

Read

MAIN SELECTION

- *The Life and Times of the Ant*
- Skill: Description

PAIRED SELECTION

- "The Ant and the Grasshopper"
- Literary Elements: Characters and Moral

SMALL GROUP OPTIONS

- Differentiated Instruction, pp. 783M–783V

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.

Comprehension

Genre

Informational Nonfiction

is a detailed composition that sets out to explain something by presenting facts about it.

Analyze Text Structure

Description

As you read, fill in your Description Web.



Read to Find Out

What characteristics make an ant able to do the things it does?

762

Vocabulary

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.

763

Read Together

If your students need support to read the Main Selection, use the prompts to guide comprehension and model how to complete the graphic organizer.

If your students need alternate selections, choose the **Leveled Readers** that match their instructional levels.

Read Independently

If your students can read the Main Selection independently, have them read and complete the graphic organizer. Remind them to adjust their reading rate according to difficulty of text.



Technology

Story available on **Listening Library Audio CD**



Preview and Predict

Ask students to read the title, preview the illustrations, and make predictions about the selection. Does it seem that ants lead busy lives? Ask them to explain. Have students write about their predictions and anything else they want to know in the form of questions.

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.

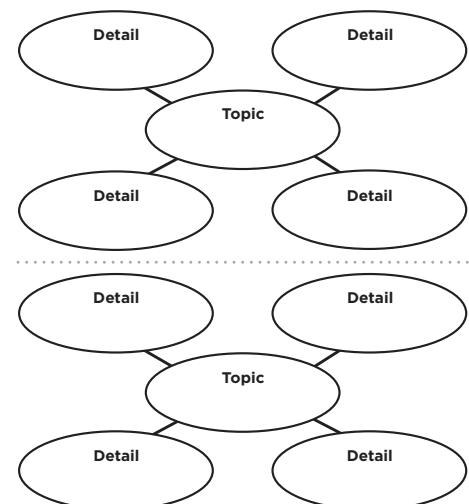
Point out the Description Web in the Student Book and on **Practice Book** page 216. Explain that students will fill it in as they read.

Read *The Life and Times of the Ant*

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

On Level Practice Book O, page 216

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



How does completing the Description Web help you analyze the text structure of *The Life and Times of the Ant*?



Approaching Practice Book A, page 216



Beyond Practice Book B, page 216

Develop Comprehension

1 STRATEGY ANALYZE TEXT STRUCTURE

Teacher Think Aloud As I look over the first two pages of the selection, I see that the author has organized the text into small sections. Some of the sections have headings or titles. These are easy to see, because they are in darker or larger type. The author also uses the illustrations to divide the text into sections. Organizing the descriptions of ant life this way will probably make it easier for me to understand and remember the facts. As I keep reading, I will look for other ways that the author uses headings and illustrations to organize his description of the life and times of the ant.

2 USE ILLUSTRATIONS

What purpose or purposes do the author's drawings serve on pages 764 and 765? (They illustrate some of the information in the text. For example, there are drawings of an ant carrying a large seed and of an elephant carrying a log. Some of the drawings are also meant to be humorous and entertaining. One shows an ant operating a construction vehicle, and another shows an "Ants Working" sign.)

1 Once 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.

2

Great Dynasties on Earth

Ants have been digging through dirt for more than 100 million years. Their dynasty stretches from the time of dinosaurs to today.

Species	Start Date	End Date
Dinosaurs	100,000,000 B.C.	65,000,000 B.C.
Ants	65,000,000 B.C.	Today
People	Today	Today

764

Comprehension

Charts and Graphs

Explain When authors of informational nonfiction want to show a lot of information at once, especially if they have data involving numbers, they often place the information into a chart or graph.

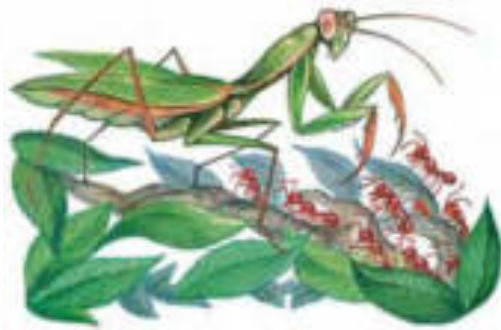
Discuss Point out the graph at the bottom of page 764. Ask students to discuss how it helps to organize the information presented. (It quickly shows in a visual way how long ants have been on Earth compared to dinosaurs and people.)

Apply Have students identify cases in which a chart or graph might be a better way than sentences to present certain kinds of information. (Students may say that reading sentences heavy with data is more difficult than looking at information shown visually.) Students should look for other uses of charts or graphs as they read.

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. **3** Other ants smell the odor and rush to help.

Description

4 In the second paragraph of "Friends in Low Places," what details help describe how ants are different from other insects?

765

Develop Comprehension

3 STRATEGY WORD PARTS



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.)

4 DESCRIPTION



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.)

ELL

Access for All

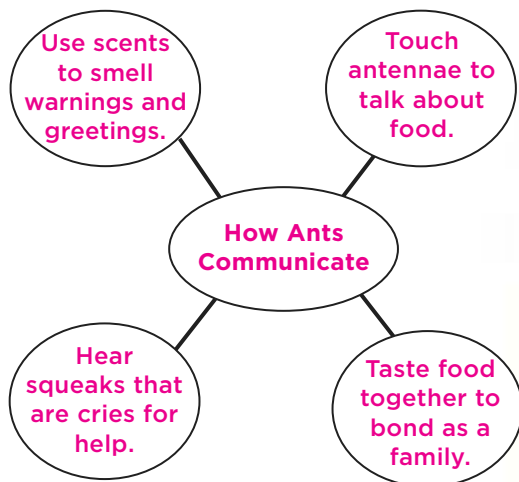
Monitor Comprehension Discuss the meaning of each heading with students to help them predict what they will read. After students read through each section, check their understanding by asking them to retell what they have read and point to items in the illustrations that support the information. Model this and help students as needed. Ask questions about the text, charts, and illustrations, such as, *What is the ant carrying on page 764? Which has been around longer, the ants or the dinosaurs? What does the praying mantis want to do? How do the ants call for help?*

