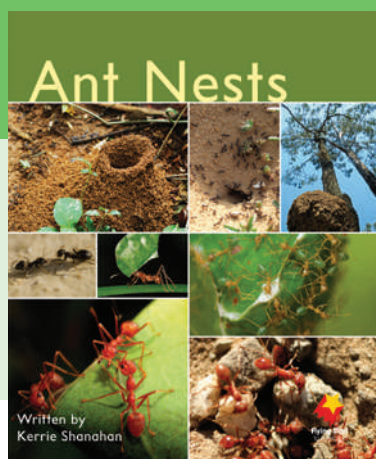


Lesson Plans

Emergent
reading stage

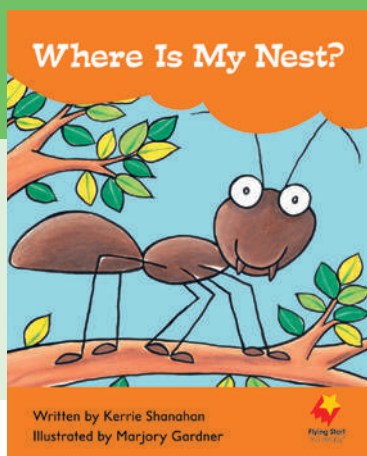
Level 5



This book reports on the nests that different types of ants make.

Running words: 116

Text type: Report



Where Is My Nest? is a narrative about an ant who has lost his nest. He looks until he finds the nest that's right for him.

Running words: 166

Text type: Narrative

Vocabulary

High-frequency words

a all and are can did down for
get go have he his I in is like
look/ed make me my not of on
said saw the their them this to
too was went where with up

Key vocabulary

ant/s ant's big black cut dig
green just lost must nest/s
orange plants put red sand
silk top yellow

Phonics

- Identifying the /n/ sound in initial, middle and end positions as in *nest*, *ant* and *can*
- Identifying the /st/ blend as in *nest*, *just*, *lost*

Text features

Ants Nest

Where Is My Nest?

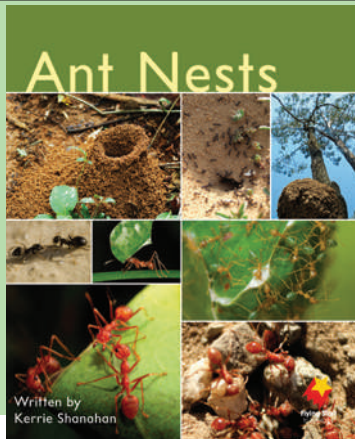
- Photographic summary
- Direct speech; illustrations extend the story

Reading strategies

- Cross-checking – checking one cue against another
- Cross-checking – checking that a word looks right

Key concepts	Curriculum links
- Ants make nests - Different types of ants make different nests	Science: Biological science – habitats

Lesson 1 Ant Nests



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to learn about ant nests.* If possible, go outside and observe ants as they move around. Talk about this. *Where are the ants going? What sort of homes do ants live in? Do ants make their own nests? Do you think all ant nests look the same?* Ask students to turn and talk about these questions with a partner. Discuss students' responses. Support students by ensuring that they know what an ant is. Ask: *What does an ant look like?* Show the students pictures of ants from factual texts or the Internet.

Vocabulary building

★ As needed, introduce the vocabulary from the book using the Vocabulary Starter **Colours**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

Introducing the book

Show the students a copy of the book *Ant Nests*. Direct them to the front cover. *This book is called Ant Nests. It is about different types of ants and the nests they make.* Talk through the book. *What colour is this ant? What can you say about this ant's nest? How might black ants make their nests?* Respond using the structure of the sentences in the text. *Yes, black ants dig down to make a big nest.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Check that the students are cross-checking one cue against another. Encourage this behaviour. For example, say: *The word could be home. This would make sense. But look at the first letter. What does that tell you about the word?*

After reading

Talking about the book

Ask the students to talk about the book. Promote 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. *Do all ants have nests? What does the black ants' nest look like? What do green ants make their nest with? (Literal)* *Why do ants have nests? (Inferential)* *What new information have you learnt about ants by reading this book? (Synthesising)* *Has the author included all ant types in this book? Explain. Is the information in this book factual? What makes you think this? (Critical)*

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *You were thinking about what made sense when you checked to see if the words you read had the right letters. That's what good readers do.*

English Language Learner support: *Ant Nests / Where Is My Nest?*

Use the teacher notes on the back of the Vocabulary Starters **Mini Beasts**, **Colours**, **Doing Things** and **At School** to support students who are learning English.

★ These activities are also suitable for English Language Learners.

