nest. At night, the heat stored in the earth farther down in the nest is still warm enough for the eggs.)
As ants bring up dirt, they recycle nutrients that help plants grow. 

In the daytime, workers move eggs into the upper chambers, which are heated by the sun.

The floor of an ant chamber slants down so water can drain off. The roof is curved to trap heat.

At night, workers shift eggs to lower chambers, because the earth that stored the sun’s heat during the day slowly releases the heat at night.

Queen Laying Eggs

Food Storage

Night Nursery

Day Nursery

**Description**

If students are having difficulty understanding how details are organized by topic in the text, guide them through using the text structure and the illustrations to identify main topics and descriptive details. Point out the way in which the author physically arranges text and illustrations on the page. Provide kinesthetic clues as appropriate, suggesting that students use their fingers to trace the outlines of text boxes and illustrations such as the interior of the ant nest. You might also have them point to the various type styles used in the headings and then relate the text that follows to the topic introduced by those headings.

**Develop Comprehension**

**DESCRIPTION**

What details does the author include when he describes the special structure of an ant nest? (Ants build nests beneath rocks or logs because of the protection they provide and because they keep needed moisture in the dirt. Each ant chamber has a curved roof to trap heat and a downward slanting floor that lets water drain out. To keep eggs warm, the ants move them to upper chambers during the day and lower chambers at night. Some chambers are used for food storage.)

Have students respond to the selection by confirming or revising their predictions and purposes and noting additional questions.

**Quick Check**

Can students identify the details used to describe a topic? If not, see the Extra Support on this page.

Stop here if you wish to read this selection over two days.
A Life of Work

Ants begin their working lives by cleaning themselves. In a couple of days they start sharing food and licking each other. These food exchanges bond the colony together. There is no boss ant, but active ants usually begin doing chores and then other ants join in.

Younger ants work in the nest — tending the queen ant, feeding larvae, and digging tunnels. After a couple of months, the ants leave the nest to search for food. There is no retirement; worn out or battle-scarred, ants work until they die.

Queen Tender
Young ants help the queen deliver her eggs by grabbing the eggs with their mandibles.

Nurse Ant
Ants lick larvae so they do not dry out, and feed them so they grow.

Cross-Curricular Connection

Ant Songs  Ants are popular insects when it comes to music. Share with students the lyrics to “The Ants Came Marching” and “High Hopes.” Have students discuss what makes ants so appealing a subject for composers and lyricists. Have them consider ants’ worthwhile qualities, such as their teamwork, as well as their more comical aspects, such as raiding picnics.

Encourage students to write an ANT-hem in praise of ants and to use sensory details and figurative language, such as metaphors or hyperbole. Share the songs with a primary grade.
**Foragers**
The oldest ants search for food. Most foragers search within fifty feet of the nest, but if food is scarce, they may travel thousands of feet.

**Guard**
When ants first leave the nest, they stand near the entrance, blocking strange ants from entering.

**Tunnel Diggers**
As the population grows, ants dig more tunnels for the increased traffic and new chambers to store the eggs and larvae.

Digging holes can be hard work. To remove a pile of dirt 6 inches high, 6 inches wide, and 6 inches long requires 500,000 loads of dirt.

---

**STRATEGIES FOR EXTRA SUPPORT**

**Question 11 DESCRIPTION**

As you name each job, use a gesture to illustrate its meaning. For example, for forager, move your hands as though searching through grass to find food, and for guard, stand tall and pretend to hold a staff. Have students repeat the words and actions with you. Next reread each description aloud and act out the appropriate actions. For example, for forager, act out the words search and travel, and for guard, act out the words stand and blocking. Read the descriptions again and have students act out the words.

---

**Develop Comprehension**

What details does the author use to describe the various jobs that the ants have? (The author shows how ants do different kinds of work depending on their age. The youngest ants, Queen Tenders and Nurse Ants, help the queen with her eggs and the larvae. Guarding the entrance to the nest is the job ants have when they first leave the nest. Tunnel Diggers make the nest bigger as the population inside grows. The oldest ants become the Foragers who look for food outside the nest.) Add this information to your Description Web.
Show Me the Way

Every warm day, foraging ants patrol the colony’s territory. They are not just wandering; they are searching for food. When an ant finds food, she rushes back to the colony while laying a scent trail. It is the scent trail that leads the other ants to the food source.

Each forager moves out in a different direction. One of the ants discovers a cookie crumb. She investigates it with her antennae. Then she tries to drag it home, but it’s too big.

So she rushes home to get help. Every couple of steps she bumps her abdomen against the ground and her scent gland releases an invisible vapor, which forms a scent trail.

Back inside the colony, the forager alerts other ants about the cookie by tapping them with her antennae. Suddenly, several ants rush out and follow the scent trail to the food.

Summarize the way ants work together to find food. (When a forager ant discovers food while patrolling the colony’s territory, she will try to bring it back to the nest. If the food is too heavy to drag, she will lay a scent trail leading to the food as she returns to the nest. At the nest, she taps other workers with her antennae to let them know about the food. These other ants follow her scent trail back to the food. They harvest parts to bring back to the nest, and their scent trails lead still more ants to the food. When the entire piece of food has been brought back to the nest, all the ants share it.)

Vocabulary
Find the sentence that contains the word investigates. What are some words or phrases that mean the same thing as investigates? (Possible answers: looks into, searches, tries to find, examines)
Each of the new ants harvests part of the cookie and transports it back to the colony while laying a scent trail of her own.

Soon the vapors of the scent trail are so thick that many more ants join the harvest. As they return, the foraging ants share their feast with the ants inside the nest. Within twenty-four hours, every ant in the colony has tasted the cookie.

Harlow Shapley, an astronomer whose hobby was ants, tested their speed. He discovered that they run faster on hot days.

<table>
<thead>
<tr>
<th>Temperature (°F)</th>
<th>78°F</th>
<th>85°F</th>
<th>92°F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed (inches per second)</td>
<td>1</td>
<td>1 3/8</td>
<td>1 5/8</td>
</tr>
</tbody>
</table>

How does this table help describe how ants run on hot days? (Suggested answer: The author is using a table to show details about how temperature affects the speed with which ants can run. The topic is how the astronomer discovered that ants can run faster on hot days. The table shows three different temperatures and the speed at which the ants run at those temperatures. By showing three pieces of data side-by-side, we can see a trend: the warmer the temperature, the faster the ants' speed.)

Review the different text features the author has used to provide a description of ants. (He has used headings and subheads; both humorous and realistic illustrations; boxed features; and tables, charts, and graphs.)
Tunneling Through Time

Ants evolved from wasps more than 100 million years ago. They have been dodging footsteps ever since. As dinosaurs thundered above ground, ants dug out a home below. The mighty dinosaurs are long gone, but the little ant has survived.

Today, myrmecologists search for the secrets of the ants’ long existence and how those traits may benefit our society. They study ant fossils in *prehistoric* amber and observe the daily habits of ant colonies.

100,000,000 B.C.
Ants dug tunnels under dinosaurs.

90,000,000 B.C.
Two ants were sealed in amber. Millions of years later, the amber was found in New Jersey.

65,000,000 B.C.
Some scientists think a giant meteorite crashed into Earth, killing the dinosaurs. But ants, which could hide underground, survived the disaster.

2000 B.C.
Aborigines in Australia ate the honey of honeypot ants. Their modern descendants call these sweet ants *yarumpa*.

400 B.C.
Herodotus, a Greek historian, wrote about ants that mined gold. Today, some miners sift through anthills to learn what minerals lie underground.

A.D. 1200–1300
Chinese farmers used ants to keep their orange trees free of insect pests.

1500s–1800s
When Europeans conquered the Caribbean islands, their forts were frequently invaded by ants. They offered rewards and prayed to Saint Saturnin to stop the six-legged armies.
1859
The biologist Charles Darwin wrote about ant intelligence and teamwork in his classic work *The Origin of Species*.

1880
Germany passed a law protecting wood ants because they kept trees free of pests.

1890s–1930s
William Wheeler, one of America’s first myrmecologists, traveled around the world collecting ants and ant fossils.

1991
Bert Hölldobler and Edward O. Wilson, two myrmecologists, won the Pulitzer Prize for their book *The Ants*.

2000
Scientists applied ant behavior as a model for computer networks. Computer systems based on ant behavior rerouted around problems quicker than previous systems did.

The tunnel of time continues for ants. Their hard work inspires people today, as it has for many centuries. Look down on a warm day and you will probably find an ant. Drop a piece of food . . . and an ant will probably find you.