Develop Comprehension

5 DESCRIPTION

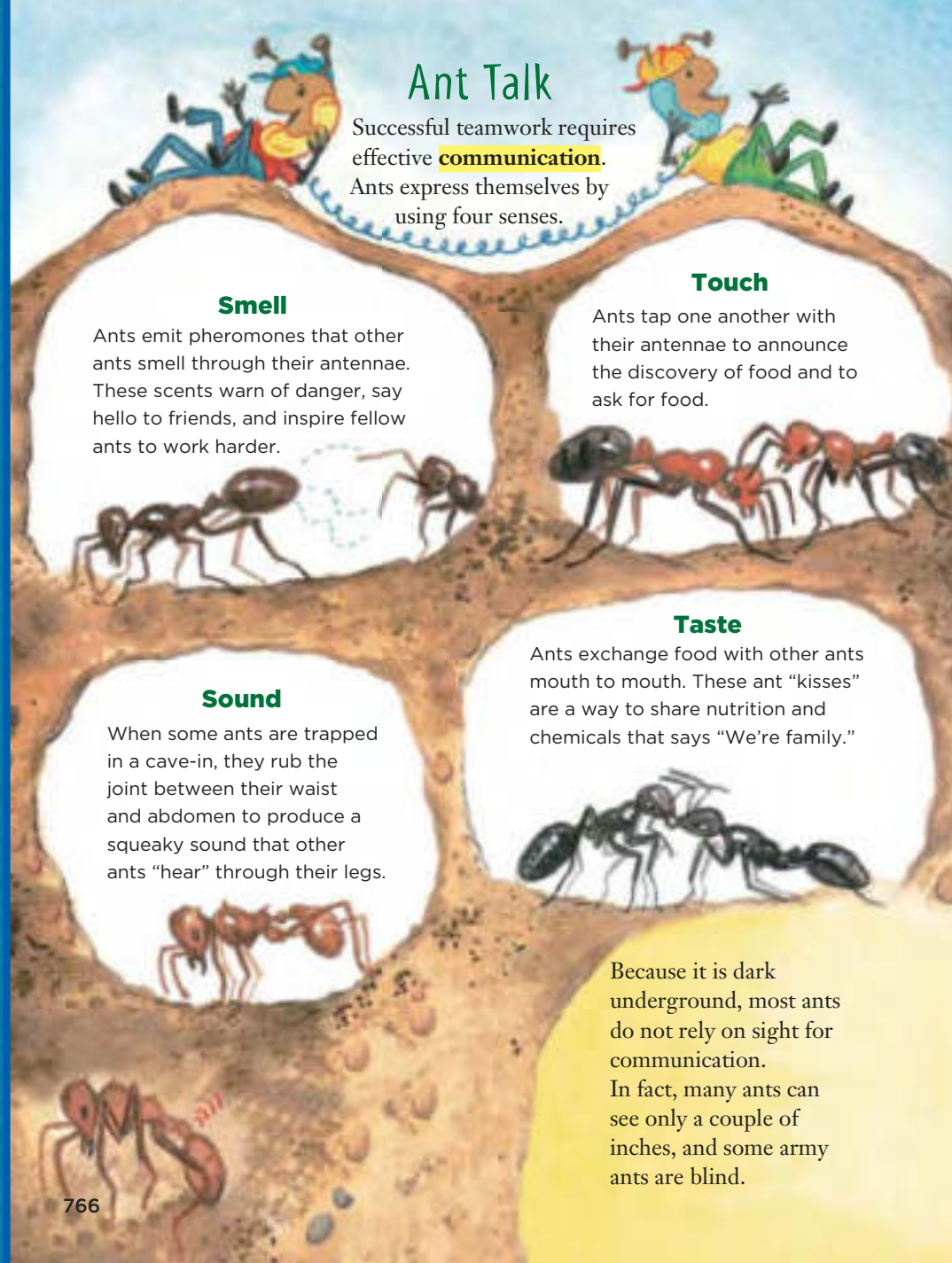


How does the author go about describing the ways that ants communicate? (Suggested answer: The author introduces the topic by saying that ants communicate well using four senses. The details include the following: They use pheromones, or scents, and their sense of smell to warn each other, say hello, and inspire each other to work. They touch each other with their antennae to communicate about food. They can hear the call for help made by another ant's squeaking sounds. They taste food together and share its nutrition, which is a way to bond as a family.) Complete a Description Web with this information.



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)



Ant Talk

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.

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. **6**

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.

Egg Larva Pupa Adult Ant



7

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.

767

Develop Comprehension

6 GENRE: INFORMATIONAL NONFICTION

Access for All

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.)

7 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.)

ELL

Access for All

STRATEGIES FOR EXTRA SUPPORT

Question 6 GENRE: INFORMATIONAL NONFICTION

Ask, *How many titles are on this page?* (There are two titles because there are two topics.) Direct students' attention to the box. Have them trace it with their fingers. Next, point to the title and each heading as you say, *The ant family is made up of worker ants, male ants, and queen ants.* Ask students to repeat the sentence with you as they point to the title and headings. Next, have students read the second title. Have students point to each illustration as you say, *The queen lays an egg. The egg becomes a larva. The larva becomes a pupa. The pupa becomes an adult ant.* Have students repeat each sentence with you as they point to the illustration.

Develop Comprehension

8 MAINTAIN SUMMARIZE

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.)



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.



8



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.



768

Fluency

Repeated Reading

Explain Have students look at the passage on **Student Book** page 768, beginning with "Most ants build . . ." and ending with ". . . a safe environment for the queen ant to lay eggs." Tell them they will be concentrating on how to express the verbs during an echo-read.

Model Read aloud the first paragraph of the passage, especially concentrating on vividly expressing the verbs in it: *build, dig, scooping, chew, mixes, form*, and so on. Then repeat each sentence of the first paragraph, having students echo-read each sentence after you.

Apply Divide the class into two groups. Have the first group read each sentence while the second group echo-reads after them. Then switch group roles. Have students write down any words they could not pronounce or understand.

As ants bring up dirt, they recycle **nutrients** that help plants grow.

9

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

Day Nursery

Queen Laying Eggs

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.

Food Storage

Night Nursery

769

Develop Comprehension

9 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.

Extra Support

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.

Stop here if you wish to read this selection over two days.



Develop Comprehension

10 STRATEGY ANALYZE TEXT STRUCTURE

Teacher Think Aloud I notice that the author introduces this section with a short summary of the information that follows. Then he provides text features such as headings for each section. These are the names of the different jobs the ants have. When the information is separated out this way, I find it easier to understand and remember it. How else does the structure of the text help you read it?

(Encourage students to apply the strategy in a Think Aloud.)

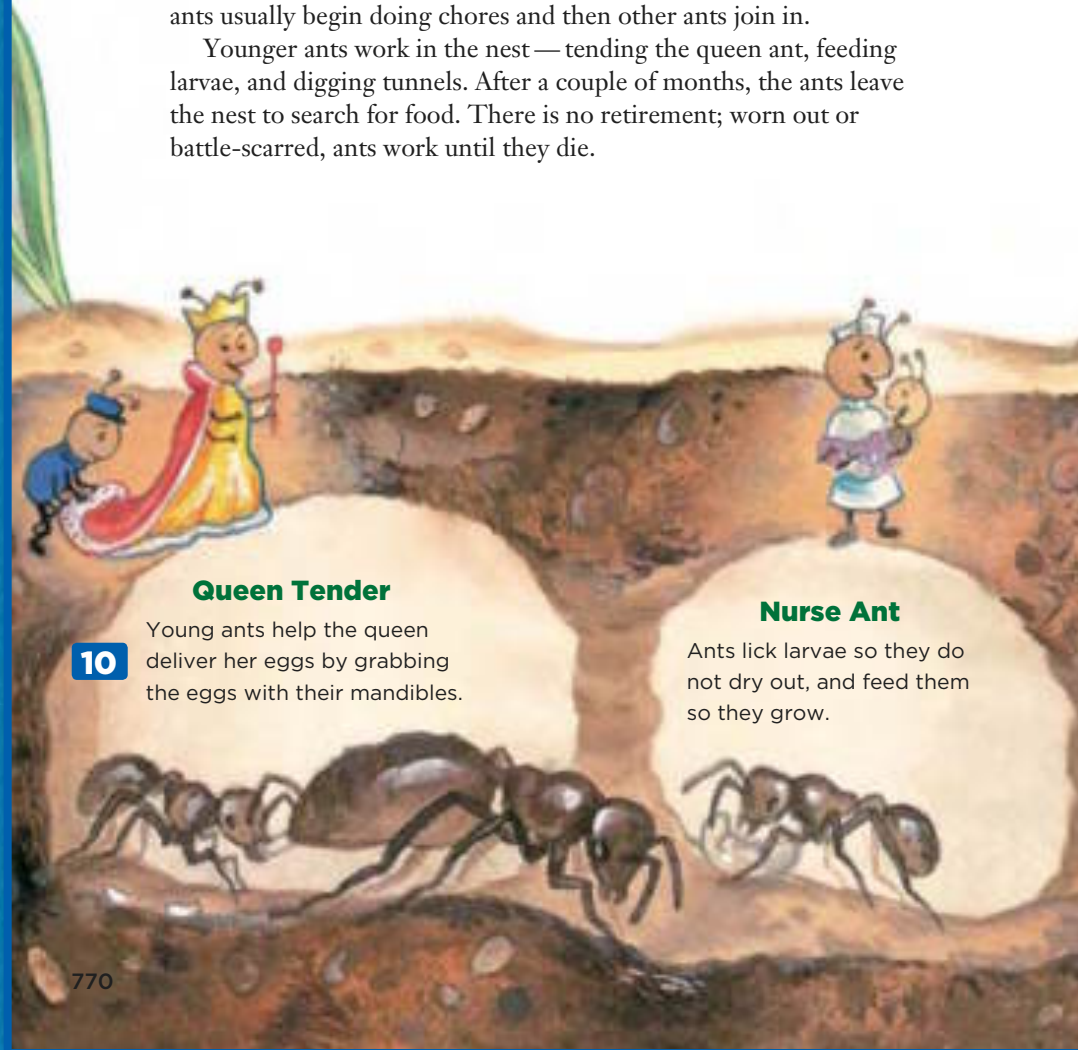
Student Think Aloud I see that the author uses two kinds of illustrations. The first kind shows the ants dressed in human clothes, doing their jobs as people would do them. The second kind of illustration is realistic and shows the ways the ants really do their jobs. The first kind of illustration is meant to be funny, but it also helps me understand what the author is describing. The second kind reminds me that even though the ants mostly look the same, they have different jobs to do.



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

10

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.

