

Teacher Edition

# Amazing Ants

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## How to use this book

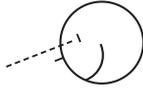
### Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.



### During reading: Observe and support

Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.



### After reading: Comprehension, returning to the text, responding and writing links

To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.



## Text highlights:

- Scientific language used throughout: insects, nests, queen ant, worker ants, larvae
- Use of index
- Colour photographs support the text

## Vocabulary

- insects, nests, queen ant, worker ants, larvae, bite, sting, poison

## Setting the context

Ask: *What do you know about ants? What would you like to learn about ants?*

Record the children's ideas on a chart. Fill in the first two columns of the chart together. Leave the last column blank.

## Background information

The ants featured in this book are communal insects that live together in large groups. Within the ant colony each ant works for the good of the colony and has a specific role.

## Introducing the book

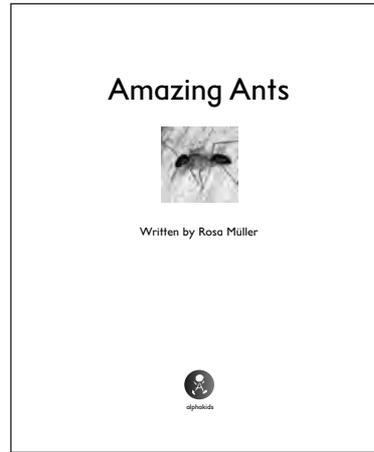
*This book is called 'Amazing Ants'. It is about how ants live and work together. It tells us about what happens in the ants' nest and about different kinds of ants that live in the same ant family.*

What we know about ants	What we want to know about ants	What we learned about ants



## Front cover

*What are these ants doing? Why are there so many of them all in the same place? Point out the ant larvae (young ants). Why do you think this book is called 'Amazing Ants'?*



## Title page

*What do you notice about this ant? How many legs does it have? (6) How many body parts? (3) Which end is its head? (end with the feelers on) How do you know?*



## Talkthrough

*This is a contents page. What does it tell us? How is a contents page organised? What will we read about on page 5?*

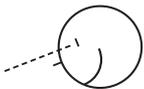
Point out that a contents page helps you to choose where to start reading a book, and that you don't have to read from the front to the back.

Turn to page 5.

*This is the introduction. It tells us that ants are insects. It says they live together in groups and that ants are found all over the world.*

Look at the ants in the photographs.

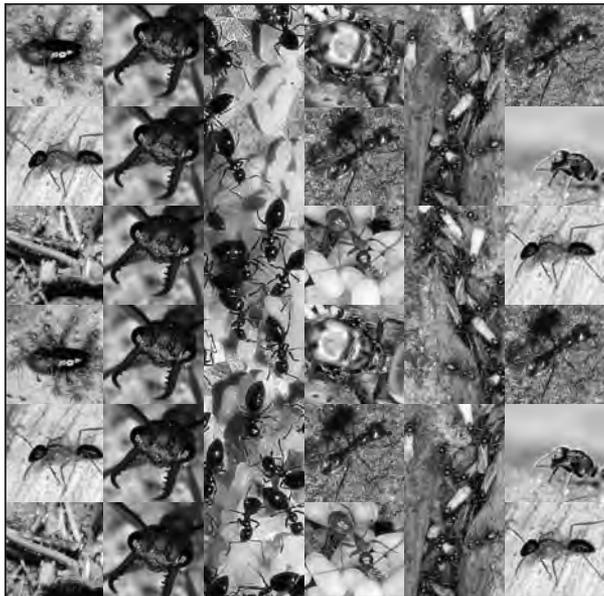
*What do these ants look like? How are they the same? How are they different? Where does an ant's legs join the body? Where are the ant's eyes?*



## Observe and support

Can the child correct errors when they occur?

*You said: 'Ants are little insects.' Can you check that you are right? Where was your mistake? What would look right there?*



## Contents

Introduction 5

The ant nest 6

In the ant nest 9

Looking after young ants 11

Food 12

Staying safe 15

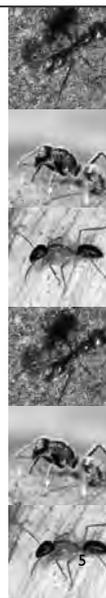
Index 16



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## Introduction

Ants are small insects.  
They live together in groups.  
Ants are found all over the world.



5



## Talkthrough

Look at the photographs on pages 6–7.