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

Ask students to read the text in pairs. One student could read the text while the other displays the pictures on each page. Students can then change roles. Give positive feedback for fluent reading. *Your voice was clear and I could hear each individual word.*

Word work

Phonemic awareness and phonics

Write the word “nest” on the board. *What sound can you hear at the start of this word? What letter makes the /n/ sound?* Write the word “in” on the board. *Does this word have the /n/ sound? Where do you hear this sound in this word?* Write the word “ant” on the board. *Can you hear the /n/ sound in this word? Where do you hear this sound?* Ask pairs of students to find words from the text that have the /n/ sound in them. Record student’s responses on a “Words with the /n/ sound” chart, using the headings *At the start*, *In the middle* and *At the end*. Then ask students to turn and talk with their partner about other words that could be added to this chart.

Exploring words

Talk about verbs in the text (dig, cut, put, make). Say: *Action words are used in the story. What words in the book tell us what the ants do?* Make a list. Ask students to sit knee-to-knee and talk about words that describe the things people can do. Add students’ responses to the list.

Writing

Modelled writing

★ Complete the KWL chart with the students. Ask them what they have learned after reading *Ant Nests*. Invite students to help you as you record their responses. For example, say: *I need to write different. Who can tell me some sounds they hear in the word different?*

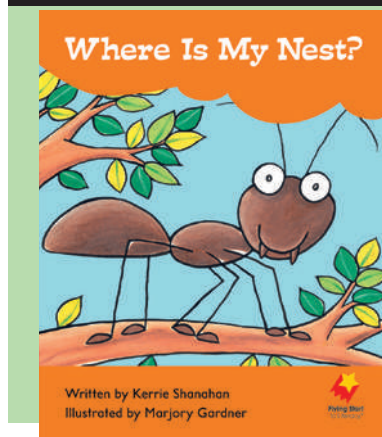
Independent writing

Ask students to choose one of the ants from the book and to write about this type of ant. Encourage them to refer to the book for support as they write.

Sharing and presenting

Ask students to talk about their writing with a partner.

Lesson 2 Where Is My Nest?



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to read a book about ants and their nests.* Ask students to draw a picture of what they think an ant nest might look like. Students could then turn to a partner and talk about their picture.

Vocabulary building

★ Write the word nest on the board. Ask students about animals that have nests (e.g. birds, mice, snakes). Say: *Another animal that has a nest is an ant. Ants make their nests in different ways.* Introduce the words *dig* and *cut*.

Introducing the book

Show the students a copy of the book *Where Is My Nest?* Say: *This book is called Where Is My Nest? It is a story about an ant that is lost and what happens to him when he goes looking for his nest.* Talk through the book. *What might Ant be saying here? What sort of nest has Ant seen? Is this nest right for Ant? Why?* Respond using the structure of the sentences in the text. *Yes, Ant saw a nest.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Check that the students are cross-checking a visual cue against other cues. Encourage this behaviour. Say: *Are you sure about that word? How can you check? Why don't you check that the word looks right?*

After reading

Talking about the book

Ask the students to talk about the book. Promote 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.

What sorts of nests did Ant see? How did Ant know when he had found the right nest? (Literal)

Do ants live alone? Do all ants have nests? Are all ants' nests the same? Explain. (Inferential)

Why did Ant need to find the right nest for him? (Synthesising)

Could the main character have been a different animal? What animal would you have chosen as the main character? How might this have changed the story? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. For example, say: *I noticed that you were checking what you read. 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

Students could perform a readers' theatre. Ask students to use egg cartons and pipe cleaners to make a model of Ant. Using their Ant character, students could work with a partner to act out the book as they read it. Encourage students to read with expression. *How would ant be feeling when he says that? What might his voice sound like? Can you make your voice sound like Ant would sound when you read that?*

Word work

Phonemic awareness and phonics

Write the words “nest”, “just” and “lost” on the board. *What do these words have in common? What sound do the letters “s” and “t” make together?* Ask students to talk with a partner about other words they know that have the /st/ blend in them. Add these to the list.

Exploring words

Revisit the list of “ant words” that you made earlier. Ask: *What new “ant words” could we add to this list?*

Writing

Modelled writing

★ Say: *We are going to retell this story. What happened first?* Ask the students to recall the story in sequence, referring to the book if necessary.

Independent writing

Ask students to draw the different types of ants shown in the book. Have students then use the text to help them label the ants that they have drawn (e.g. green ant, black ant, red ant).

Sharing and presenting

Students could talk about their model and/or ant drawings with a partner.

Talk about the pair

After students have read both *Ant Nests* and *Where Is My Nest?*, ask: *What have you learnt about ants by reading these books? What do all ants have in common? In what ways can groups of ants be different?*

Students could work in small groups to fill in a T-chart with the headings *Colour of ant* and *Type of nest*. Encourage students to use words and pictures to fill in their charts. Students can work further with these books by completing the Activity card.

