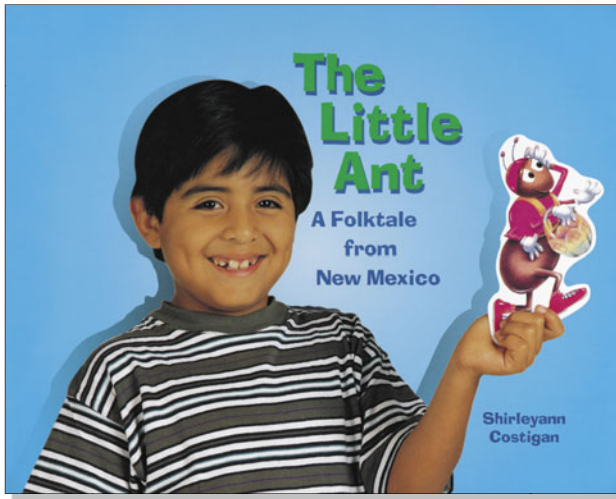


The Little Ant



Leveling Systems

Avenues: ●● More Fluent Readers

DRA: 18

Fountas and Pinnell: F

Lexile: 390

In this folk tale from New Mexico, a little ant manages to trick the mighty wind. Rhyming text and repetition playfully describe how the ant attempts to solve her problems. Photographs of the narrator holding props lend additional support to the story.

24 pages, 329 words

In This Guided Reading Lesson:

Skill Lessons:

| Background and Vocabulary | Read the Book | Respond to the Book | Comprehension/ Critical Thinking |
|---|--|---|--|
| <p>Story Words: lullaby mighty slumber tale tickle trick (verb) unsuspecting</p> | <p style="text-align: center;">Spotlight STRATEGY Use Visuals</p> | <p>Prepare for a Show: Puppets and Backdrops</p> <p>Hormiguita's Problem: Puppet Show</p> | <p>Identify Sequence (PDF)</p> <p>Analyze Story Elements: Character and Plot (PDF)</p> |

Build Background

Good Weather Show pictures of different kinds of weather, such as sunny, rainy, and cold. Say something good about each. For example: **Rain is good. It helps plants grow.** Have each child choose a kind of weather, draw a picture, and write a sentence telling something good about it.

Materials

- drawing paper
- art supplies

Build Vocabulary

Synonym Sentences Use gestures, examples, and explanations to introduce the Key Vocabulary words. Then have partners make seven cards with key words on one side and their synonyms on the other side.

- lullaby/song
- mighty/large
- slumber/sleep
- tale/story
- tickle/make laugh
- trick/trap
- unsuspecting/doesn't know

Model sentences with each synonym, such as: **Mama sings a song to make the baby sleep.** Have children look through their cards for the matching word. They should put the key word in the sentence and practice it with a partner: *Mama sings a lullaby to make the baby sleep.*

Key Vocabulary

lullaby
mighty
slumber
tale
tickle
trick (verb)
unsuspecting

1 Preview the Book

Cover This book is a folk **tale**, or a story that’s been told for many, many years. It’s about Hormiguita, a little ant.

Pages 4–7 Abuela, or Grandmother, told the story to Papi, or Father. Papi told the story to his son. Now the son will tell the story. Even though the ant is little, she’s smart. She **tricks** the big, strong, **mighty** wind.

Pages 8–9 Now the boy is telling the story. The book in the middle of the pages shows the story. The pictures behind the book show the weather in the story.

Pages 10–11 Good readers look for clues to help them understand words and ideas. I wonder why Hormiguita thinks the puddle is so big. Now I see—Hormiguita is very little. She fits under a mushroom! These clues help me understand why she thinks the puddle is so big.

Pages 12–13 The ant asks the sun to dry up the puddle. But the sun can’t. Why not? (the cloud is in the way)

Pages 14–15 What is the weather like now? (cloudy) How can you tell? (the background of the page has clouds) Who is talking on this page? (Hormiguita and Cloud) How can you tell? (The boy is holding the ant and cloud props.)

Pages 16–19 Hormiguita wants Wind to blow Cloud away. But Wind wants to sleep. Hormiguita tricks Wind. She sings a **lullaby**—a quiet, gentle song. Wind falls into a deep **slumber**, or sleep. Hormiguita uses a feather to **tickle** Wind. Wind is **unsuspecting**—he doesn’t know. He’ll be surprised! What do you think will happen?

Pages 20–24 Wind sneezes hard and blows away Cloud. What is the weather like now? (sunny) Turn the page. The sun dries up the puddle so Hormiguita can go home. Did the ant’s trick work? (yes) The boy bows because he’s finished telling the story.



