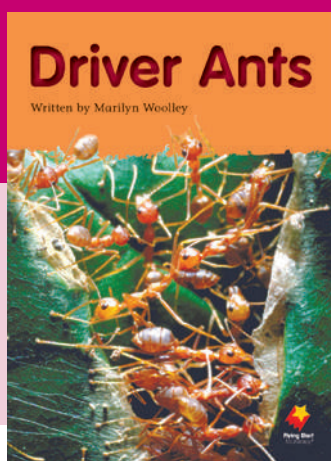


Lesson Plans

Fluent
reading stage

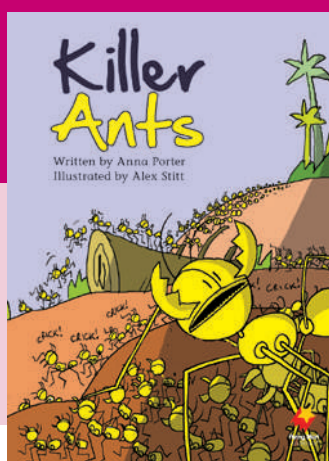
Level 20



Driver Ants is a report about ants called driver ants. It gives information about the driver ant colony, how the ants hunt, attack and eat other animals, and what sorts of animals eat them.

Running words: 694

Text type: Report



Killer Ants is a narrative about a mother gorilla that loses her baby when all the animals in the jungle try to escape a swarming colony of driver ants. The mother gorilla goes back into the jungle in a desperate attempt to find and save her baby from the killer ants.

Running words: 523

Text type: Narrative

Content vocabulary

Africa army chemical signals chimpanzees colony/ies communicate crops driver ant earthworms elephants forest floor gorillas grassland habitat insects jungle living bridge male ant mammals march/ing monkeys nests pests queen ant rainforests reptiles river smell snakes soldier ant spiders survive swarm/ing touch treetops worker ant

Phonics

- Identifying “lf” making the /f/ sound as in *half*
- Identifying “gh” making the /f/ sound as in *enough*

Text features

Driver Ants

- Chapters, facts boxes, photographs and diagrams
- Contents page and glossary

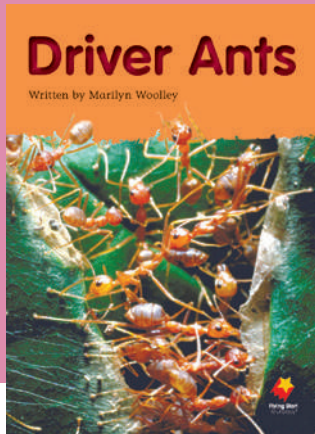
Killer Ants

- Contents page
- Chapters with chapter headings

Reading strategies

- Using known parts of words to solve new words
- Using evidence from the text rather than the illustrations

ELL support	Key concepts	Curriculum link
• New concepts and vocabulary are supported by photographs, diagrams and fact boxes. • Illustrations support the narrative.	• Driver ants live in colonies in nests under the ground. • Driver ants hunt, kill and eat other animals.	• Science: Biological sciences – Living things, animal behaviour



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What do you know about ants?* Pairs of students could brainstorm all the things they know about ants. Say: *We are going to be reading a book about ants called driver ants. They live in rainforests and grasslands in parts of Africa.*

★ Use the glossary on page 24 to introduce the students to some of the words in the book. Ask: *What other words would you expect to be in a book about ants?* List these for the students (e.g. *forest floor, nest, Queen ant, worker ant, soldier ant, male ant*).

Vocabulary building

★ Use the glossary on page 24 to introduce the students to some of the words in the book. Ask: *What other words would you expect to be in a book about ants?* List these for the students (e.g. *forest floor, nest, Queen ant, worker ant, soldier ant, male ant*).

Introducing the book

Give each student a copy of *Driver Ants* and have them read the title. Say: *Driver ants can be dangerous to other animals that live near them because they swarm together in a group and kill animals in their path.* Refer the students to the contents page. Ask: *What else does the contents page tell you about driver ants?* Draw the students' attention to the chapter called *Hunting the hunters*. Ask: *What does this mean? What might gorillas and chimpanzees do to the driver ants?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Check for students who are using what they know about parts of words to decode new words. Ask: *What part of the word do you know? Can it help you solve the word?*

After reading

Talking about the book

Ask the students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *What types of ants are in a driver ant colony? What job does each type of ant do in their colony? What do driver ants eat? How do they do this? What is swarming? What is a living bridge? What animals eat driver ants? How do they do this? (Literal)*
Why are swarming driver ants so terrifying to other animals in the jungle? (Inferential)
What would you do if you saw a swarming colony of driver ants? Why? What might warn you that the ants were coming? (Synthesising)
How could the author have found out the information she needed for this book? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book? What are some of the things you did to help yourself? If appropriate, comment on how well the students used word parts to decode.* For example, you could say: *When you came to some unfamiliar words, you used the parts of words to decode.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Small groups of students could sit in a circle and take turns to read a chapter of the book each. Encourage students to read fluently. You could say: *Try to make your voice sound smooth, not jerky.*

Word work

Phonics

Pairs of students could scan the text looking for words that have the /f/ sound in them. Ask students to make a list of the words and then group them according to the letters that make the /f/ sound in each word, e.g. “f” – *find, forest, terrify*, etc; “ff” – *different, off, stiff*; “lf” – *half*. Ask: *What surprised you about the way that /f/ can be represented?* Draw out that “lf” is an uncommon way for the /f/ sound to be represented.