1687
Anton von Leeuwenhoek, who invented the microscope, discovered ant eggs and pupae.

1887
Scientists applied ant behavior as a model for computer networks. Computer systems based on ant behavior rerouted around problems quicker than previous systems did.

17

**STRATEGY**

**ANALYZE TEXT STRUCTURE**

How does the structure of the text help you to go back and find information you want to reread?

**Student Think Aloud**
The topics are easy to find, because the headings are printed differently from each other and from the rest of the text. Also, if I want to find a particular topic quickly, I can look at the pages to see how the text is arranged within boxes or inside drawings. I can even use the drawings to find topics I am especially interested in; for example, the anthill or the structure of the ants’ nest.

**RETURN TO PREDICTIONS AND PURPOSES**

Review students’ predictions and purposes. Were they correct? Did students find out what characteristics help an ant do what it does? (Ants are hard workers and have excellent ways of communicating with each other.)

**REVIEW READING STRATEGIES**

Ask: In what ways did analyzing the descriptive text structure help you to understand this story? What strategies did you use for difficult words?

**PERSONAL RESPONSE**

Ask students to form an opinion about the life of an ant. Have them think and write about whether it would be an easy or difficult life. Invite them to include specific text examples to support their opinions.
The Life and Times of Charles Micucci

Charles Micucci often fills his nature books with amusing illustrations, just as he does in this selection. Once he even drew the planet Earth wearing red sneakers. Charles carefully researches his science topics. Sometimes he does experiments to help him write. When he was working on a book about apples, he planted 23 apple seeds and cared for them in his apartment.

Find out more about Charles Micucci at www.macmillanmh.com

Author’s Purpose

The Life and Times of the Ant is a work of informational nonfiction. What was Charles Micucci’s purpose for writing it? What clues in the text or illustrations help you to know?

Author’s Craft

Transitional Words

Writers use transitional words, such as when, soon, and so, to link ideas. Some transitional words relate to sequence, such as after, then, or during.

■ Examples: “So she rushes home to get help” (p. 772) and “During the next three months” (p. 767).

■ Ask students how transitional words help the reader follow the order of events.

■ Have students find and discuss more transitional words, such as “After a hot summer rain” (p. 767) and “Soon the vapors of the scent trail are so thick that many more ants join the harvest.” (p. 773)
Comprehension Check

Summarize

Summarize *The Life and Times of the Ant.* Include only the most important information in your summary.

Think and Compare

1. Use your Description Web to describe the inside of an anthill. Use story details in your descriptions. **Analyze** Text Structure: Description

2. Reread page 763 of *The Life and Times of the Ant.* Why do you think the author describes ants as “masters of the Earth”? **Analyze**

3. How could you use what you have learned about ants to overcome a problem? Explain your answer. **Apply**

4. How do ants keep nature in balance? Use details from the story to support your answer. **Evaluate**

5. Read “Amazing Ants” on pages 760–761. What did you learn about how ants get food that was not in *The Life and Times of the Ant,* *Reading/Writing Across Texts* **FOCUS QUESTION**

**SUMMARIZE**

Have partners summarize *The Life and Times of the Ant* in their own words. Remind students to use their Description Webs to help them organize their summaries.

**THINK AND COMPARE**

Sample answers are given.

1. **Description:** An anthill is made out of little bricks packed together to form underground tunnels and chambers. It absorbs heat from the sun, so it can be warmer than the area around it.

2. **Analyze:** He calls them “masters of the Earth” because ants have been digging in Earth for more than 100 million years.

3. **Text to Self:** Students may say that if they had a problem they would try to work with others like ants do. They might also say they would give each person a job to do, so that everyone would take part in helping to solve a problem.

4. **Text to World:** Ants help to plow soil and recycle nutrients that help plants grow better. They also eat other insects that destroy trees and crops.

**FOCUS QUESTION**

5. **Text to Text:** “Amazing Ants” tells about a group of ants that “milk” aphid insects and babysit eggs. The selection also tells about another group of ants that grow their own fungus. Neither of these topics was described in *The Life and Times of the Ant.*
Most ants build their homes underground. // Ants dig by scooping dirt with their mandibles (jaws). // As they chew the dirt, // it mixes with their salivary glands to form little bricks. // Then they pack the little bricks together to reinforce the tunnels. // Finally, // the ants carry the excess dirt outside with their mandibles. // and it gradually forms an ant hill. //

Beneath the ant hill lies the ant nest. // Small nests have only one chamber just inches below the surface. // While large nests may have thousands of chambers and may be as deep as twenty feet. // All nests provide shelter from the weather and a safe environment for the queen ant to lay eggs. //

Fluency Transparency 30
from The Life and Times of the Ant, page 768

PRACTICE/APPLY Have one student read a sentence. The next student joins in, followed by a third, and so on. Repeat until all students are reading together. When students reach the end of the passage, they should go back to the beginning until everyone has been included in the reading. Students will practice fluency using Practice Book page 217 or the Fluency Solutions Audio CD.
**Comprehension**

**EXPLAIN/MODEL**
- A summary is a brief description of a selection that includes the main topic and supporting details.
- Important information consists of essential points that support the main idea of a story or article.
- Unimportant information includes minor details that make the text more enjoyable to read but are not essential to a summary.

Ask students to discuss important and unimportant information in a selection they have recently read. Encourage students to explain how they can use this information to write a summary.

**PRACTICE**
 Invite students to discuss *The Life and Times of the Ant*. Then have partners summarize the characteristics of the ant by listing important and unimportant information. Finally, have partners present their summaries to the class orally.

For comprehension practice use Graphic Organizers on *Teacher’s Resource Book* pages 40–64.

**Objective**
- Identify important and unimportant information in order to summarize

**Skills Trace**

<table>
<thead>
<tr>
<th>Summarize</th>
<th>Introduce</th>
<th>Practice / Apply</th>
<th>Reevaluate / Review</th>
<th>Assess</th>
<th>Maintain</th>
</tr>
</thead>
</table>

**Research**

Comprehension
Summarizing has been shown to be a critical strategy for students to learn as they read. Summarizing helps students focus on the main ideas and leave out the irrelevant details. It forces students to pay closer attention to the text while they read, and it helps them return to the text to reread. These activities help readers become more active and engaged readers.

Janice A. Dole

Go to

www.macmillanmh.com
Fable

**GENRE: FABLE**

Have students read the bookmark on **Student Book** page 778. Explain that fables

- are very short stories that reflect the beliefs and customs of a culture;
- have animal characters that show human characteristics;
- teach a moral or lesson.

**Literary Elements:**

**Characters and Moral**

**EXPLAIN** Characters and moral are two literary elements that are part of a fable.

- The **characters** in a fable usually teach a lesson through their words and actions.

- The **moral** is the lesson that is taught. The moral is meant to be applied to the reader’s or listener’s own life.

**APPLY** Challenge students to think of any other fable they may have read. Ask them to describe the characters and the moral.

---

**Language Arts**

**Fables** are stories that have animal characters that talk and act as people do. A moral, or lesson, usually appears at the end of a fable.

**Literary Elements**

**Characters** in a fable are often animals that have human traits and feelings. The **Moral** of a fable is the lesson it teaches, which the reader can apply to his or her own personal experiences.

---

A LONG TIME AGO, in the old Summer Palace at the edge of the Emperor’s courtyard, there lived a grasshopper and a family of ants.

The ants awoke every day before dawn and began their endless tasks of rebuilding their house of sand, which had been washed down by the evening rains, and searching for food, which they would store beneath the ground. They carried their loads grain by grain, one by one, back and forth, all day long.

The grasshopper liked to sleep late into the morning, rising as the sun stretched toward noon.

“Silly ants,” he would say. “You work too hard. Come follow me into the courtyard, where I will sing and dance for the great Emperor.”
The ants kept on working. “Silly ants,” the grasshopper would say. “See the new moon. Feel the summer breeze. Let us go together and watch the Empress and her ladies as they prepare for midsummer’s eve.”

But the ants ignored the grasshopper and kept on working.

Soon the days grew shorter and the wind brought cooler air from the north. The ants, mindful of the winter to come, worked even harder to secure their home against the impending cold and snow. They foraged for food and brought it back to their nest, saving it for those cold winter months.

Comparing the traits of the grasshopper and the ants will help you identify the moral.

**Fable**

**Read: “The Ant and the Grasshopper”**

As you read, remind students to apply what they have learned about fables.

1. **COMPARE AND CONTRAST**

   How are the ant and the grasshopper different? (The ants don’t stop working and preparing. The grasshopper sleeps late, relaxes, and plays.)