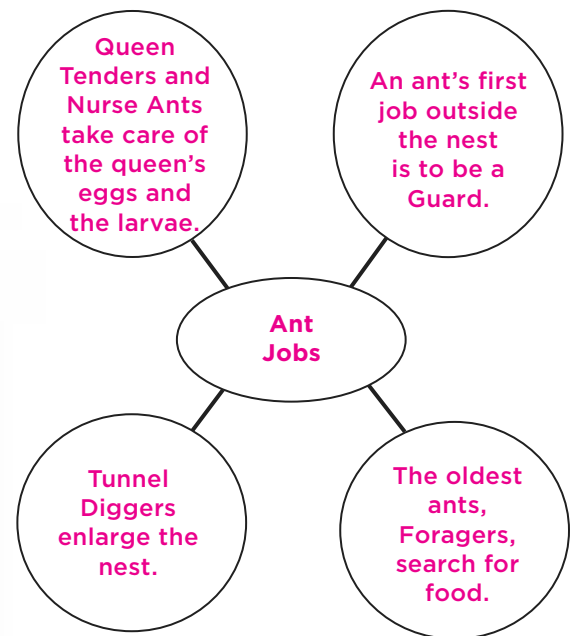
Encourage students to write an ANT-hem in praise of ants and to use sensory details and figurative language, such as metaphors or hyperbole. Share the songs with a primary grade.

Develop Comprehension

11 DESCRIPTION



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.



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.

11

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.

771

ELL

Access for All

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

12 MAINTAIN SUMMARIZE

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)



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.



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.

12



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.



Temperature	78°F	85°F	92°
Speed (inches per second)	1	1 $\frac{3}{8}$	1 $\frac{5}{8}$

**Description**

How does this table help describe how ants run on hot days?

13

14

773

Develop Comprehension

13 DESCRIPTION



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.)

14 TEXT FEATURES

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.)

Develop Comprehension

15 CHARTS AND GRAPHS

What kind of graph has the author used on pages 774 and 775? What information does it help you understand? (The author has used an illustration of an ant tunnel as a time line. The heading “Tunneling Through Time” is a clever way to introduce the facts that follow. By placing the dates along the length of the tunnel, we get an idea of how long the ants have been around. It is easier to absorb the information, because each date is in a separate spot on the time line, and you can pause after reading each fact.)

16 STRATEGY WORD PARTS

The suffix *-ologist* means “one who studies.” If you know that the **Greek root** word *myrmēk-* means “ant,” how can you predict the meaning of the word *myrmecologist*? (Combine the meanings of the root word and the suffix: *myrmecologist* means “one who studies ants.”) How can you check to ensure the meaning is correct? (Look up *myrmecologist* in a dictionary to check its meaning.)

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. **15**

90,000,000 B.C.

Two ants were sealed in amber. Millions of years later, the amber was found in **16** 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*.

1500s–1800s

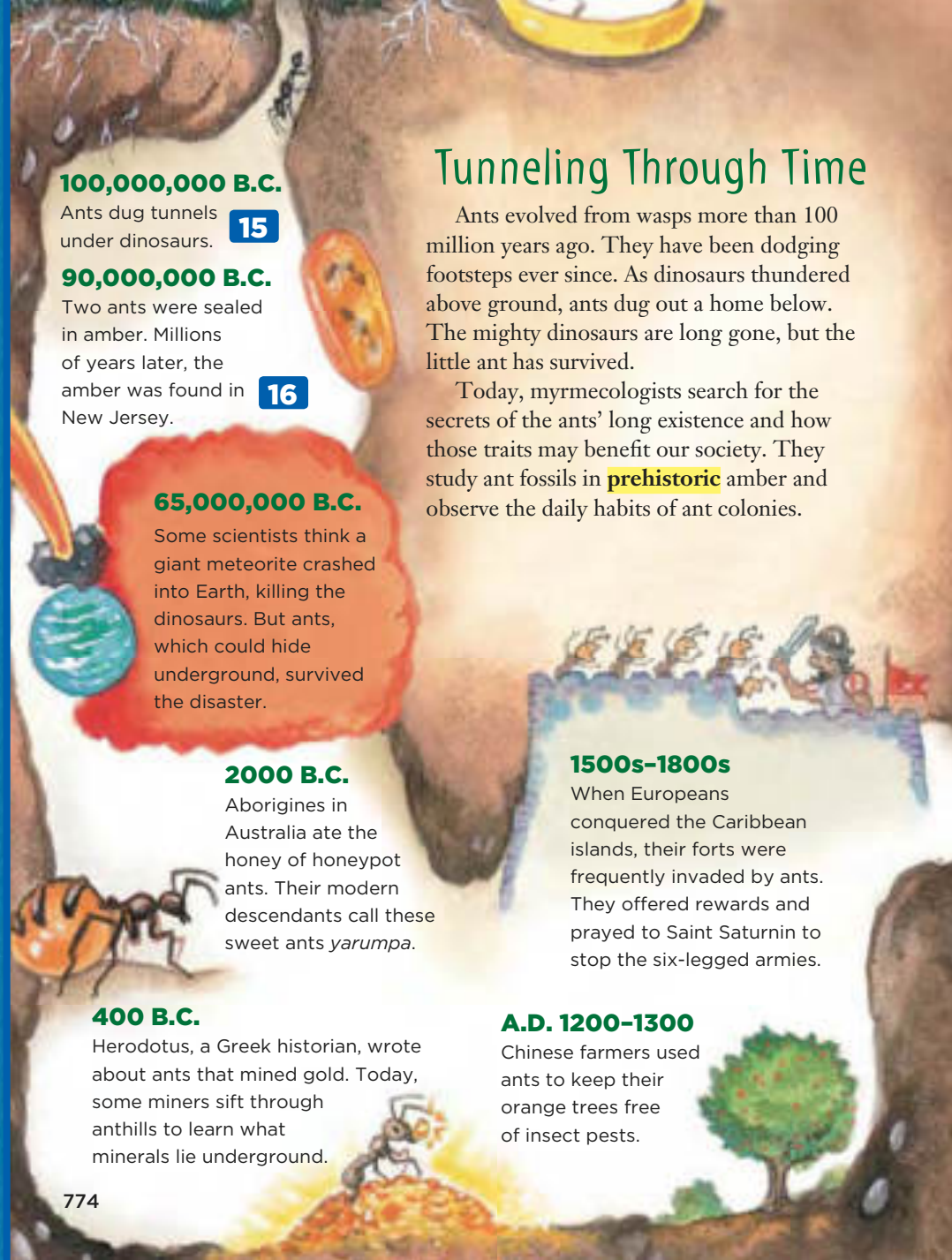
When Europeans conquered the Caribbean islands, their forts were frequently invaded by ants. They offered rewards and prayed to Saint Saturnin to stop the six-legged armies.

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.



Develop Comprehension

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.

1687

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

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.

1859

The biologist Charles Darwin wrote about ant intelligence and teamwork in his classic work *The Origin of Species*.


17

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.

775

Quick Check

Can students analyze the descriptive text structure?

During **Small Group Instruction**

If No → **Approaching Level** Leveled Reader Lesson, p. 783P

If Yes → **On Level** Options, pp. 783Q–783R

Beyond Level Options, pp. 783S–783T

Author and Illustrator

THE LIFE AND TIMES OF CHARLES MICUCCI

Have students read the biography of the author-illustrator.

DISCUSS

- In what ways might doing scientific experiments help Charles Micucci to write more effectively?
- How did Charles Micucci's illustrations provide humor in this selection?



WRITE ABOUT IT

Have students write a paragraph explaining why learning more about ants can change a person's thoughts about them. They should state whether or not the selection changed their opinion, and why.

Author's Purpose

Have students review the genre definition on page 762 before looking for clues to help them determine the author's purpose. Students should conclude that the author wrote to inform or explain. Remind students that authors who write to explain include great detail in their writing.



Technology

Students can find more information about Charles Micucci at www.macmillanmh.com

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.

Other books by Charles Micucci



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?