*What do you think this section of the book is about? What did you look at to work that out? The book tells us that ants live in nests. Where do you think nests might be found? It says that all of the ants in a nest belong to the same family.*

Turn to pages 8–9.

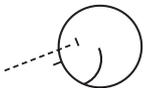
*This photograph shows us inside an ant nest. What can you see?*

Point out the ant eggs. (white oval shapes on page 8)

Point to the queen ant. (above section heading on page 9)

Point out the other ants shown.

*Why might these ants be called worker ants? What work might they do?*



## Observe and support

Can the child use their knowledge of letter/sound relationships to support their reading?

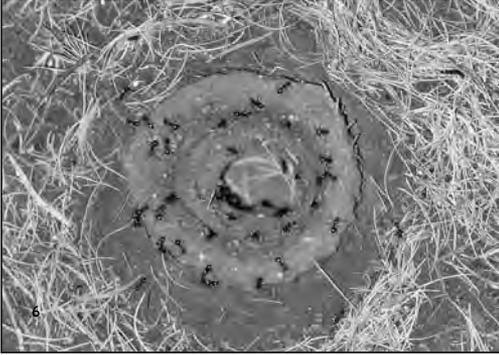
When the child cannot read the word ‘queen’:

*What letter does that word start with?*

*What sound might it make? Can you think of a word that starts with ‘q’ that would fit there?*

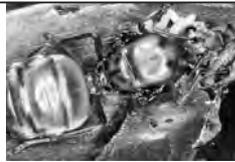
## The ant nest

Some ants live in big nests deep under the ground or in trees.  
Other ants build small nests under rocks or in logs.



Ants may live in the same nest for many years.

All ants in a nest belong to the same family.



## In the ant nest

The nest is started by a queen ant. She is the only ant that lays eggs.

The other ants in the nest are called worker ants.

Worker ants find food. They also look after the eggs.

Worker ants keep the nest safe and make the nest bigger.



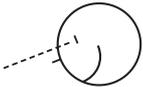


## Talkthrough

*This section tells us about how young ants are looked after in the ant nest. The queen lays eggs. The eggs hatch into a kind of ant called a larvae.*

Point out the word ‘larvae’ on the page.

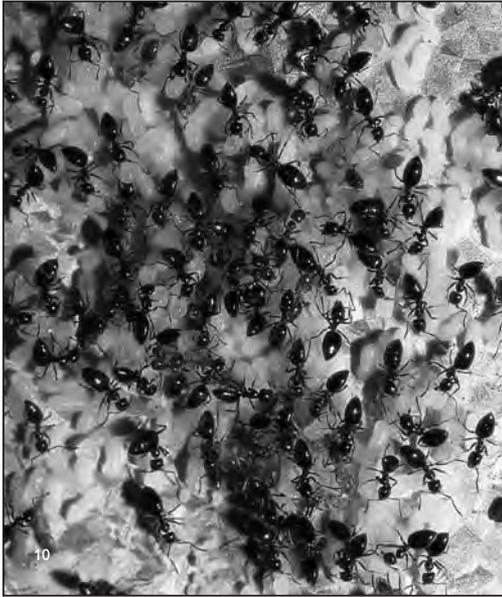
*Larvae is a stage that ants go through, as they become adult ants. Why are there so many worker ants with the larvae? What might they be doing? What will the book say about the worker ants?*



## Observe and support

Can the child use information in the photographs and text to understand new vocabulary?

*What is a ‘larvae’? What helped you to work that out?*



## Looking after young ants

The queen ant lays the eggs.

After about 25 days the eggs  
turn into larvae.

Worker ants look after the larvae.  
The larvae hatch into ants.





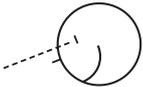
## **Talkthrough**

*These worker ants are collecting food for the ant family.*

*What do ants eat? What did you look at to work that out?*

*Draw out the things listed on the page. (insects, seeds, sweet things)*

*The book tells us that ants are very strong and can carry things much heavier than they are. Could you carry something that was 5 times heavier than yourself? Ants can also drag things that are 25 times heavier than themselves.*



## **Observe and support**

*Can the child read the text fluently?*

*Can you read it all together? Try to make it sound as if you were talking to someone.*

## Food

Different sorts of ants like different foods.  
Most ants eat insects, seeds  
and sweet things.

Worker ants find food and carry it  
back to the nest.

Worker ants are very strong.  
They can carry things 5 times  
heavier than themselves.  
They can drag things 25 times  
heavier than themselves.