2. **LITERARY ELEMENTS: CHARACTER**

   Why are the ants working so hard? What does this say about their character? (They’re working to store food and secure their home against the coming winter. They are hard workers who know how to prepare for the future.)

**ELL**

**Use Visuals/Use a Chart**

Have students use the visuals to predict what the story will be about. Explain that animals in fables have human traits and feelings. Give examples of traits and feelings. Tell students it is important to understand the traits and feelings of the animals in order to understand the story. At the top of a two-column chart, write, *Human Traits and Feelings of the Ants* and *Human Traits and Feelings of the Grasshopper*. As students read, have them pause and tell what they learn about the human traits and feelings of the characters. Explain words as needed.
“Silly ants,” said the grasshopper. “Don’t you ever rest? Today is the harvest festival. The Emperor will feast on mooncakes and sweet greens from the fields. I will play my music for him until the moon disappears into the smooth lake water. Come and dance with me.”

“You would do well to do as we do,” said one of the ants. “Winter is coming soon and food will be hard to find. Snow will cover your house and you will freeze without shelter.”

But the grasshopper ignored the ant’s advice and continued to play and dance until the small hours of the morning.

Winter arrived a week later and brought whirls of snow and ice.

The Emperor and his court left the Summer Palace for their winter home in the great Forbidden City. The ants closed their door against the ice and snow, safe and warm, resting at last after their long days of preparation.

And the grasshopper huddled beneath the palace eaves and rubbed his hands together in a mournful chirp, wishing he had heeded the ant’s advice.

Fable

3 MAKE JUDGMENTS

Do you think the grasshopper is acting foolishly? (Answers may vary. Students may say he is foolish because he was warned about winter coming, yet he still didn’t plan.)

4 LITERARY ELEMENTS: MORAL

How can the lesson learned be applied to everyday life? (Answers may vary. Students might say that they would take on tasks right away, instead of waiting until it is too late.)

1. Why do you think the ant helps the dove?
   He is repaying the dove for the help she gave him.

2. What might the moral of this fable be?
   One good turn deserves another.

3. What is the most important event in the story?
   The crow figures out how to drink the water from the pitcher.

4. What do you think the moral of this story is?
   Creativity can solve all kinds of problems.
Fable

Connect and Compare

SUGGESTED ANSWERS

1. The moral is that people must prepare for the future or suffer the consequences. This is a good lesson to learn for survival. **MORAL**

2. The grasshopper only focuses on the here and now. He lives totally in the moment with no cares for tomorrow. He is aware of it when winter arrives. He does not solve his problem, so he is left without food or shelter for the cold winter. **ANALYZE**

3. **FOCUS QUESTION** The ants in both selections are busy workers. They work all day building houses and gathering food for survival. The ants in the fable differ from the ones in the main selection because they speak. The characters in the fable are not real. **READING/WRITING ACROSS TEXTS**

Research and Inquiry

Fables

Tell students many fables originated from different cultures and have been passed down over time. Divide students into small groups.

Ask the groups to use library and Internet resources to learn more about fables and their history. Encourage students to choose one fable and write down details about the characters and the moral.

Have each group present its information orally to the class. Encourage the groups to use visuals, such as storyboards or time lines showing how their fable has changed through time, to add meaning to their presentations. Students may also role-play parts of the fable. They can compare morals, recurring themes, and how different authors treated similar themes. After the presentations, invite students to ask and respond to questions. Remind students to use the Discussion and Conversation Guidelines on page 662.
Writing

Beginning, Middle, and End

READ THE STUDENT MODEL
Read the bookmark. Explain that a summary’s beginning contains a key fact that introduces the main topic. The middle includes more facts and some details. The end is a strong conclusion.

Read the summary and callouts on page 782. Discuss the beginning, middle, and end of the summary.

Tell students they will write a summary of a nonfiction piece. They will take notes, organize them, use their own words, and include a strong conclusion.

Features of a Summary

In a summary of an article, the writer reads and takes notes about the main ideas in the article.

- The summary is based on the writer’s notes.
- It includes the main idea(s) and important supporting details.
- It is written in the writer’s own words and paraphrases key ideas, concepts, events, or facts.
- It helps to clarify the important information in a longer article.

My Summary of “Gibbons” by Luis M.

Gibbons are small apes that live in rain forests in Southeast Asia. They make their homes high up in the treetops. There they eat, sleep, and raise their babies. Gibbons eat fruit, leaves, insects, and sometimes even small animals.

Gibbons move around in the trees skillfully. They can travel through treetops at 40 miles an hour. Leaping from branch to branch, they sometimes jump 50 feet to another tree. These small animals are remarkable.

I read and took notes on an article about gibbons. Then I summarized the article. I began with a key fact.

I ended with a strong conclusion.
Your Turn

Choose a magazine or a news article, or a chapter from a nonfiction book. Take notes on the article. List the main ideas and the important details for each main idea. Then use your notes to write a summary with a good beginning, middle, and end. Use the Writer’s Checklist to check your writing.

Writer’s Checklist

- **Ideas and Content:** Did I include only the most important details in my summary?
- **Organization:** Did I support the main ideas with a good **beginning, middle, and end**?
- **Voice:** Did I use my own words instead of copying?
- **Word Choice:** Did I choose precise nouns, verbs, and adjectives?
- **Sentence Fluency:** Are my sentences short and choppy? Can I combine any sentences with prepositions to make my writing flow better?
- **Conventions:** Did I use capitalization and punctuation correctly? Did I check my spelling?

PREWRITE

Read and discuss the writing prompt on page 783 with students. A summary presents important information from a longer article. After taking notes about the main idea and important details, a writer organizes the notes into a summary. The summary begins with the main idea, followed by the details in logical order.

Talk about the types of nonfiction articles or book chapters students might use to find a summary topic. Students can work independently or in pairs to brainstorm ideas for articles.

Present the mini lesson on **Beginning, Middle, and End** on page 783A, then display Transparency 117 and discuss how Luis used a Summary Chart to plan his summary.

DRAFT

Display Transparency 118. Discuss how Luis used his chart to organize and write his summary. Talk about ways to improve the draft. Before students write, present the mini lesson on **Ideas and Content** on page 783B. Have students use their charts to write their summaries.

REVISE

Present the mini lesson on **Combining Sentences with Prepositions** on page 783B. Then display Transparency 119 and discuss Luis’s revisions. Have partners use the Writer’s Checklist on page 783. Then ask students to **proofread**. For **Publishing Options**, see 783A. For lessons on **Grammar** and **Spelling**, see page 783B and **5-Day Spelling** and **Grammar** on pages 783G–783J.
Publishing Options
Students can read aloud their summaries to the class. See the Speaking and Listening tips below. They can also use their best cursive to write their summary. (See Teacher's Resource Book pages 163–168 for cursive models and practice.) Then invite students to illustrate their summaries with original, computer, or magazine pictures.

EXPLAIN/MODEL
Explain that all pieces of writing, from stories to summaries, must have a beginning, middle, and end. In the beginning, the writer introduces the topic and states the main idea. The middle of a writing piece is where the writer includes important details to support the main idea. At the end, the writer uses a strong conclusion to tie up any loose ends. Have students reread The Ant and the Grasshopper on pages 778–781. Discuss the story’s beginning, middle, and end with students. Display Transparency 120.

Think Aloud The first sentence introduces the main character—Cathy Cat and tells me her problem—she is stuck up a tree after chasing a mouse. This is the story’s beginning. In the middle of the story, Cathy tries to solve her problem by climbing down the tree. The end of the story tells how the problem is solved: José climbs the tree and brings Cathy down.

TRANSPARENCY 120

Beginning, Middle, and End

Beginning: Cathy Cat chased a mouse up a tree and couldn’t get down.
Middle: Cathy Cat tried climbing down, but she was too scared.
End: José climbed the tree and brought Cathy down.

1. Her mother helped her get into a warm bed.
2. She found her mother, but her mother was busy.
3. Dara Donkey was cold and tired.
4. Elena blew and blew, but she couldn’t get the rock out.
5. Annie Ant crawled inside Elena’s trunk and carried the rock out.
6. Elena Elephant got a rock stuck in her trunk.

(1. end; 2. middle; 3. beginning; 4. middle; 5. end; 6. beginning)

PRACTICE/APPLY
Work with students to read the two sets of sentences and identify the beginning, middle, and end for each set. Then have students identify and discuss the beginning, middle, and end of Luis M.’s summary on page 782. Remind students that all writing pieces, whether they are fiction or nonfiction, have a beginning, middle, and end.