776

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

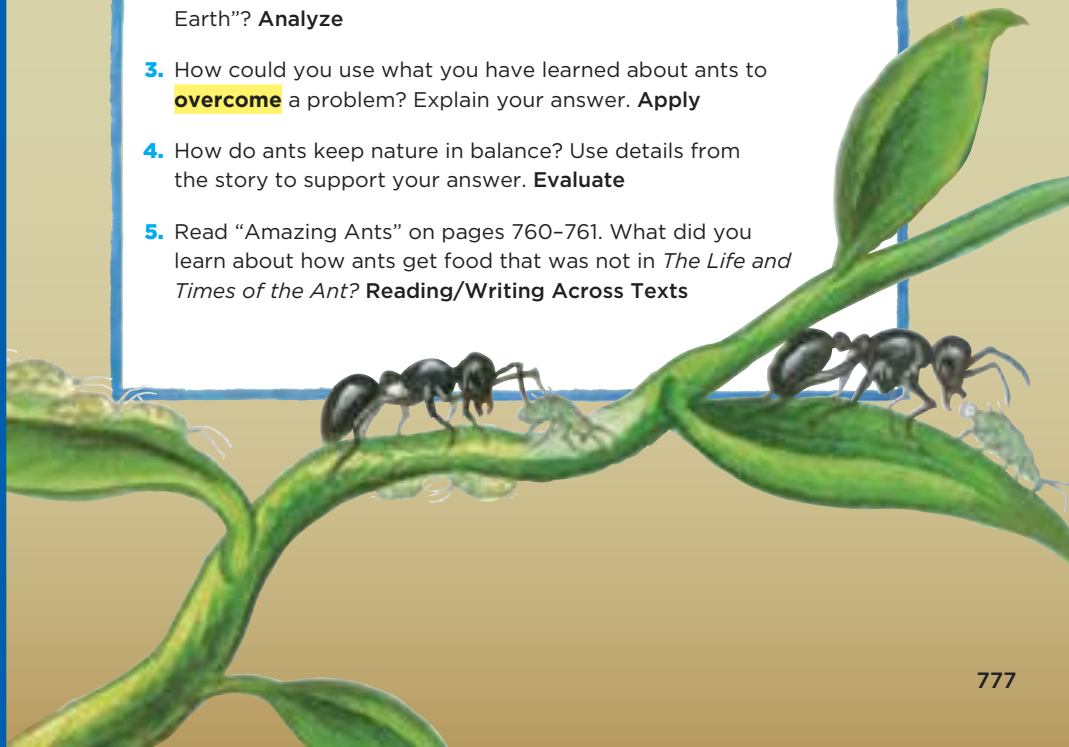
Summarize *The Life and Times of the Ant*. Include only the most important information in your summary.



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**



777



Strategies for Answering Questions

Think and Search

Model the Think and Search strategy with questions 1 and 4. The answer is found in more than one place in the selection.

Question 1 Think Aloud: I know I need to look for details
 • about anthills throughout *The Life and Times of the Ant* and apply
 • what I learn to what I already know about an ant’s home. There
 • is a section of the story titled “Inside an Anthill.” I will need to
 • pay close attention to the information there.

Question 4 Think Aloud: I know that there is a cycle in nature
 • in which one animal or insect helps out another to keep a
 • balanced environment. I read that as ants dig up dirt from their
 • hill, they recycle soil and replenish nutrients. This helps new
 • plants grow. They also eat bugs that destroy our environment.



Comprehension Check

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. **USE THINK AND SEARCH**
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. **USE THINK AND SEARCH**



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*.

Objectives

- Read accurately with good prosody
- Rate: 113–133 WCPM

Materials

- Fluency Transparency 30
- Fluency Solutions
- Leveled Practice Books, p. 217

ELL

Access for All

Use Visuals Have students look at the anthill on page 768 as you read the passage. Act out words, such as *scooping*, *chew*, and *pack*. Point to your jaw as you say *jaw*. Then echo-read the passage with students. Students may also listen to the Fluency Solutions Audio CD.



On Level Practice Book O, page 217

As I read, I will pay attention to the pronunciation of vocabulary words.

10 Did you know that only the male cricket sings? A
11 male cricket sings to attract a female cricket. This cricket
12 **communication** is made when the male cricket scrapes
13 its front wings together. Each wing has a sharp edge and
14 a bumpy part like a file. First, the cricket lifts its wings.
15 Then, it rubs the sharp edge of one wing against the file
16 of the other. It is almost as if it is playing a violin. Each
17 type of cricket has a different song.
18
19 Crickets don't have very good eyesight. They depend
20 on their hearing. But their ears aren't on their heads.
21 Crickets have ears on their front legs. Each ear is a small
22 hole with a thin covering.
23 A long time ago, house crickets could be found near
24 warm kitchen stoves. The crickets fed on crumbs that had
25 fallen from the stove. They would also sit near the warm
26 fireplace that heated the home. People often felt comforted
27 by listening to the chirping crickets on cold nights. Today
28 crickets inside homes must find a warm place to hide. 179

Comprehension Check

1. Describe crickets' ears. **Description** The ears of a cricket are on its front legs. The ear looks like a hole with a thin covering over it.
2. Compare how crickets could live in houses in the past and today. **Compare and Contrast** In the past, crickets could stay near stoves for warmth and to find crumbs. Today they have to find a different place.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

★ Approaching Practice Book A, page 217

◆ Beyond Practice Book B, page 217

Fluency

Repeated Reading: Pausing

EXPLAIN/MODEL Tell students that good readers learn to read groups of words together in phrases. Explain that the text on **Transparency 30** has been marked with slashes that indicate pauses and stops. A single slash indicates a pause, usually between phrases. A double slash indicates a stop, usually between sentences. Have the class listen carefully to your pauses as you read.



Transparency 30

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.//

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



Access for All

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.

Quick Check

Can students read accurately with good prosody?

During **Small Group Instruction**

If No → **Approaching Level** Fluency, p. 783N

If Yes → **On Level** Options, pp. 783Q–783R

Beyond Level Options, pp. 783S–783T

Comprehension

MAINTAIN SKILL SUMMARIZE

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

Summarize

Introduce	377A–B
Practice / Apply	378–401; Leveled Practice, 104–105
Reteach/ Review	405M–T, 543A–B, 544–557, 561M–T; Leveled Practice, 150–151
Assess	Weekly Tests; Unit 3, 5 tests; Benchmark Tests A, B
Maintain	627B, 651B, 711B, 777B

RESEARCH Why It Matters



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.

THE Ant AND THE Grasshopper

*retold and illustrated
by Amy Lowry Poole*

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."

1



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.

2

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

Access
for All

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

Access
for All

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.

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.)

"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."

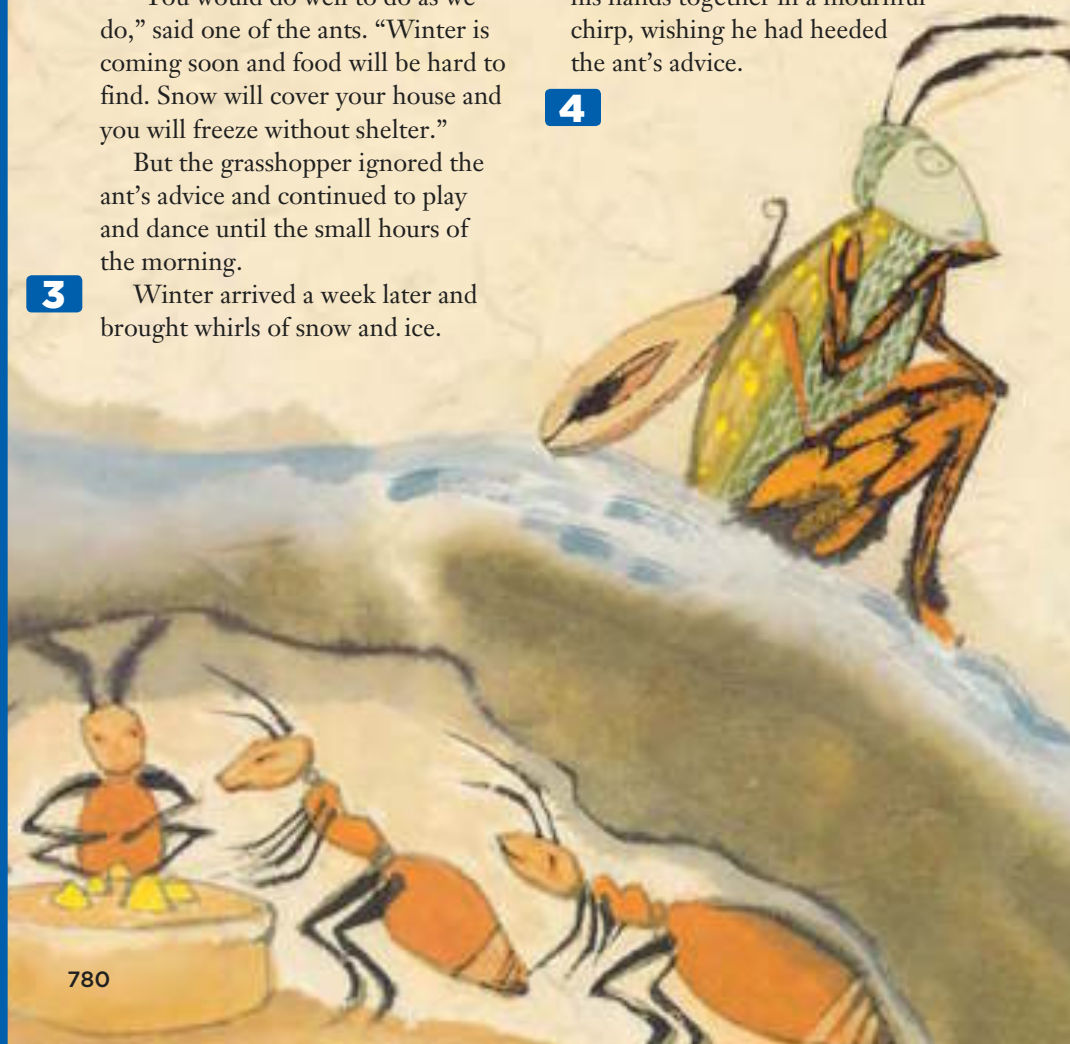
"You would do well to do as we do," said one of the ants. "Winter is coming soon and food will be hard to find. Snow will cover your house and you will freeze without shelter."