## Talkthrough

*This section is called 'Staying safe'.*

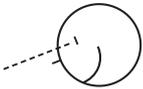
Look at the ant on page 14. Point out the large pincers.  
*What would the ant use these for? When would it use them?  
What are the ant's enemies? How do they protect  
themselves from their enemies?*

Draw out that ants can bite, sting or squirt poison to  
protect their nests.

Turn to the index on page 16.

*What is this part of the book called? What does it tell us?  
How is it organised? Where would we find information about  
queen ants?*

You may like to demonstrate how to use an index to find  
information.



## Observe and support

Can the child understand the inferences in the text?

*What might an ant family do if a spider tried to attack their  
nest? How do you know?*

If the child cannot answer have them look at the  
photograph and re-read each sentence in the book.

After each sentence ask:

*Does this tell us anything about what the ants might do to  
the spider?*



## Staying safe

Other insects and spiders are enemies to ants. Ants from other nests are also enemies.

Most ants protect their nests.

Ants can bite, or sting or squirt poison.



## Index

eggs 9, 11

food 9, 12

larvae 11

nest 6, 7, 9, 12, 15

poison 15

queen 9, 11

worker ants 9, 11, 12, 13

### **Being a meaning maker**

Encourage the children to support their answers with evidence from the book as they discuss these questions:

*How is an ant nest started?*

*Why do ants have different tasks in the ant family?*

*What kinds of things would you see if you could go inside an ant nest?*

*How do ants protect their nest?*

### **Being a code breaker**

Children may like to explore the following language features:

- The long /e/ sound: quen, eat, seeds, enemies, deep, trees, sweet.
- Use of scientific language specific to ants: insects, nests, queen ant, worker ants, larvae.

### **Being a text user**

Turn to the index.

*What is this?*

*How do you use it?*

Refer to the chart made in the Setting the context section on page 1.

*Which of our questions did this book answer?*

*Which of our ideas were supported by the book? Which were not?*

*Which questions do we now have about ants?*

### **Being a text critic**

*What changes would you make to this book if you were the author?*

*Why would you change these things?*

## Responding to text

 Children could work in cooperative pairs to develop an interview with a queen ant. One child pretends to be the interviewer, the other the queen ant. Encourage children to draw out information about how the ant family operates.

 Children could make a model of an ant by stuffing newspaper into a stocking and using rubber bands to form the sections of the ant's body. Pipe cleaners could be used for legs and feelers. Children could write a recount of their ant's day.

 Children could list words that have the long /e/ sound. These could be grouped by the letters used to represent them:

<b>ee</b>	<b>ea</b>	<b>e</b>	<b>y</b>
queen seeds deep	eat beat	me	carry

## Assessment

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Can the child:

- Explain the meaning of the scientific language used in the book: insects, nests, queen ant, worker ants, larvae?
- Explain how ants live and work together in a community?

 whole text activity

 sentence activity

 word activity

## Writing links

### Shared writing

Have the children re-read the book to find words that are specific to ants: insects, nests, queen ant, worker ants, larvae. Record these on a list.

Talk about what each word means.

Model writing a sentence, using a word from the list.

*Is this information something that people need to know about ants?*

*Would you include it in a book about ant families? Why?*

### Independent writing

Have children write about how ants live and work together in a family.

Encourage them to use the words from the group list.



## Teacher Edition

**Topic:** Living things

**Curriculum link:** Science

**Text type:** Report

**Reading level:** 17

**Word count:** 209

**Vocabulary:** insects, nests, queen ant, worker ants, larvae, bite, sting, poison

### Possible literacy focus

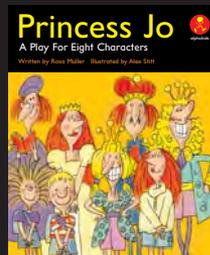
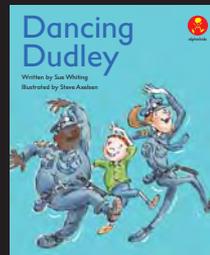
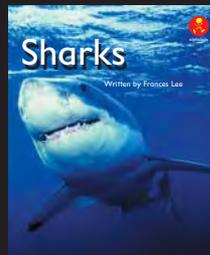
Understanding scientific language: insects, nests, queen ant, worker ants, larvae.

Using the text to make inferences about how ants work together in a community.

### Summary

This book is a report about ants, explaining how they live together in colonies and how they care for their young.

## Other books at this level



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