Tell students that as they plan their summaries they should use their summary charts. This will help them have a clear beginning, middle, and end.
Writer’s Toolbox

Writing Trait: Ideas and Content

Explain/Model  Tell students to take notes about the main ideas of the article they are going to summarize. They should include only the most important details about those ideas in their summary. Including unimportant details will confuse their audience. They should also be sure to write their summaries using their own words. They can paraphrase the article, which may help them to do this.

Practice/Apply  Have students reread Luis’s summary on page 782. Work with them to identify the main ideas of his writing. Discuss how he includes important details about gibbons, what they are, where they live, what they eat, and how they move. As students draft their summaries, ask them to pay attention to supporting their main ideas with a good beginning, middle, and end, including a strong conclusion.

Spelling Words with /ûr/ and /әr/

Ask students to look for words containing /ûr/ and /әr/ in their reading. Point out that the /ûr/ sound can be spelled er, ur, or ir. The /әr/ sound in capture is also spelled ur. Urge students to pay attention when they spell words with the /ûr/ and /әr/ sounds. Tell them that they can use a print or online dictionary to check spelling in their drafts. For a complete lesson on words with /ûr/ and /әr/, see pages 783G–783H.

Combining Sentences with Prepositions

Explain/Model  Explain that writers may combine two or three simple sentences into a longer sentence. They can use prepositional phrases, such as on the porch, to combine two sentences: The dog was barking. + The dog was on the porch. = The dog on the porch was barking.

Practice/Apply  Work with students to search Luis’s story for prepositional phrases that combine sentences. Ask students to identify each prepositional phrase and suggest the two sentences that it might have joined. Then tell students to pay attention to using prepositional phrases correctly when they combine sentences. For a complete lesson on combining sentences with prepositions, see pages 783I–783J.

Supporting Ideas

Explain/Model  Good writers make sure to include enough details so readers can follow a summary. Have students reread Luis’s summary on page 782. Point out the details in the first and second paragraphs. These details give facts about the topic and support the main ideas.

Practice/Apply  Invite students to share their drafts. Work as a class to determine if the drafts have enough detail to support the main ideas. Discuss details that writers could add to provide better support. As students revise, have them make sure to add details that help readers follow the summary and understand the facts in it.

Technology

Suggest that students print their work and proofread it in hardcopy as well as on the screen. Ask them which method works best for them.
**Objectives**

- Apply knowledge of word meanings and context clues
- Use Greek roots to understand unfamiliar words

**Materials**

- Vocabulary Transparencies 59 and 60
- Leveled Practice Books, p. 219

---

**Vocabulary**

- **solitary** (p. 765) alone
- **overcome** (p. 765) to get the better of; to beat
- **communication** (p. 766) sharing of feelings, thoughts, or information
- **nutrients** (p. 769) things needed by people, animals, or plants to live and grow
- **territory** (p. 772) any large area of land; region
- **investigates** (p. 772) looks into carefully to find facts and get information
- **astronomer** (p. 773) a person who studies the Sun, stars, and planets
- **prehistoric** (p. 774) belonging to a time before people started writing history

---

**Review Vocabulary**

**Words in Context**

**EXPLAIN/MODEL** Review the meanings of the vocabulary words. Display Transparency 59. Model how to use word meanings and context clues to fill in the first missing word with students.

**Think Aloud** In the first sentence, I learn that Cody wants to study *outer space*. I know that an *astronomer* studies the *stars*, which are in outer space. I think the missing word is *astronomer*. When I try it in the sentence, it makes sense.

- prehistoric communication astronaut investigates territory nutrients overcome solitary

1. Cody wants to study outer space and be an *astronomer* when he grows up.
2. Since *prehistoric* times, ants have been on Earth.
3. Studying ants helped Christine *overcome* her fear of bugs.
4. Ants do not live *solitary* lives. They usually live and work in groups.
5. An ant hill can cover a lot of *territory*, even though it may not look that way from above the ground.
6. Ants find food and *nutrients* in many places.
7. An entomologist *investigates* the lives of bugs by watching them closely.
8. Ants use their antennae as a means of *communication*.

---

**PRACTICE/APPLY** Instruct students to complete the remaining sentences on their own. Have them use context clues to fill in the missing words for items 2–8 on a separate sheet of paper. Then students can exchange papers, check their answers, and explain the context clues they used to figure out the missing words.

**Word Web** Write a root or base word and have the class give its origin and definition. Then have small groups create a web of related words using the same base. Have students use dictionaries to help them find and define the words.
EXPLAIN/MODEL

Explain that many English words come from older words in other languages. Greek roots are the source of many roots, prefixes, and suffixes in English. Knowing where words come from can help readers and writers spell, learn, and remember the meanings of unfamiliar words more easily.

Model how to use Greek roots to fill in the first missing word on Transparency 60.

### Greek Roots

- **bio** means “life”
- **graph** means “writing”
- **meter** means “measure”
- **micro** means “small”
- **phon** means “sound”
- **photo** means “light”
- **scope** means “viewing”
- **tele** means “distant”

1. I read a **biography** of Amelia Earhart.
2. We looked at the distant stars through a **telescope**.
3. I like to talk to my grandmother in California on the **telephone**.
4. We can measure the distance in yards or **meters**.
5. The tiny object looked much bigger when viewed through a **microscope**.
6. I took a **photograph** with my new camera.

### Vocabulary Strategy Transparency 60

#### PRACTICE/APPLY

Have students complete items 2–6 on their own. Discuss students’ answers. Have them think of other words that contain similar roots. Encourage students to keep a special page in their word study notebooks to note additional words borrowed from Greek roots.

#### Quick Check

Can students use context clues to choose the correct word?

Can students use Greek roots to understand unfamiliar words?

**During Small Group Instruction**

- **If No → Approaching Level** Vocabulary, pp. 783N–783O
- **If Yes → On Level** Options, pp. 783Q–783R
- **Beyond Level** Options, pp. 783S–783T

---

### ELL

**Provide Examples**

This exercise might be very difficult for students. Provide students with the list of the words that are the answers for the Practice activity in a random order and have students circle the roots in the words and match them to the sentences. Then help students use the words in other sentences.

---

Many English words come from other languages. Some words came from Greek, the language of Greece. Knowing the meaning of Greek roots can help you understand other words that use the same root.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>bio – life</td>
<td><em>logy</em> = the study of</td>
</tr>
<tr>
<td>aster – star</td>
<td><em>scope</em> = view</td>
</tr>
<tr>
<td>bio – life</td>
<td><em>naut</em> = sailor</td>
</tr>
</tbody>
</table>

Match a Greek root from Column 1 with one from Column 2 to get the English word described. Then use the word in a sentence. Possible responses provided.

1. star sailor_ astronaut_
   I’d like to be an astronaut.
2. see *scope* **tele**scope
   We watched the lunar eclipse through a telescope.
3. terrifying lizard_ *dinosaur*
   We want to see dinosaur footprints in the state park.
4. the study of the **bi**ology
   The biology textbook explains the life cycle of monarch butterflies.
Objectives
- Identify the stressed /ûr/ and unstressed /әr/ sounds
- Identify content vocabulary associated with insects

Materials
- Leveled Practice Books, p. 220
- Teacher’s Resource Book, pp. 38–39

Phonics
Decode Words with /ûr/ and /әr/

EXPLAIN/MODEL Remind students that the letters er, ir, and ur spell /ûr/ in stressed syllables. Explain that these same letters can spell /әr/ in unstressed syllables. In fact, any vowel in an unstressed syllable can spell the shwa sound. Write merchant.

Think Aloud I know that mer can spell /mûr/, and chant spells /chant/. Now I must decide whether the first or second syllable is stressed. Let me try both ways: /mûr’ chant/ or /mar-chant/ I recognize the first pronunciation, so I know the first syllable is stressed. I can check in a dictionary to be sure.

PRACTICE/APPLY Write whirlwind, capture, alert, eastern, and survive. Work with students to sound out each syllable. Then have them try stressing the first, then the second, and deciding which is correct. They can check the dictionary to be sure they are right.

Decode Multisyllabic Words Remind students that they can apply what they know about phonics patterns and word parts to decode longer words. For more practice with multisyllabic words with /ûr/ and /әr/, see the decodable passages on Teacher’s Resource Book pages 38–39.

The Stress Game Draw a follow-the-path game board with blank spaces. Prepare game cards from the Spelling Words and other words with /ûr/ or /әr/. Place the cards in a stack and add playing pieces and a dictionary.