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.



780

On Level Practice Book O, page 218

A **fable** is a short story that teaches a lesson, or **moral**. Fables often have animal characters that behave like people. The **plot** of a fable or other story is what happens in the story.

Read each fable and answer the questions. **Possible responses provided.**

A fire ant fell into a river and started to panic. A dove saw this happen, plucked a leaf from a tree, and dropped it near the ant. The ant climbed on the leaf and got safely to shore. "Thank you," said the ant. "I wish I could repay you for your help." The dove waved her wing and flew away. Soon after, a hunter came by and aimed at the dove. The ant ran up to the hunter and stung him on the foot. The hunter missed his target.

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.

A crow was very thirsty. He found a pitcher and tried to drink from it but couldn't reach the water. Then he started dropping pebbles into the pitcher. With each pebble the water rose higher until, at last, it rose high enough for him to drink.

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.



Approaching Practice Book A, page 218



Beyond Practice Book B, page 218

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**



Connect and Compare

1. Identify the moral of this fable. Is this a good lesson to learn? Why or why not? **Moral**
2. What problem does the grasshopper have? At what point in the story is he aware of it? Does he solve his problem? **Analyze**
3. Think about *The Life and Times of the Ant*. How are the ants in this fable similar to the ants in that selection? How are they different? **Reading/Writing Across Texts**



Find out more about fables at www.macmillanmh.com

781

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 662I.



Technology

Internet Research and Inquiry Activity
Students can find more facts about fables at www.macmillanmh.com

Connect Language Arts

WRITING

- Expository Writing
- **Writer's Craft:** Beginning, Middle, and End

WORD STUDY

- Words in Context
- **Word Parts:** Greek Roots
- **Phonics:** Words with /ûr/ and /ær/
- Vocabulary Building

SPELLING

- Words with /ûr/ and /ær/

GRAMMAR

- Combining Sentences with Prepositions

SMALL GROUP OPTIONS

- Differentiated Instruction, pp. 783M–783V

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.

Writer's Craft

Beginning, Middle, and End

Write a good **beginning, middle, and end** when you summarize an article.



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.

Write a Summary

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.



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.

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?

783

Writing Student pages 782–783

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.



Transparency 117: **Summary Chart**

Transparency 118: **Draft**

Transparency 119: **Revision**



Transparency 117

Summary Chart

Summary of "Gibbons"

Main Idea Gibbons live in Southeast Asia's rainforests.	Details Make their homes in treetops Eat, sleep, raise their babies Eat fruit, leaves, insects, small animals
Main Idea Gibbons move in trees.	Details Can go 40 miles an hour Leap from branch to branch Can leap 50 feet from tree to tree

Writing Transparency 117

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Beginning, Middle, and End

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.

Speaking and Listening

SPEAKING STRATEGIES

- Practice reading your summary before reading it aloud to the class.
- Present ideas in logical sequence.
- Look up from time to time. Make eye contact with the audience.

LISTENING STRATEGIES

- Listen without interruption and maintain eye contact with the speaker.
- Listen to the summary and think about what it tells you about the topic.

4- and 6-Point Scoring Rubrics

Use the rubrics on pages 787G–787H to score published writing.

Writing Process

For a complete lesson, see Unit Writing on pages 787A–787H.

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

Writing 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)

Writing Transparency 120

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.

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.

Spelling Words with /ûr/ and /ər/

Ask students to look for words containing /ûr/ and /ər/ in their reading. Point out that the /ûr/ sound can be spelled *er*, *ur*, or *ir*. The /ər/ sound in *capture* is also spelled *ur*. Urge students to pay attention when they spell words with the /ûr/ and /ər/ 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 /ər/, see pages 783G–783H.

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

ELL**Access for All**

Categorize Have students generate a list of animals and categorize them as *solitary* (**pandas, tigers, bears**) or *social* (**lions, elephants, monkeys**) and discuss the information.

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.

**Transparency 59**

prehistoric communication astronomer 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**.

Vocabulary Transparency 59

Access for All

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.



STRATEGY

WORD PARTS: GREEK ROOTS

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**.

Transparency 60

Greek Roots

<i>bio</i> means “life”	<i>graph</i> means “writing”
<i>meter</i> means “measure”	<i>micro</i> means “small”
<i>phon</i> means “sound”	<i>photo</i> means “light”
<i>scope</i> means “viewing”	<i>tele</i> 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.

On Level Practice Book O, page 219

Many English words came 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.

<p>Column 1</p> <p><i>dino-</i> = terrifying <i>astro-</i> = star <i>tele-</i> = far <i>bio-</i> = life</p>	<p>Column 2</p> <p><i>-logy</i> = the study of <i>-scope</i> = see <i>-saur</i> = lizard <i>-naut</i> = sailor</p>
--	---

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 far telescope
We watched the lunar eclipse through a telescope.
3. terrifying lizard dinosaur
We went to see dinosaur footprints in the state park.
4. the study of life biology
The biology textbook explains the life cycle of monarch butterflies.



Approaching Practice Book A, page 219



Beyond Practice Book B, page 219

Word Study

Objectives

- Identify the stressed /ûr/ and unstressed /ər/ sounds
- Identify content vocabulary associated with insects

Materials

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

ELL

Access for All

Model Identifying the stressed syllable in words will be extremely challenging for students. Focus instead on the meanings of the words and their pronunciation. Clap on each syllable as you say the words, clapping louder on the stressed syllable. Next, co-construct sentences for the words with students.

On Level Practice Book O, page 220

Three different letter pairs can stand for the /ûr/ sound.
 er as in *alert* ir as in *thirsty* ur as in *furnace*
 Notice that /ûr/ does not occur in unstressed syllables. When er appears in an unstressed syllable (as in *mother*), the sound is represented with /ər/.

whirling	fertilizer	dirty	nurture
scurry	returns	perfect	surface

Complete each sentence with a word from the list. Circle the stressed syllable in each word.

1. Ants come to the surface to look for food.
2. They scurry along the ground, leaving scent trails.
3. The leaves and petals they bring back are used as fertilizer.
4. The queen ant flies into a cloud of whirling male ants.
5. The queen ant returns to dig a hole and begin laying her eggs.
6. Nurse ants feed and nurture the larvae.
7. Digging holes is hard, dirty work, but that doesn't seem to bother the ants.
8. Their mandibles are perfect for scooping the soil to make new tunnels.

- ★ **Approaching Practice Book A**, page 220
- ◆ **Beyond Practice Book B**, page 220

Phonics

Decode Words with /ûr/ and /ər/

EXPLAIN/MODEL Remind students that the letters *er*, *ir*, and *ur* spell /ûr/ in stressed syllables. Explain that these same letters can spell /ər/ in unstressed syllables. In fact, any vowel in an unstressed syllable can spell the schwa 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' chânt/ or /mər-chânt/ I recognize the first pronunciation, so I know the first syllable is stressed. I can check in a dictionary to be sure.

Access for All

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, syllable, 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 /ər/, 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 /ər/. 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.

Quick Check

Can students decode words with /ûr/ and /ər/?

During **Small Group Instruction**

If No → **Approaching Level** Phonics, p. 783M

If Yes → **On Level** Options, pp. 783Q–783R

Beyond Level Options, pp. 783S–783T

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

5 Day Spelling

Words with /ûr/ and /ær/

Spelling Words

burrow	perhaps	concern
furnace	purchase	service
concert	nervous	eastern
lantern	modern	whirlwind
thirsty	capture	surprise
disturb	merchant	persuade
alert	survive	

Review really, handful, goodness

Challenge survey, emerge

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.

Words in **bold** are from the main selection.

Day 1 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

Day 2 Word Sorts

TEACHER AND STUDENT SORTS

- Review the Spelling Words, pointing out the three different spellings and locations of the /ûr/ or /ær/ 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 /ær/, or by part of speech. Discuss students' various methods of sorting.