Exploring words

Refer students to the list of words made during the Vocabulary building section. Students could use this list to make word cards to play a word guessing game. Students choose a card and say clues about the word. Their partner tries to guess what the word is. Students then swap roles.

Writing

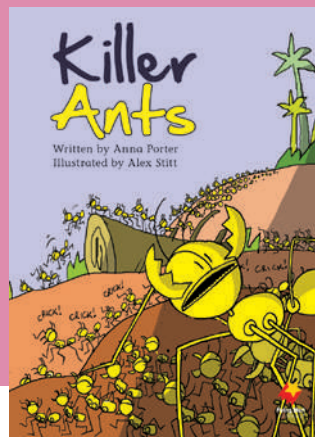
★ Support the students by modeling how to write a question and answer fact card. (E.g. The front of the card would say: Which is the smallest ant? The back of the card would say: The worker ant.) Say: *Use the information in the book but try not to copy.*

Have students use information from the book to each make three question and answer fact cards.

Sharing and presenting

Ask students to sit with a partner and share their question and answer fact cards.

Lesson 2 Killer Ants



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about driver ants. Say: *In some rainforests and grasslands in Africa there are ants called driver ants. Driver ants live in large groups of millions of ants. These ants can attack, kill and eat animals such as insects, reptiles and even small mammals such as baby gorillas.*

★ Support students by reading *Driver Ants* to them. Ask: *What types of animals can driver ants eat?* Make a list. Include baby gorillas on the list.

Vocabulary building

★ Say: *The story we are going to read is about driver ants. It is set in a jungle in Africa.* Show the pictures in the book to the students and ask: *What words might be in the book?* Make a list (e.g. *jungle, panic, gorilla, marching*).

Introducing the book

Give each student a copy of *Killer Ants* and have them read the title. Ask: *Do you think this will be a fiction or a non-fiction book? What makes you think so? Where else in the book could we look to prove our thinking?* Have the students sample the text. Establish that this book is a story. Ask: *Who are the main characters in this story? What seems to be the problem?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Check for students who are focused on the text. Are they relying too much on the illustrations? Say: *The illustrations support the story but you need to use the text to look for evidence about what you are thinking.*

After reading

Talking about the book

Ask the students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

Why were the animals in the jungle scared? Why did all the people leave the jungle? Who got left in the jungle? (Literal)

Why did the mother gorilla need to find her baby before the ants did? What might the ants do to the baby gorilla? Why were the gorillas safe in the river? (Inferential)

In the jungle, would animals really run away if they heard driver ants coming? Why? (Synthesising)

Did you enjoy this story? Would you recommend it to other readers? Why or why not? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *You know why characters act the way they do. This shows me that you understand what you are reading. Well done!*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Provide small groups of students with musical instruments (drums, triangles, tambourines, shakers, etc). They can use the instruments to accompany the reading of the book (e.g. drum beats as the ants march through the jungle).

Word work

Phonics

Ask: *What letter or letters can represent the /f/ sound in words?* Make a list of words. Ask: *What letters represent the /f/ sound in the word enough?* Ask: *What other words have /f/ represented by “gh”?* (rough, tough, cough, trough, etc). Explain that this is not a common way for the /f/ sound to be represented.

Exploring words

Refer to the list of words made during the Vocabulary building section. Ask students to look through the book to list other content words that weren't on this list. Compare the two lists. Ask: *What words are the same? What words did the author use that we didn't have on our list?*

Writing

★ Model writing about another animal that might be trying to get away from the swarming driver ants. (E.g. *The baby gorilla and his mother were safe but the elephant was still in danger. It could hear the driver ants coming.*)

Have the students choose their own jungle animal and write an innovation on the text.

Sharing and presenting

Students could sit with a partner and take turns to read their jungle animal writing.

Talk about the pair

Ask: *What are driver ants? What do they eat? Where do they live? Why are they frightening? Is there anything good about them?* Students could work in a small group to make a “Beware of the Ant” poster for a rainforest in Africa. On their

poster they could list the reasons why the ants are dangerous.

Students could work further with these books by completing the Activity card.

Blackline master

What happened in the story?

After reading *Killer Ants*, fill in the boxes below.

Killer Ants

Setting and characters: Where does the story take place? Who is in the story?

Problem: What problem do the characters face?

Resolution: How do the characters solve their problem?

Reflection: What did you think of this book? Why?

Assessment

Can the student identify the parts of a narrative?

Can the student give a personal comment on a book and use reasons to support his/her comment?

Activity card

Make a killer ant



Use construction materials (empty packaging, pipe cleaners, coloured paper, tape, scissors, etc) to make a model of a driver ant.

Try to make your ant look as realistic as possible.

On a card, write a list of facts about your ant. Share your model ant and facts in a small group.



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