Players take turns drawing a card from the stack and identifying which syllable is stressed. If the first syllable is stressed, the player moves ahead one space. If the second syllable is stressed, the player moves ahead two spaces. The winner is the first player to complete the path. Players may challenge answers by checking the dictionary. If the challenger is correct, he or she gets to move ahead. If wrong, the challenger moves back one space.
Vocabulary Building

Oral Language
Expand Vocabulary  Help students brainstorm words and phrases that describe ants. (hardworking, small but strong, pesky picnic intruders)
Then review the format of a cinquain. Have students write cinquains about ants using the phrases and their own words. Review alliteration, metaphor, simile, and personification, and encourage students to use figurative language in their poems.

Spiral Review
Fill the Anthill  Draw two large anthills on the board. Have students draw pictures of ants, or use a computer to print out clip art pictures of ants. Write vocabulary words from this week and from previous weeks on the reverse sides of the cut-out ants. Divide the class into two teams. Have teams take turns choosing an ant and reading its vocabulary word aloud to a member of the other team. The student on the other team must spell the word and use it in a sentence. If the student succeeds, the ant is placed in that team’s anthill. If the student is not successful, the card returns to the stack. The game is completed when all ants have reached an anthill.

Vocabulary Building
Content Vocabulary  Explain that ants are one kind of insect. In groups, have students brainstorm as many other kinds of insects as they can. Students have five minutes for this task. Then call on a group to read their list aloud. Whenever an insect is named that is on another group’s list, all groups who listed that insect must cross it off. Each group continues until all have shared. The group with the most insects listed after all duplicates have been eliminated wins.

Apply Vocabulary
Write Dialogue  Direct students to use at least four vocabulary words in a mini play about ants. Challenge them to include facts from the selection or from other sources. They should write about a typical event in an ant’s life and create at least three characters.

Technology
Vocabulary PuzzleMaker

For additional vocabulary and spelling games, go to www.macmillanmh.com
**Spelling Words**

<table>
<thead>
<tr>
<th>burrow</th>
<th>perhaps</th>
<th>concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>furnace</td>
<td>purchase</td>
<td>service</td>
</tr>
<tr>
<td>concert</td>
<td>nervous</td>
<td>eastern</td>
</tr>
<tr>
<td>lantern</td>
<td>modern</td>
<td>whirlwind</td>
</tr>
<tr>
<td>thirsty</td>
<td>capture</td>
<td>surprise</td>
</tr>
<tr>
<td>disturb</td>
<td>merchant</td>
<td>persuade</td>
</tr>
<tr>
<td>alert</td>
<td>survive</td>
<td></td>
</tr>
</tbody>
</table>

**Pretest**

ASSESS PRIOR KNOWLEDGE

Using the Dictation Sentences, say the underlined word. Read the sentence and repeat the word. Have students write the words on **Spelling Practice Book** page 185. For a modified list, use the first 12 Spelling Words and the 3 Review Words. For a more challenging list, use Spelling Words 3–20 and the 2 Challenge Words. Have students correct their own tests.

Have students cut apart the Spelling Word Cards BLM on **Teacher’s Resource Book** page 95 and figure out a way to sort them. Have them save the cards for use throughout the week.

Use Spelling Practice Book page 186 for more practice with this week’s Spelling Words.

For **Leveled Word Lists**, go to [www.macmillanmh.com](http://www.macmillanmh.com)

**Dictation Sentences**

1. Moles __burrow__ under the ground.
2. A __furnace__ is helpful in winter.
3. We needed a ride to the __concert__.
4. I lit a __lantern__ before it got dark.
5. Drink water when you’re __thirsty__.
6. Do not __disturb__ the sleeping baby.
7. I stayed awake and __alert__.
8. __Perhaps__ we’ll go to the park.
9. We need to __purchase__ supplies.
10. I am __nervous__ about my speech.
11. There are __modern__ versions of many old movies.
12. The police will __capture__ the thief.
13. Ask the __merchant__ for help.
14. Fur helps dogs __survive__ the cold.
15. Storm warnings cause __concern__.
16. We planned a __service__ project.
17. I am on the __eastern__ side of town.
18. Our school was a __whirlwind__ of activity on field day.
19. A __surprise__ was waiting in the box.
20. I’ll __persuade__ them to listen to the new band.

**Review/Challenge Words**

1. It is __really__ hot out today.
2. I grabbed a __handful__ of jelly beans.
3. We admire his __goodness__.
4. I made a __survey__ about books.
5. The crew began to __emerge__ from the submarine.

**Spelling Practice Book, pages 185–186**

**Word Sorts**

**Teacher and Student Sorts**

- Review the Spelling Words, pointing out the three different spellings and locations of the /ûr/ or /әr/ sounds.
- Use the cards on the Spelling Word Cards BLM. Attach the key words __service__ and __disturb__, on the board. Explain that students will sort the Spelling Words according to which syllable is stressed—the first or second.
- Then invite students to do an open sort in which they sort all the Spelling Words any way they wish, for example, by spelling of /ûr/ and /әr/, or by part of speech. Discuss students’ various methods of sorting.

**Spelling Practice Book, page 187**

<table>
<thead>
<tr>
<th>Stress on Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Syllable</strong></td>
</tr>
<tr>
<td>Service</td>
</tr>
<tr>
<td><strong>Second Syllable</strong></td>
</tr>
<tr>
<td>Alert</td>
</tr>
</tbody>
</table>

**Stressed Syllables**

Sort the spelling words according to the placement of the accent.
**Day 3 Word Meanings**

**CATEGORIES**
Read each group of words below. Ask students to copy the words into their word study notebooks, completing each group by adding a Spelling Word that fits in the same category.

1. lamp, light, ____ (lantern)
2. worry, trouble, ____ (concern)
3. new, current, ____ (modern)
4. bother, interrupt, ____ (disturb)
5. watchful, attentive, ____ (alert)

Challenge students to come up with other similar word groups to which they can add Spelling Words, Review Words, or Challenge Words.

Have partners write a sentence for each Spelling Word, leaving a blank space where the word should go. They can exchange papers and fill in the blanks.

---

**Day 5 Assess and Reteach**

**POSTTEST**
Use the Dictation Sentences on page 783G for the Posttest.

If students have difficulty with any words in the lesson, have students place them in a list entitled *Spelling Words I Want to Remember* in a word study notebook.

Challenge student partners to look for words with the /ər/ and /ər/ sounds in their reading this week. Remind them to pay attention to stressed and unstressed syllables.

---

**Day 4 Review and Proofread**

**SPIRAL REVIEW**
Review suffixes. Write *really, handful*, and *goodness* on the board. Have students identify suffixes and name other words with the same suffixes.

**PROOFREAD AND WRITE**
Write these sentences on the board, including the misspelled words. Have students proofread, circle each misspelled word, and write the word correctly.

1. I get thirsty and nervous before a game. *(thirsty, nervous)*
2. It was a suprise to see you at the concert. *(surprise, concert)*
3. Perhaps we will see a rainbow in the eastern sky. *(perhaps, eastern)*
4. We had to purchase a lantern for our trip. *(purchase, lantern)*

---

**Spelling Practice Book, page 188**

<table>
<thead>
<tr>
<th>Service</th>
<th>Alert</th>
<th>Modern</th>
<th>Concern</th>
<th>Surprise</th>
<th>Capture</th>
<th>Thrifty</th>
<th>Lantern</th>
<th>Whirlwind</th>
</tr>
</thead>
<tbody>
<tr>
<td>survive</td>
<td>alert</td>
<td>eastern</td>
<td>concern</td>
<td>surprise</td>
<td>capture</td>
<td>thirsty</td>
<td>lantern</td>
<td>whirlwind</td>
</tr>
</tbody>
</table>

**Spelling Practice Book, page 189**

**There are six spelling mistakes in this report. Circle the misspelled words. Write the words correctly on the lines below.**

**The Amazing Ant**
Ants are one of the most amazing insects that there is. They are very social animals, working together to build nests and gather food. They need each other to survive. All of the ants in a colony are in the same family. The queen ant is the other ants do all the work.

There are many different kinds of ants. In Africa, there are driver ants that carry our nile. They can form huge and fast to attack. Farmer ants use their large drums to build their nests. Their drums can be almost six inches long.

If you ever again see a nile, you are safe to some ants. Take some time and watch these amazing insects at work.

1. perhaps 3. service 5. burrow
2. survive 4. capture 6. alert

**Writing Activity**
What types of insects live in your backyard or neighborhood park? Write a short paragraph about the insects you see around you. Use at least four spelling words in your description.