Spelling Practice Book, pages 185–186

Fold back the paper along the dotted line. Write the words in the blanks as they are read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|-----------|---------------|
| 1. _____ | 1. burrow |
| 2. _____ | 2. furnace |
| 3. _____ | 3. concert |
| 4. _____ | 4. lantern |
| 5. _____ | 5. thirsty |
| 6. _____ | 6. disturb |
| 7. _____ | 7. alert |
| 8. _____ | 8. perhaps |
| 9. _____ | 9. purchase |
| 10. _____ | 10. nervous |
| 11. _____ | 11. modern |
| 12. _____ | 12. capture |
| 13. _____ | 13. merchant |
| 14. _____ | 14. survive |
| 15. _____ | 15. concern |
| 16. _____ | 16. service |
| 17. _____ | 17. eastern |
| 18. _____ | 18. whirlwind |
| 19. _____ | 19. surprise |
| 20. _____ | 20. persuade |
| 21. _____ | 21. really |
| 22. _____ | 22. handful |
| 23. _____ | 23. goodness |
| 24. _____ | 24. survey |
| 25. _____ | 25. emerge |

Spelling Practice Book, page 187

service	eastern	concern	surprise	capture
alert	furnace	burrow	purchase	thirsty
modern	disturb	perhaps	nervous	survive
concert	merchant	lantern	whirlwind	persuade

Stressed Syllables

Sort the spelling words according to the placement of the accent.

Accented First Syllable

1. service
2. modern
3. concert
4. eastern
5. furnace
6. merchant
7. burrow
8. lantern
9. purchase
10. nervous
11. whirlwind
12. capture
13. thirsty

Accented Second Syllable

14. alert
15. disturb
16. concern
17. perhaps
18. surprise
19. survive
20. persuade

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.

Spelling Practice Book, page 188

service	eastern	concern	surprise	capture
alert	furnace	burrow	purchase	thirsty
modern	disturb	perhaps	nervous	survive
concert	merchant	lantern	whirlwind	persuade

What's the Word?

Complete each sentence with a spelling word.

1. In order to survive, ants live in large colonies.
2. Carpenter ants burrow into wood to make their nests.
3. If you stay alert, you will see ants in many places.
4. Fire ants concern farmers because they can damage crops.
5. Do not disturb the ants, so we can watch them work.
6. Some types of ants can capture other insects by swarming them.
7. Ants make me nervous because I was stung once by an ant.
8. You can purchase an ant farm at the pet store.

Define It!

Write the spelling word that matches each clue below.

9. opposite of western eastern
10. person who buys and sells things merchant
11. recent modern
12. feeling of needing to drink thirsty
13. music performance concert
14. a light lantern
15. a small windstorm whirlwind
16. thing that produces heat furnace

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 nirvous before a game. (thirsty, nervous)
2. It was a surprise to see you at the concirt. (surprise, concert)
3. Perrhaps we will see a rainbow in the easturn sky. (perhaps, eastern)
4. We had to purchiss a lanturn for our trip. (purchase, lantern)

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 prehaps the most amazing insect that there is. They are very social animals, working together to build nests and gather food. They need each other to servive. All of the ants in a colony are in the survise of the queen ant. She lays eggs, while the other ants do all the work.

There are many different kinds of ants. In Africa, there are driver ants that carry out raids. They can harm farm animals and capchure spiders. Carpenter ants burrough into wood to build their nests. Their queen can be almost one inch long!

If you stay allert you are sure to see some ants. Take some time and watch these amazing insects at work.

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

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 /ûr/ and /ær/ sounds in their reading this week. Remind them to pay attention to stressed and unstressed syllables.

Spelling Practice Book, page 190

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- A supeerb
- B superb
- C scooperb
- D scuperb

Sample B:

- E emerge
- F eamerje
- G emerje
- H eamerge

1. A service
2. E uhlert
3. A moddern
4. E concert
5. A eestern
6. F furnace
7. A disturb
8. E merchant
9. A consemr
10. E burrow
11. A perrhaps
12. E landturn
13. A surprize
14. E purchase
15. A burrow
16. F wirlwind
17. A capchure
18. E thirstie
19. A sirvive
20. E perswade

Daily Language Activities

Use these activities to introduce each day's lesson. Write the day's activity on the board or use **Daily Language Transparency 30**.

DAY 1

Ants work together good. Females work hardest than males. Ants live on anthills. (1: well; 2: harder; 3: live in)

DAY 2

I read a book last week. The book was about ants. My friend came with Pat and I to the library. (1: I read a book about ants last week.; 2: with Pat and me)

DAY 3

At night workers move the eggs. They take them deeper the earth. Why do you think they do it. (1: night; 2: into the earth; 3: it?)

DAY 4

If there weren't no worker ants the Queen could not eat. From the queens eggs new ants are born. (1: were no; 2: ants; 3: queen; 4: queen's eggs,)

DAY 5

Fire ants are in florida. They have painful bites. be careful not to disturb any anthills you see. (1: Fire ants in Florida have painful bites.; 2: Be; 3: disturb)

ELL

Access for All

Hands-On Activity Write, *After school, /Jenny went/ to the library./She went/with Cindy.* Assign students to write the separate phrases of the sentences as shown. Have a group stand and hold their phrases in the order of the sentences. Then show the various ways the sentences can be combined by moving the students.

Combining with Prepositions

Day 1 Introduce the Concept

INTRODUCE SENTENCE COMBINING WITH PREPOSITIONS

Present the following:

Access for All

- 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.



See Grammar Transparency 146 for modeling and guided practice.

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.

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.



See Grammar Transparency 147 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. They dig 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.
3. Ants live like people. They live in social communities.
Ants live in social communities like people.
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.


Day 3 Review and Practice

REVIEW COMBINING SENTENCES WITH PREPOSITIONS

Review with students where to place prepositional phrases.

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.

 See Grammar Transparency 148 for modeling and guided practice.

Grammar Practice Book, page 187

- Every sentence begins with a capital letter.
- Use the correct end mark for each sentence.
- Use a comma to set off a person's name when the person is spoken to directly.
- Use a comma after introductory words such as *yes*, *no*, and *well*.

Make corrections in this conversation between Sara and her brother Luis, who are visiting an ant farm, by adding correct punctuation and capitalization.

Luis look at these small carpenter ants Sara
 "Look at these small carpenter ants, Sara."
 Sara yes they are small don't they have a lot of wood to eat
 "Yes, they are small. Don't they have a lot of wood to eat?"
 Luis my teacher says that they don't eat the wood they dig it
 "My teacher says that they don't eat the wood. They dig it."
 Sara they must be very strong look at that big one Luis "They must be very strong. Look at that big one, Luis!"
 Luis that's the queen ant the ants take special care of her "That's the queen ant. The ants take special care of her."
 Sara what are those little white things Luis
 "What are those little white things, Luis?"
 Luis those are eggs the queen is the only ant that produces them.
 "Those are eggs. The queen is the only ant that produces them."
 Sara now I understand why she is so special
 "Now I understand why she is so special."

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 queens and larvae live in this hill? (Do you know how many workers, queens,)

 See Grammar Transparency 149 for modeling and guided practice.

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.

I read an interesting book. It was about ants. The book says that ants are one of the greatest insects around. Ants protect plants. They protect them from other insects. Also, they feed the dirt with good things so that we can grow pretty flowers, like Mr. Chang's pink roses! There are three kinds of ants that help each other. They help to get things done.

Worker ants look after the other ants. They do this by gathering food, watching the queen and her eggs, and building the anthill. Male ants don't live long, but they help the queen produce lots of eggs. Finally, there's the queen ant. She is the mother of all the ants. Without her, none of the ants would have anything to do! I recommend this book to all kids who want to learn more about ants and the way they live.

1. I read an interesting book about ants.
2. Ants protect plants from other insects.
3. There are three kinds of ants that help each other to get things done.
4. Worker ants look after the other ants by gathering food, watching the queen and her eggs, and building the anthill.

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.

 See Grammar Transparency 150 for modeling and guided practice.

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 crawling up an old tree.
 - a. They saw a crawling ant up the tree.
 - b. They saw a tree ant crawling.
 - c. They saw the ant crawling up an old tree.
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 jaws.
 - c. A big breadcrumb was carrying its jaws.
3. Then the breadcrumb dropped. It dropped to the ground.
 - a. Then the ground dropped.
 - b. Then the breadcrumb dropped.
 - c. Then the breadcrumb dropped to the ground.
4. The ant ran down the tree. It ran into the nest.
 - a. The ant ran down the nest.
 - b. The ant ran down the tree into the nest.
 - c. The nest ran into the ant.
5. Another ant came out. It came from inside the nest.
 - a. Another ant was inside the nest.
 - b. Another ant came out from another nest.
 - c. Another ant came out from inside the nest.
6. Together, they pushed the breadcrumb. They pushed it up the tree.
 - a. Together, they pushed the breadcrumb into the tree.
 - b. Together, they pushed the breadcrumb up the tree.
 - c. They pushed the breadcrumb and the tree together.