Blackline master

Match the ant to its nest

Use the book *Ant Nests* to help you match each type of ant to the correct information about it. Draw lines to link the pairs.

Red ants
Black and orange ants
Black ants
Red and black ants
Yellow ants
Green ants

go up to the top of the nest to get in.
cut up plants to put in their nest.
dig down to make a nest.
make their nest with silk.
dig to make a big nest.
put plants and sand on top of their nest.

Assessment

Can the student find information in the text?

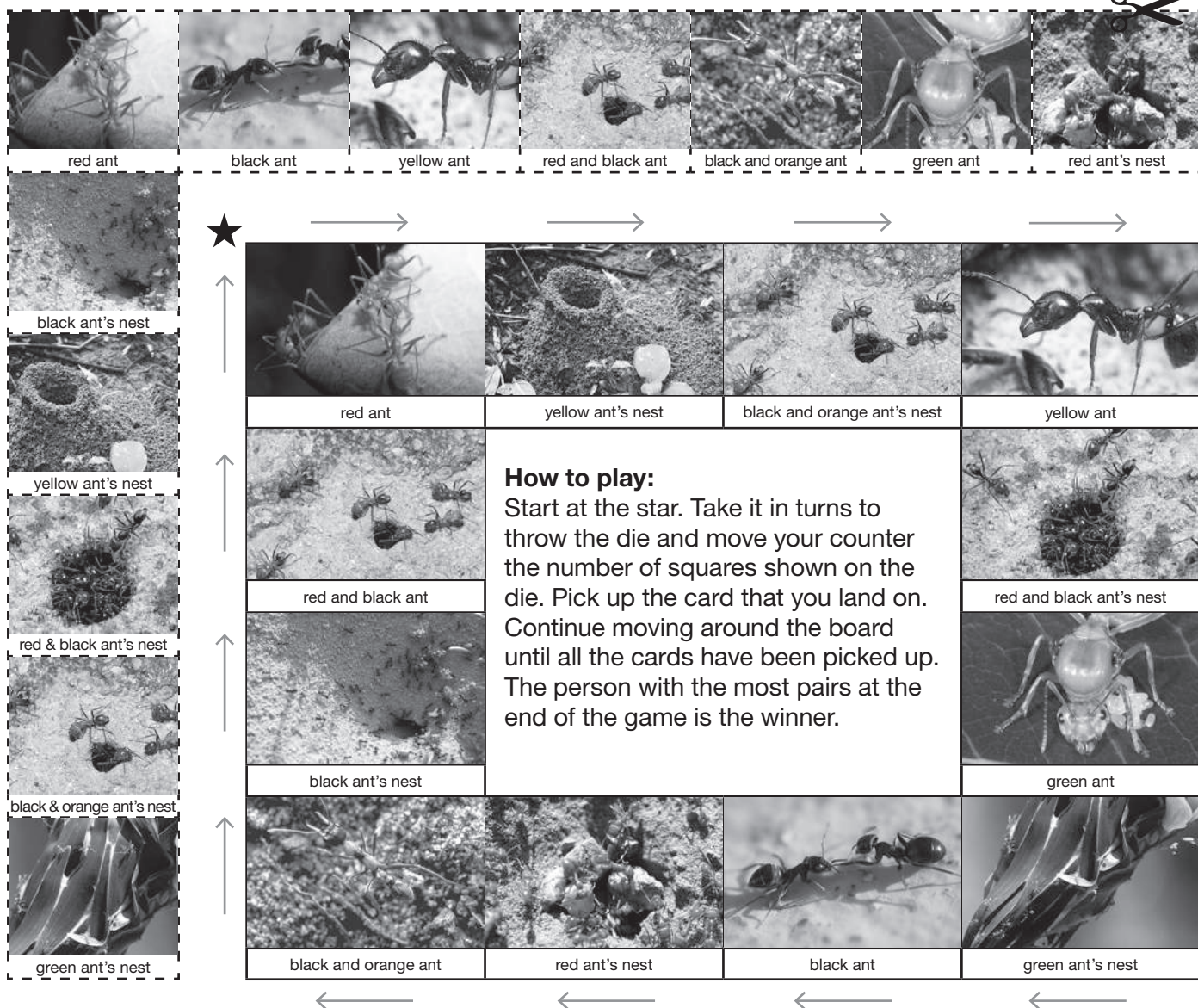
Can the student use information he/she has learnt to match text appropriately?

Activity card

Pairs race



What you need: a die, two counters, scissors. Cut out the cards below and place them over the matching squares on the game board.



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