---

**Spelling Practice Book, page 190**

<table>
<thead>
<tr>
<th>Sample A:</th>
<th>Sample B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. service</td>
<td>1. emerge</td>
</tr>
<tr>
<td>2. service</td>
<td>2. emerge</td>
</tr>
<tr>
<td>3. service</td>
<td>3. service</td>
</tr>
<tr>
<td>4. service</td>
<td>4. service</td>
</tr>
<tr>
<td>5. service</td>
<td>5. service</td>
</tr>
<tr>
<td>6. service</td>
<td>6. service</td>
</tr>
<tr>
<td>7. service</td>
<td>7. service</td>
</tr>
<tr>
<td>8. service</td>
<td>8. service</td>
</tr>
<tr>
<td>9. service</td>
<td>9. service</td>
</tr>
<tr>
<td>10. service</td>
<td>10. service</td>
</tr>
</tbody>
</table>

---

**The Life and Times of the Ant** 783H
**Day 1 Introduce the Concept**

**INTRODUCE SENTENCE COMBINING WITH PREPOSITIONS**

Present the following:

- Sometimes two or more ideas in simple sentences should be combined into one sentence: The dog was barking. The dog was on the porch.
- Combine related ideas using prepositional phrases: The dog on the porch was barking.
- Adding prepositional phrases to simple sentences makes the writing more fluent.

**Day 2 Teach the Concept**

**REVIEW COMBINING SENTENCES WITH PREPOSITIONS**

Review with students how to combine sentences using prepositional phrases.

**INTRODUCE RULES FOR COMBINING WITH PREPOSITIONAL PHRASES**

Present the following:

- Prepositional phrases may be placed at the beginning, in the middle, or at the end of sentences: We studied the anthill after lunch.
- A comma is often used after a prepositional phrase if the phrase begins a sentence. Commas might also be used after prepositional phrases to make the sentence clear: To the gardener, ants are pests.

**Grammar Practice Book, page 185**

* Two sentences can be combined by adding a prepositional phrase to one sentence.

Combine the pairs of sentences below by using the prepositional phrase from the second sentence. Then underline the prepositional phrase.

1. Today our class went bird-watching. We were at the park.
   - Today our class went bird-watching at the park.

2. There were many birds to see. They were in the trees.
   - There were many birds to see in the trees.

3. I could see a baby bird. It was inside a small nest.
   - I could see a baby bird inside a small nest.

4. The baby bird was crying. It was crying with its mouth open.
   - The baby bird was crying with its mouth open.

5. There was a mother bird. She was above the baby.
   - There was a mother bird above the baby.

6. The mother fed the baby. She fed the baby by giving her a worm.
   - The mother fed the baby by giving her a worm.

7. The baby bird hid. She hid inside the nest.
   - The baby bird hid inside the nest.

8. The mother bird flew across. She flew to another tree.
   - The mother bird flew across to another tree.

**Grammar Transparency 146**

For modeling and guided practice.

**Grammar Practice Book, page 186**

* Two sentences can be combined by adding a prepositional phrase to one sentence.

Rewrite the sentences below, using the prepositional phrase to combine them into one sentence.

1. Ants make their anthills by digging through dirt. Ants make their anthills by digging through dirt.

2. Ants scoop dirt. They scoop with their jaws.
   - Ants scoop dirt with their jaws.


4. Most ants live and work together. They live under the ground.
   - Most ants live and work together under the ground.

5. The queen ant lays eggs. She does this inside the hive.
   - The queen ant lays eggs inside the hive.

6. Worker ants protect the queen. They protect her from harm.
   - Worker ants protect the queen from harm.

7. Male ants die. They die after mating with the queen.
   - Male ants die after mating with the queen.

8. Ant eggs develop into adult ants. They develop after three months.
   - Ant eggs develop into adult ants after three months.
MECHANICS AND USAGE: REVIEW PUNCTUATION AND CAPITALIZATION
- Use a period at the end of declarative sentences, commands, and most abbreviations. Use a question mark at the end of a question and an exclamation point at the end of an exclamation.
- Use a comma before coordinating conjunctions, after a beginning dependent clause, and to separate three or more items in a series.
- Capitalize proper nouns, proper adjectives, and sentence beginnings.

Day 3 Review and Practice

REVIEW COMBINING SENTENCES WITH PREPOSITIONS
Review with students where to place prepositional phrases.

Day 4 Review and Proofread

REVIEW COMBINING SENTENCES WITH PREPOSITIONS
Ask students how to combine sentences using prepositions. Ask where prepositional phrases can be placed.

PROOFREAD
Have students correct errors in the following sentences.
1. The ants dig very deep tunnels. (ants)
2. In the deep nursery worker ants care for the eggs. (in the deep nursery)
3. In a book I saw a picture of african ants. (African)
4. Do you know how many workers and larvae live in this hill? (Do you know how many workers, queens?)

Day 5 Assess and Reteach

ASSESS
Use the Daily Language Activity and page 189 of the Grammar Practice Book for assessment.

RETEACH
Write I saw _____ on the board. Have a volunteer fill in the blank. Then have each student create a simple sentence with a prepositional phrase that answers the question Where? and begins with I was ______. (Example: I was in the room.) Call on students to combine the two simple sentences using the prepositional phrase at the beginning and at the end. (I saw ______ in the room; In the room I saw ______). Add commas as needed.

Also use page 190 of the Grammar Practice Book for reteaching.

Grammar Practice Book, page 187

Review combining sentences with prepositions.

Grammar Practice Book, page 188

Read the passage below. Combine each pair of underlined sentences into one sentence by adding a prepositional phrase. Write the combination sentences on the lines below.

Grammar Practice Book, page 189

Study the sentences below. Then circle the choice in which the sentences are combined correctly.
1. They saw the ant crawling. It was carrying a big breadcrumb in its jaws.
   a. They saw a big breadcrumb.
   b. They saw the ant carrying a big breadcrumb.
2. It was carrying a big breadcrumb. The breadcrumb was in its jaws.
   a. It was carrying a big breadcrumb in its jaws.
   b. It was carrying its big breadcrumb.
3. Then the ground dropped. It dropped to the ground.
   a. Then the ground dropped.
   b. Then the ground dropped to the ground.
   c. Then the ground dropped from in the nest.
   d. Then the ground dropped from the nest.
4. The ant ran down the nest. It ran into the nest.
   a. The ant ran down the nest.
   b. The ant ran down the nest into the nest.
   c. The ant ran into the nest.
   d. The ant ran from in the nest.
5. Another ant came out from another nest. Another ant came out from another nest.
   a. Another ant came out of another nest.
   b. Another ant came from another nest.
   c. Another ant came out from the nest.
6. Together, they pushed the breadcrumb up the tree. Together, they pushed the breadcrumb up the tree.
   a. Together, they pushed the breadcrumb up the tree.
   b. Together, they pushed up the tree.
   c. Together, they pushed the breadcrumb up the tree.
   d. Together, they pushed the breadcrumb up the tree from the nest.
Administer the Test

Weekly Reading Assessments, Passage and questions pages 373–380

**ASSESSED SKILLS**
- Description
- Vocabulary Words
- Word Parts: Greek Roots
- Sentence Combining with Prepositions
- Words with /ur/ and /ar/

Administer the Weekly Assessment online or on CD-ROM.

**Fluency**

Assess fluency for one group of students per week. Use the Oral Fluency Record Sheet to track the number of words read correctly. Fluency goals for all students: **113–133 words correct per minute (WCPM).**

- **Approaching Level** Weeks 1, 3, 5
- **On Level** Weeks 2, 4
- **Beyond Level** Week 6

**Alternative Assessments**

- **Leveled Weekly Assessment** for Approaching Level, pages 381–388
- **ELL Assessment**, pages 178–179
<table>
<thead>
<tr>
<th>Diagnose</th>
<th>Prescribe</th>
</tr>
</thead>
</table>
| **VOCABULARY STRATEGY**<br>VOCABULARY WORDS<br>Word Parts: Greek Roots<br>Items 1, 2, 3, 4 | **IF...**<br>0–2 items correct . . .<br>**THEN...**<br>Reteach skills using the Additional Lessons page T10.  
            **Reteach skills: Go to**<br>www.macmillanmh.com
            **Vocabulary PuzzleMaker**<br>Evaluate for Intervention. |
| **COMPREHENSION**<br>First: Description<br>Items 5, 6, 7, 8 | **IF...**<br>0–2 items correct . . .<br>**THEN...**<br>Reteach skills using the Additional Lessons page T5.  
            Evaluate for Intervention. |
| **GRAMMAR**<br>Combining with Prepositions<br>Items 9, 10, 11 | **IF...**<br>0–1 items correct . . .<br>**THEN...**<br>Reteach skills: Grammar Practice Book page 190. |
| **SPELLING**<br>Words with /ûr/ and /әr/<br>Items 12, 13, 14 | **IF...**<br>0–1 items correct . . .<br>**THEN...**<br>Reteach skills: Go to<br>www.macmillanmh.com |
| **FLUENCY**<br>109–112 WCPM<br>0–108 WCPM | **IF...**<br>**THEN...**<br>Fluency Solutions  
            Evaluate for Intervention. |

**Triumphs**  
**AN INTERVENTION PROGRAM**

To place students in the Intervention Program, use the Diagnostic Assessment in the Intervention Teacher’s Edition.
Objective: Decode words with /ûr/ and /ar/

Materials: • Student Book “Amazing Ants”

WORDS WITH /ûr/ AND /ar/

Model/Guided Practice

- Remind students that they have learned that the letters er, ir, and ur stand for the sound /ûr/ in accented syllables. Explain that the same letters can stand for the /ar/ sound in unaccented syllables. In fact, any vowel in an unstressed syllable can spell the schwa sound.