Monitoring Progress

Administer the Test



Weekly Reading Assessments, Passage and questions pages 373–380

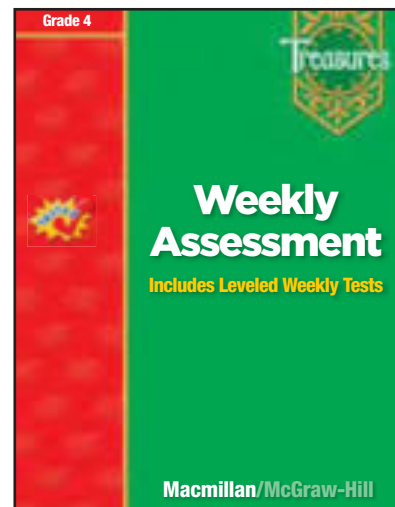
ASSESSED SKILLS

- Description
- Vocabulary Words
- Word Parts: Greek Roots
- Sentence Combining with Prepositions
- Words with /ûr/ and /ær/



Assessment Tool

Administer the **Weekly Assessment** online or on CD-ROM.



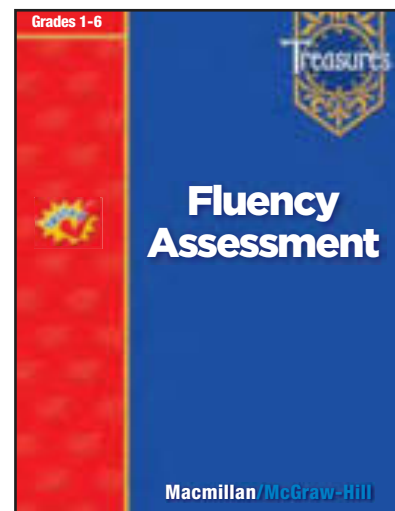
Weekly Assessment, 373–380



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

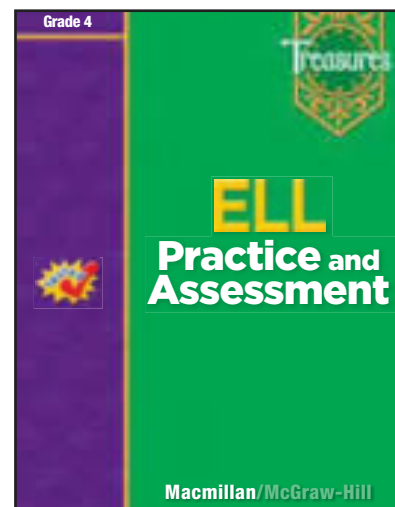


Fluency Assessment



Alternative Assessments





- **Leveled Weekly Assessment** for Approaching Level, pages 381–388
- **ELL Assessment**, pages 178–179



ELL Practice and Assessment, 178–179



End-of-Week Assessment

Diagnose		Prescribe
VOCABULARY STRATEGY VOCABULARY WORDS Word Parts: Greek Roots Items 1, 2, 3, 4	IF... 0–2 items correct . . .	THEN... Reteach skills using the Additional Lessons page T10.  Reteach skills: Go to www.macmillanmh.com  Vocabulary PuzzleMaker Evaluate for Intervention.
COMPREHENSION Skill: Description Items 5, 6, 7, 8	0–2 items correct . . .	Reteach skills using the Additional Lessons page T5. Evaluate for Intervention.
GRAMMAR Combining with Prepositions Items 9, 10, 11	0–1 items correct . . .	Reteach skills: Grammar Practice Book page 190.
SPELLING Words with /ûr/ and /ær/ Items 12, 13, 14	0–1 items correct . . .	 Reteach skills: Go to www.macmillanmh.com
FLUENCY	109–112 WCPM 0–108 WCPM	 Fluency Solutions Evaluate for Intervention.

READING
Triumphs
 AN INTERVENTION PROGRAM



To place students in the Intervention Program, use the **Diagnostic Assessment** in the Intervention Teacher's Edition.



Approaching Level Options

Small Group



Phonics

Constructive Feedback

If students pronounce a word such as *prefer* as /pref' ər/ with an accented first syllable and /ə'r/, instead of /pri fûr', say the word correctly a number of times while exaggerating the emphasis on the second syllable and the lack of emphasis on the first. Have students repeat after you. Then explain that if students are unsure of the emphasis on a syllable, they should try to pronounce it both ways to see which is correct.

Additional Resources

For each skill below, additional lessons are provided. You can use these lessons on consecutive days after teaching the lessons presented within the week.

- Description, T5
- Word Parts: Greek Roots, T10

Decodable Text

To help students build speed and accuracy with phonics patterns, see additional decodable text on pages 38-39 of the **Teacher's Resource Book**.

- Objective** Decode words with /ûr/ and /ər/
Materials • **Student Book** "Amazing Ants"

WORDS WITH /ûr/ AND /ər/

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 /ər/ 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 per is pronounced /pûr/. The second syllable is unaccented, so I pronounce the son as /sən/. If I blend the syllables together, I get /pûr' sən/. Say it with me, /pûr' sən/. 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 /lan/. The second syllable is unaccented, so I pronounce tern as /tərn/. If I blend the syllables together, I get /lan' tərnr/. Say it with me, /lan' tərnr/. The word is lantern.*

MULTISYLLABIC WORDS WITH /ûr/ AND /ər/

- 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 /ər/ in both syllables. Help students divide the word into syllables and sound it out, one syllable at a time: /sər/ /vī/ /vər/, /sər vī' vər/, *survivor*. Have students read the word several times.
- Have partners decode longer words with /ûr/ and /ər/. 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 /ər/ IN CONTEXT

- Review words with /ûr/ and /ər/.
- Have students search the first two paragraphs on page 760 of "Amazing Ants" to find words with /ûr/ and /ər/. 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.

Skills Focus **Fluency**

- 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 /ûr/ and /ær/: *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.

Constructive Feedback

If students make mistakes in pronunciation while reading, pronounce each troublesome word in isolation for them and have them repeat after you. Reread each sentence with a troublesome word and have students echo-read. Then echo-read the entire passage with students.

Approaching Practice Book A, page 217

As I read, I will pay attention to the pronunciation of vocabulary words.

You may know that some birds fly south in the winter. 11 Many butterflies and moths do too, but only one kind 21 of butterfly truly migrates. Monarch butterflies fly south 29 when it gets cold in the North. They return to where they 41 started later in the year. These butterflies can cover 1,000 50 miles (1,609 km) in a few days. In all, the trip can be more 63 than 4,000 miles (6,437 km) long. 67 But that’s not the only interesting thing about their 76 journey. Monarch butterfly eggs hatch in the South during 85 the warm winter months. The caterpillars grow into adult 94 butterflies. It is these new monarch butterflies that make 103 the trip back north. These butterflies know exactly where 112 to go and when to fly even though they have never made 124 the trip before. They visit the same **territory** as the 134 butterflies that went before them. 139

Comprehension Check

1. Describe what butterflies that hatch in the South can do. **Description**
They can make their way north, and know where to go and when to fly.
2. Summarize what the monarch butterfly does. **Summarize** **The monarch butterfly migrates south, in a journey that may be more than 4,000 miles long. They lay eggs in the South. Caterpillars hatch and turn into butterflies, which fly north.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Skills Focus **Vocabulary**

- Objective** Apply vocabulary word meanings
- Materials** • **Vocabulary Cards** • **Transparencies 30a and 30b**

VOCABULARY WORDS

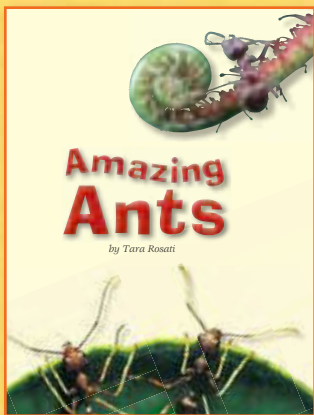
Display the **Vocabulary Cards**: *overcome, territory, investigates, solitary, prehistoric, nutrients, communication, and astronomer*. Help students locate and read the vocabulary words in “Amazing Ants” on **Transparencies 30a and 30b**. Review each word’s meaning. Then give students sentences that 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)*

Approaching Level Options

Small Group

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.