2 Read the Book

Independent Reading Have children read the book silently or to a partner. Observe as each child reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach children as they read.
- **Spotlight Strategy: Use Visuals** Children may not understand difficult ideas or words they come across in their reading. Remind these children to use the pictures and graphics to help them understand concepts and vocabulary.

3 Respond to the Book

Prepare for a Show Have partners make stick puppets of Hormiguita, Wind, Sun, Cloud, and the feather. Then have the group make backdrops that represent the various weather conditions in the book. They should also include the puddle and the ant's home.

Hormiguita's Problem Display a Problem-and-Solution map. Ask: **What problem does Hormiguita have?** Record the problem in the top box. Then discuss the story events and record them in the boxes. Ask: **How does Hormiguita fix the problem?** Record children's responses. Have children use their stick puppets and backdrops to present the events recorded on the map as a puppet show.

Materials

- drawing paper
- butcher paper
- craft sticks or pencils
- art supplies

Materials

- Story Map: Problem-and-Solution from *Picture It! Big Book*, page 19

Answers will vary. Sample response:

Story Map: Problem-and-Solution

The Little Ant

Problem: Hormiguita can't get across a puddle to get home.

Event 1: Hormiguita asks Sun to dry up the puddle.

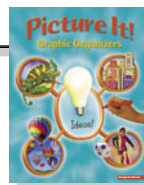
Event 2: Hormiguita asks Cloud to move out of Sun's way.

Event 3: Hormiguita asks Wind to blow Cloud away.

Solution: Hormiguita tickles Wind to make him sneeze. He blows Cloud away. Sun dries up the puddle.

Use only a black dry-erase marker.

19



Picture It! Big Book, page 19

from The Little Ant

| Take a Running Record | | Number of Errors | Number of Self-Corrections |
|-----------------------|---|------------------|----------------------------|
| page | | | |
| 9 | This is the tale of Hormiguita. Listen, my friends, as I begin to tell you how that clever ant tricked the mighty wind. | | |
| 10 | It started with an April shower that caught her by surprise. It was just a gentle rain, but to Hormiguita’s eyes... | | |
| 11 | ...the raindrops fell like pebbles into puddles deep and wide, and left her stranded far from home on the other side. | | |
| 12 | Hormiguita cried for help! “Sun, oh sun, show your light! Shine bright! Dry up this puddle, so I can go home.” | | |
| 13 | “Hormiguita, I would. I would if I could, but Cloud is in my way.” | | |
| | | Total | Total |

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate


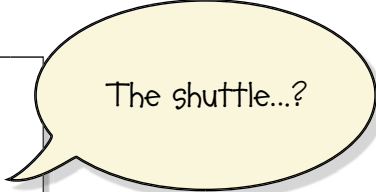

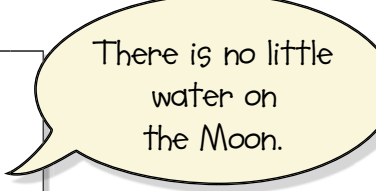
| |
|---|
| $(100 \text{ words} - \frac{\text{total errors}}{\text{total words}}) \div 100 \text{ words} = \text{_____} \%$ |
|---|

Determine Instructional Needs

| | |
|--|--|
| <p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text | <p>Student needs more coaching in</p> <p>_____</p> <p>_____</p> |
|--|--|

Good Reader Guide

Use these strategies to coach students as they read independently.

| Text | Student Miscue | Coaching Strategies |
|---------------------------------------|--|--|
| The rocket is going very fast. |  <p>The rocket is gro... going very fast.</p> | <ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on. |
| The shuttle orbits the Earth. |  <p>The shuttle...?</p> | <ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on. |
| No one has been to Mars. |  <p>Nobody has been to Mars.</p> | <ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct. |
| There is no liquid water on the Moon. |  <p>There is no little water on the Moon.</p> | <ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread. |

Good Reader Guide

Use these strategies to coach students as they read independently.

| Text | Student Miscue | Coaching Strategies |
|--|--|--|
| Craters look like dark circles when you look up at the Moon. | Craters look like dark when you look up at the Moon. Skips important words | <ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line. |
| There are mountains on the Moon. | There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension | <ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience. |
| That's one small step for man, one giant leap for mankind. | That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing | <ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression. |
| The Moon is full tonight. | TheMoonisfulltonight Reads quickly, without comprehension | <ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies. |
| The Moon is Earth's only natural satellite. | ? Gets stuck; is unable to use any strategies | <ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words. |