- Write person. Point to the word and read it aloud. Say: I can hear that the first syllable in this word is accented, so it is pronounced /pûr/. The second syllable is unaccented, so I pronounce the son as /sәn/. If I blend the syllables together, I get /pûr' sәn/. Say it with me, /pûr' sәn/. The word is person.

- Write lantern. Point to the word and read it aloud. Say: I can hear that the first syllable in this word is accented, so lan is pronounced /la'n/. The second syllable is unaccented, so I pronounce tern as /tәrn/. If I blend the syllables together, I get /la'n' tәrn/. Say it with me, /la'n' tәrn/. The word is lantern.

MULTISYLLABIC WORDS WITH /ûr/ AND /ar/

- Write the word survivor on the board and read it aloud. Point out that the first and third syllables are unaccented, so the vowel + r is pronounced as /ar/ in both syllables. Help students divide the word into syllables and sound it out, one syllable at a time: /sәr/ /vi'/ /vәr/, /sәr vи' vәr/, survivor. Have students read the word several times.

- Have partners decode longer words with /ûr/ and /ar/. Ask partners to copy these words onto a sheet of paper. Have them say each word, divide it into syllables, and circle the accented syllable.

  - personal
  - observant
  - surprising
  - modernize
  - certainly
  - emerging
  - surroundings
  - government

- Check each pair or group for their progress and accuracy.

WORD HUNT: WORDS WITH /ûr/ AND /ar/ IN CONTEXT

- Review words with /ûr/ and /ar/.

- Have students search the first two paragraphs on page 760 of “Amazing Ants” to find words with /ûr/ and /ar/. Ask them to write the words, draw lines to divide them into syllables, and circle the accented syllable.

- Check to see if students found the following: astronomer, perhaps, interesting, everywhere, prefer, territory, and very. Provide constructive feedback.
**Objective**
Read with increasing prosody and accuracy at a rate of 113–123 WCPM

**Materials**
- Index cards
- Approaching Practice Book A, page 217

**WORD AUTOMATICITY**

Have students make flashcards for the following words with /ɔr/ and /ɑr/: burrow, perhaps, concern, furnace, purchase, service, concert, nervous, eastern, lantern, modern, whirlwind, thirsty, capture, surprise, disturb, merchant, persuade, alert, and survive. Display the cards one at a time and have students say each word. Repeat twice more, displaying the words more quickly each time.

**REPEATED READING**

Model reading the Fluency passage on Practice Book A page 217. Tell students to pay attention to your pronunciation as you read. Then read one sentence at a time and have students echo-read the sentences. During independent time, have students work with a partner. Have one student read first while the other repeats each sentence. Ask students to note words they found difficult. Provide constructive feedback.

**TIMED READING**

At the end of the week, have students do a final timed reading of the passage on Practice Book A page 217. Students should
- begin reading the passage aloud when you say “Go.”
- stop reading the passage after one minute when you say “Stop.”

Keep track of miscues. Coach students as needed. Help students record and graph the number of words they read correctly.

**Vocabulary**

**Objective**
Apply vocabulary word meanings

**Materials**
- Vocabulary Cards
- Transparencies 30a and 30b

**VOCABULARY WORDS**

Display the Vocabulary Cards: overcome, territory, investigates, solitary, prehistoric, nutrients, communication, and astronomer. Help students locate and read the vocabulary words in “Amazing Ants” on Transparencies 30a and 30b. Review each word’s meaning. Then give students sentences that provide context clues for each vocabulary word. Have them use the clues to help them identify the correct word. For example: My mother wants us to get lots of vitamins and minerals from the food we eat. (nutrients)
**Vocabulary**

**Objective** Identify Greek roots

**WORD PARTS: GREEK ROOTS**

Tell students that *saur* is a Greek root that means “lizard.” Invite students to read the names of the following animals: *aphid, stegosaurus, wasp, brontosaurus,* and *ichthyosaurus.* Have them identify the names that show that the animal is related to a lizard. If possible, provide pictures of each dinosaur and have students practice saying the dinosaur names.

**Comprehension**

**Objective** Identify description

**Materials** • Student Book “Amazing Ants” • Transparencies 30a and 30b

**STRATEGY**

**ANALYZE TEXT STRUCTURE**

Remind students that they should pay attention to how the author presents descriptive information.

**SKILL**

**DESCRIPTION**

**Explain/Model**

- Some nonfiction books present information by using description.
- Description may define or classify. It may also list examples, or it may list the characteristics of the subject.

Display Transparencies 30a and 30b. Reread the first two paragraphs.

**Think Aloud** This selection uses a lot of descriptive details to explain the lives and times of ants. I will pay attention to the different headings the author uses and the details that go along with them. I can use these to fill in my Description Web.

**Practice/Apply**

Reread “Amazing Ants” with students. After reading invite students to retell the selection, identifying how the selection is organized. Discuss the following questions with students:

- How are dairying ants described?
- What does the author describe in the third paragraph?
- What material existed in the time of the dinosaurs?

**Vocabulary**

Review last week’s words (*glider, unstable, wingspan, applauded, headlines, hoisting, assured*) and this week’s words (*astronomer, investigates, solitary, territory, communication, nutrients, prehistoric, overcome*). Have students find synonyms for each.

**RESEARCH** Why It Matters

Vocabulary Five key practices supported by research are: 1. Vocabulary should be taught both directly and indirectly; 2. Repetition and multiple exposures to vocabulary items are important; 3. Learning in rich contexts is valuable for vocabulary learning; 4. Vocabulary tasks should be restructured when necessary; 5. Vocabulary learning should entail active engagement in learning tasks.

Donald Bear

Go to www.macmillanmh.com
**Objective**
Read to apply strategies and skills

**Materials**
- Leveled Reader *Butterflies and Moths*
- Student Book *The Life and Times of the Ant*

**PREVIEW AND PREDICT**
Have students read the title and preview the first two chapters, using the photos and captions to help them. Ask students to make predictions about what they will learn about butterflies and moths as they read the selection. Students should list any questions they may have.

**VOCABULARY WORDS**
Review the Vocabulary Words as needed. As you read together, discuss how each word is used in context.

**STRATEGY**
**ANALYZE TEXT STRUCTURE**
Remind students that they should pay attention to how the author presents descriptive information.

**SKILL**
**DESCRIPTION**
Remind students that watching for descriptive details will help them to recognize how the text is organized.

**Think Aloud** In the first chapter, the author writes about butterflies’ body parts, then their shapes, sizes, and colors. Next, there is a description of how monarch butterflies migrate. I need to remember this information for my Description Web.

**READ AND RESPOND**
Finish reading *Butterflies and Moths* with students. Discuss the following.
- How does the author compare and contrast moths and butterflies?
- How do moths and butterflies change? Tell students to use paraphrasing in their answers.

Work with students to review and revise their Description Webs.

**MAKE CONNECTIONS ACROSS TEXTS**
Invite students to compare *The Life and Times of the Ant* and *Butterflies and Moths*.
- How do the authors present relevant facts and details in each selection?
- Which insect did you find most interesting? Use descriptive details from the texts to explain your answer.
Review the vocabulary words using the Vocabulary Cards. Write a vocabulary word on the board. Invite partners to make as many words as they can from the letters in that word. For example: prehistoric (his, pot, pit, crest, stir, and so on). Partners get one point for each correct word. The pair with the most points win.

**WORD PARTS: GREEK ROOTS**

Point out many English words contain Greek roots. For example, the Greek root astro- (star) is found in astronomer, which is in “Amazing Ants.” Help students find other words with Greek roots, such as dinosaurs, myrmecologists, and pheromones, from The Life and Times of the Ant.