Student Book, or
Transparencies 30a and 30b

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

Skills Focus

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 *ichthyosaur*. 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.

Skills Focus

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?



Leveled Reader Lesson

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.



Leveled Reader

ELL

Access for All

Compare and Contrast

Ask students to work with partners. One partner can draw a picture of a butterfly. The other partner can draw a picture of a moth. Ask the pairs to compare and contrast their drawings. Then ask students: *How are the butterfly and the moth similar? How are they different?* Have students write down their responses in sentences. When students finish, ask them to share their drawings and sentences.

On Level Options

Small Group

Skills Focus

Vocabulary

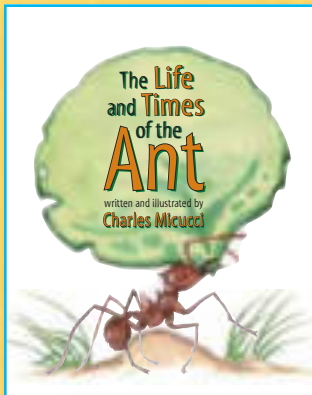
- Objective** Use vocabulary words and Greek roots
Materials • **Vocabulary Cards** • **Student Book** *The Life and Times of the Ant*

VOCABULARY WORDS

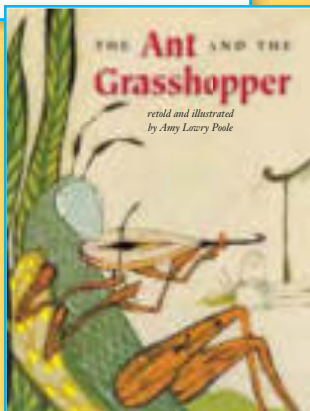
Review the vocabulary words using the **Vocabulary Cards**. Write a vocabulary word on the board. Invite partners to make as many words as they can from the letters in that word. For example: *prehistoric* (*his, pot, pit, crest, stir*, and so on). Partners get one point for each correct word. The pair 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*.



Student Book



Student Book

Skills Focus

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.

Skills Focus

Fluency

- Objective** Read fluently with appropriate prosody at a rate of 113–133 WCPM
Materials • **On Level Practice Book O**, p. 217

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.

On Level Practice Book O, page 217

As I read, I will pay attention to the pronunciation of vocabulary words.

10 Did you know that only the male cricket sings? A
 20 male cricket sings to attract a female cricket. This cricket
 28 **communication** is made when the male cricket scrapes
 34 its front wings together. Each wing has a sharp edge and
 39 a bumpy part like a file. First, the cricket lifts its wings.
 51 Then, it rubs the sharp edge of one wing against the file
 63 of the other. It is almost as if it is playing a violin. Each
 77 type of cricket has a different song.
 84 Crickets don't have very good eyesight. They depend
 92 on their hearing. But their ears aren't on their heads.
 102 Crickets have ears on their front legs. Each ear is a small
 114 hole with a thin covering.
 119 A long time ago, house crickets could be found near
 129 warm kitchen stoves. The crickets fed on crumbs that had
 139 fallen from the stove. They would also sit near the warm
 150 fireplace that heated the home. People often felt comforted
 159 by listening to the chirping crickets on cold nights. Today
 169 crickets inside homes must find a warm place to hide. 179

Comprehension Check

- Describe crickets' ears. **Description** **The ears of a cricket are on its front legs. The ear looks like a hole with a thin covering over it.**
- Compare how crickets could live in houses in the past and today. **Compare and Contrast** **In the past, crickets could stay near stoves for warmth and to find crumbs. Today they have to find a different place.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read					
Second Read					



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.

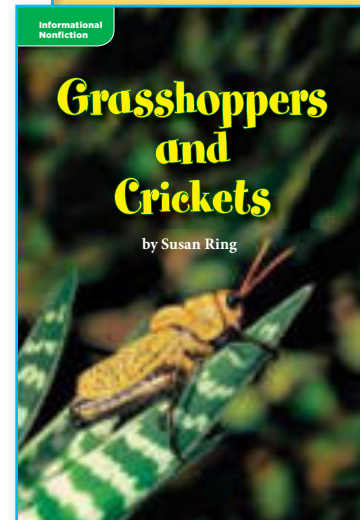
VOCABULARY WORDS

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?



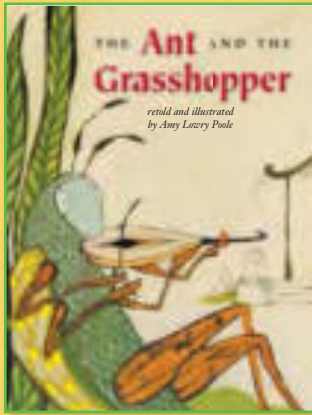
Leveled Reader

ELL
Leveled Reader

Go to pages
783U–783V.

Beyond Level Options

Small Group



Student Book

Skills Focus

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.

Skills Focus

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.

Skills Focus

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.

ELL

Access for All

Cooperative Learning

Review the structure of a fable. Then ask students to work as a class to write a fable. Have students sit in a circle. Say: *A long time ago . . .* and choose a student to continue by providing the next line of the story. Move around the room until each student has added a sentence. As students tell the story, write it on the board. Then discuss the fable.

Beyond Practice Book B, page 217

As I read, I will pay attention to the pronunciation of vocabulary words.

9 Some beetles are **solitary**. They aggressively defend their **territory**.
22 Stag beetles have long mandibles, or jaws, which they use to move other
28 stag beetles out of the way.
40 There are beetles who make their homes with other insects. For example,
40 some rove beetles move in with ant or termite communities. The beetle
52 gets protection from the insect colony. In return, it keeps the colony clean
65 by eating the other animals' waste products.
72 One of the reasons that beetles have survived so successfully is that
84 they have adapted to eat the foods that are found in different environments.
97 Some beetle species are herbivores, or plant eaters. Other beetle species
108 are carnivores, predators that eat other animals.
115 Some herbivore beetles eat only living plants and leaves. Other beetles
126 feed on dead and rotting wood and plants. These beetles do an important
139 job. They break down the plant materials so the **nutrients** can be recycled
152 back into the soil.
156 Carnivorous beetles often have strong jaws to help them catch and eat
168 their prey. For example, tiger beetle larvae build long vertical burrows.
179 When another insect comes close, the larva darts out of its burrow,
191 pounces on its prey, and drags it home to eat. 201

Comprehension Check

- Describe the burrow of a tiger beetle larva. **Description** The burrow is long and vertical. It goes straight into the ground.
- Do all beetles act the same way in order to survive? Why? **Draw** **Conclusions** No, beetles may act in very different ways to survive. Some are social, while others are solitary. Some are herbivores, and other beetles are carnivores.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read					
Second Read					



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

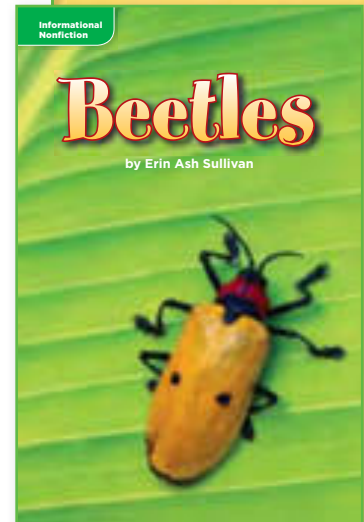
Ask a student to explain the term *description* and why it is an important element to pay attention to when reading a nonfiction selection. Explain that students will read *Beetles* together and fill in information about the descriptions.

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?*



Leveled Reader

Skills
Focus

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.



Academic Language

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.

LOG ON Technology

For additional language support and oral language development, use the lesson at www.macmillanmh.com



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

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



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

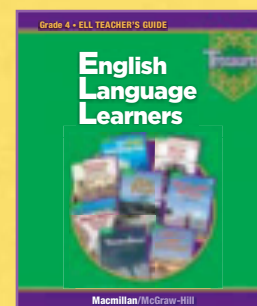
- To apply vocabulary and comprehension skills

Materials

- ELL Leveled Reader

ELL 5 Day Planner

DAY 1	<ul style="list-style-type: none"> Academic Language Oral Language and Vocabulary Review
DAY 2	<ul style="list-style-type: none"> Academic Language ELL Leveled Reader
DAY 3	<ul style="list-style-type: none"> Academic Language ELL Leveled Reader
DAY 4	<ul style="list-style-type: none"> Academic Language ELL Leveled Reader
DAY 5	<ul style="list-style-type: none"> Academic Language ELL Leveled Reader Comprehension Check and Literacy Activities



ELL Teacher's Guide for students who need additional instruction