**LITERARY ELEMENTS**

Objective: Read fables to identify character and moral

Materials: • Books and resources with fables  
• Student Book “The Ant and the Grasshopper”

**CHARACTERS AND MORAL**

Discuss the purpose and importance of the characters and identify the moral in “The Ant and the Grasshopper.” Then have partners look through books and other resources with fables to point out and discuss the characters and the morals of fables they find there.

**REPEATED READING**

Model reading the Fluency passage on page 217 of Practice Book O. Remind students to pay attention to the correct pronunciation of unfamiliar or difficult vocabulary words. Model reading aloud the entire passage. Then read one sentence at a time while students echo-read. During independent reading time, partners can take turns reading the passage.

**Timed Reading** At the end of the week, have students read the passage and record their reading rate.
Leveled Reader Lesson

Objective  Read to apply strategies and skills

Materials  • Leveled Reader Grasshoppers and Crickets
              • Student Book The Life and Times of the Ant

PREVIEW AND PREDICT

Have students preview Grasshoppers and Crickets.
■ Ask students to predict what the selection is about.
■ Ask them to write down any questions for which they want answers.

STRATEGY

ANALYZE TEXT STRUCTURE

Remind students to pay attention to how the author presents descriptive information.

SKILL

DESCRIPTION

Review: Description in a nonfiction text may be presented in a variety of ways. A paragraph may define or classify. It may also list examples or it may list the characteristics of the subject. Explain that students will fill in information about description in a Description Web.

READ AND RESPOND

Read Chapter 1. Pause to discuss the descriptions of grasshoppers. At the end of Chapter 1, fill in the Description Web. Have students tell how the descriptive information is organized in the first chapter. Students should identify other descriptive information as they read on.

VOCABULARY WORDS

As they finish reading Grasshoppers and Crickets, ask students to point out vocabulary words as they appear. Discuss how each word is used.

MAKE CONNECTIONS ACROSS TEXTS

Invite students to summarize and draw connections between Grasshoppers and Crickets and The Life and Times of the Ant.
■ Ask students to explain the similarities and differences in each.
■ Have students explain which descriptive details they found the most interesting in each selection and why.
■ What else would they like to learn about these insects? Where might they find this information?
**Beyond Level Options**

**Vocabulary**

**Objective**
Write a short story using vocabulary words

**Materials**
- Dictionary

**EXTEND VOCABULARY**

Ask students to write a short story, using as many vocabulary words as they can remember from recent selections. Invite them to edit their stories or their partners’ stories. They may use illustrations to support their writing. Remind students to use a dictionary to check the spelling of the vocabulary words.

**Literary Elements**

**Objective**
Use characters and moral to write a fable

**Materials**
- Books and resources with fables
- **Student Book** “The Ant and the Grasshopper”

**CHARACTERS AND MORAL**

Review “The Ant and the Grasshopper.” Point out that the characters in a fable often have a problem to solve, and that the plot helps to communicate the fable’s moral. Ask students, *Which character do you admire more, the ant or the grasshopper?*

Have students identify the characters and the moral of fables in books and other resources. Challenge them to write their own fable about talking ants, beetles, and/or grasshoppers, using information they have learned from reading the selections.

**Fluency**

**Objective**
Read fluently with appropriate prosody at a rate of 123–133 WCPM

**Materials**
- **Beyond Practice Book B**, p. 217

**REPEATED READING**

Model reading the Fluency passage on page 217 of **Practice Book B**. Remind students to pay attention to the correct pronunciation of unfamiliar words. Model reading aloud the entire passage. Then read one sentence at a time while students echo-read the sentences. Listen carefully and offer students corrective feedback.

During independent reading time, partners can take turns reading the passage they have practiced reading aloud. At the end of the week, have each partner do a **timed reading** and note how many words they read correctly in one minute.
Leveled Reader Lesson

Objective
Read to apply strategies and skills

Materials
• Leveled Reader Beetles

PREVIEW AND PREDICT
Have students preview Beetles, predict what it is about, and set a purpose for reading. Remind students to revise or confirm their predictions as they read.

SKILL DESCRIPTION
Ask a student to explain the term description and why it is an important element to pay attention to when reading a nonfiction selection. Explain that students will read Beetles together and fill in information about the descriptions.

READ AND RESPOND
As students read, they should identify details of a particular part of the selection, fill in their Description Webs, and share their findings with a partner.

VOCABULARY WORDS
Have students pay attention to vocabulary words as they come up. Review definitions as needed. Ask, What period in history does prehistoric refer to?

Self-Selected Reading

Objective
Read independently to identify relevant descriptive details

Materials
• Leveled Readers, nonfiction trade books, and articles at students’ reading levels

READ TO IDENTIFY DESCRIPTION
Invite students to choose a nonfiction book or article for their daily independent reading. As students read, have them identify places in which the author uses descriptive details. Have them describe the setting and recognize its importance to the story.

After reading, ask students to choose three details that describe something from their selection and share them with a partner. You may wish to have students discuss the selections in a Literature circle.
Throughout the week the English language learners will need help in building their understanding of the academic language used in daily instruction and assessment instruments. The following strategies will help to increase their language proficiency and comprehension of content and instructional words.

### Use Strategies to Reinforce Academic Language

- **Use Context**  Language (see chart below) should be explained in the context of the task during Whole Group. Use gestures, expressions, and visuals to support meaning.
- **Use Visuals**  Use charts, transparencies, and graphic organizers to point out and explain key labels to help students understand classroom language.
- **Model**  Demonstrate the task using academic language in order for students to understand instruction.

### Academic Language Used in Whole Group Instruction

<table>
<thead>
<tr>
<th>Content/Theme Words</th>
<th>Skill/Strategy Words</th>
<th>Writing/Grammar Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ants (p. 758)</td>
<td>text structure (p. 761A)</td>
<td>beginning, middle, end (p. 782)</td>
</tr>
<tr>
<td>insects (p. 760)</td>
<td>description (p. 761A)</td>
<td>summary (p. 782)</td>
</tr>
<tr>
<td>nest (p. 760)</td>
<td>heading (p. 761B)</td>
<td>main idea (p. 782)</td>
</tr>
<tr>
<td>anthill (p. 768)</td>
<td>informational nonfiction (p. 762)</td>
<td>supporting details (p. 782)</td>
</tr>
<tr>
<td>fable (p. 778)</td>
<td></td>
<td>sentence combining (p. 783I)</td>
</tr>
<tr>
<td>human characteristics (p. 778)</td>
<td></td>
<td>prepositional phrases (p. 783I)</td>
</tr>
<tr>
<td>moral (p. 778)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ELL Leveled Reader Lesson

Before Reading

DEVELOP ORAL LANGUAGE

Build Background  Do a picture walk of the book and have students say whether the insects are grasshoppers, crickets, or something else. Discuss prior knowledge: What do you know about grasshoppers and crickets? Where do they live? What is special about them?

Review Vocabulary  Write the vocabulary and story support words on the board and discuss the meanings. Write sentences using each of these words. Leave spaces and have the class help you find the correct words. Example: The food we eat contains many ______. (nutrients)

PREVIEW AND PREDICT

Point to the cover photograph and read the title. Have students predict: What do you think we will learn about grasshoppers and crickets?

Set a Purpose for Reading  Show the Description Chart and remind students they have used it before. Ask them to make two similar charts to record information about grasshoppers and crickets.

During Reading

Choose from among the differentiated strategies below to support students’ reading at all stages of language acquisition.

Beginning

Shared Reading  As you read, model how to record information about grasshoppers and crickets in the charts. Have students use text, pictures, and captions to fill in the charts.

Intermediate

Read Together  Read the first chapter. Model how to identify and record information about grasshoppers and crickets in the charts. Take turns reading with students. Have them fill in the charts as they read.

Advanced

Independent Reading  After reading each day, ask students to discuss the story with a partner and fill in the charts. Have them compare charts with those of other student pairs.

After Reading

Remind students to use the vocabulary and story words in their whole group activities.

Objective

• To apply vocabulary and comprehension skills

Materials

• ELL Leveled Reader

ELL 5 Day Planner

| DAY 1 | • Academic Language
|       | • Oral Language and Vocabulary Review
| DAY 2 | • Academic Language
|       | • ELL Leveled Reader
| DAY 3 | • Academic Language
|       | • ELL Leveled Reader
| DAY 4 | • Academic Language
|       | • ELL Leveled Reader
| DAY 5 | • Academic Language
|       | • ELL Leveled Reader Comprehension Check and Literacy Activities

Grasshopper or Cricket? by Susan Ring

The Life and Times of the Ant

ELL Teacher’s Guide

for students who need additional instruction