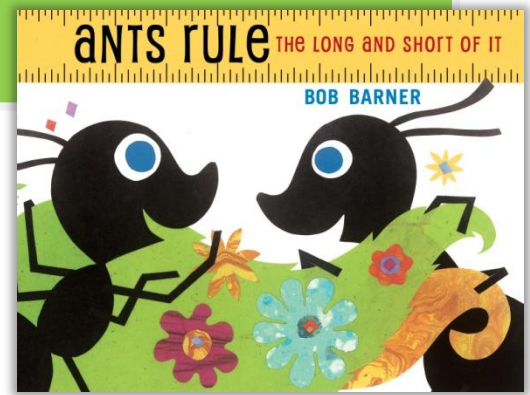


LESSON PLAN

Ants Rule: The Long and Short of It

Written and illustrated by Bob Barner



9780823436606 • Ages 4–8 • E-book available

Measure units, compare lengths, add up numbers, and create charts for the Blowout Bug Jamboree.

Objectives: Students will be able to read for purpose and understanding, explain major differences between books that tell stories and books that give information, draw on a wide reading of a range of text types, answer comprehension questions using text support, read words with inflectional endings, and use a known root word as a clue to the meaning of an unknown word with the same root.

Guided Reading Level: G

Grade Level: 1

Interest Level: Pre-K–2

Instructional Standards

Reading Literature: RL.K-2.1,2,3,4,5,7,9

Reading Foundation Skills: SL.K-2.1,2,3,4

Writing: W.K-2.3,8

Speaking and Listening: SL.K-2.1,2,3,4,5,6

Language: L.K-2.1,2,4,5,6

BEFORE READING

1. Discuss the front and back cover illustration and the book title.
2. Put the words **rule** and **ruler** on the board. Identify the root word and suffix, and discuss the multiple meanings.
3. Find the words and illustration in the title that are related to math: **ruler, long, short**.
4. Is this book real or make-believe? Explain. (Ants cannot talk or solve math problems.)

Take a picture walk through the book.

1. Discuss different text types. Explain the differences, including fictional stories that teach us skills.
2. Do you think this book will teach you something? (It has charts, graphs, numbers, and insects in the illustrations.)
3. What do you think this book is about? What math/science skills will you learn about? (measurement, data, bugs)
4. Write the vocabulary words on the board and discuss each word. Identify the beginning sounds, root words, and endings: **blowout, jamboree, measure, measuring, long, longer, longest, short,**



shorter, shortest, bigger, rule, ruler, caterpillar, bee, ladybug, walking stick, beetle, butterfly, number.

5. Find the compound words and circle them.
6. Write **blowout** and **jamboree** on the board. Explain that these are “synonyms.” They have the same meaning.
7. Find all of the **bugs** and create a chart.
8. Find all of the **math words** and create a chart.

DURING READING

1. First reading/shared: Teacher reads aloud and models as students read along and discuss the charts and graphs.
2. Second reading/independent: Students read silently.
3. What is the meaning of new vocabulary words and phrases in context? What is a blowout, a jamboree?
4. How do the illustrations enhance meaning?
5. What are the story elements: setting, plot, and character development?
6. What happened first, next, last? Sequence events.
7. How do the ants plan?
8. What are they trying to figure out? (how long each bug is and how many will come to the jamboree)
9. What are the ants doing as they measure?
10. What do you think they are building? Predict.
11. In the end, why were the ants planning, building, measuring, and counting? What did they make? (a “Buggy-Go-Round”)
12. Determine the author’s purpose (to entertain, explain, or persuade). Why do you think the author chose to write this book?

AFTER READING

Make Connections

1. Check your predictions. Discuss what the students thought the ants were creating.
2. Talk about a “Buggy-Go-Round.” What is it? Where would you find one? What does it remind you of?
3. Go back to the text, find new vocabulary words, discuss, and add to your “Word Wall.” Identify the root words and add the endings. (**long, short, big, rule**)
4. Draw a picture of each insect and label each one.
5. What words in the story have similar meanings? festival, party, shindig, bash, gathering
6. Writing a narrative: write a sentence and draw a picture about a big party you went to. Use some of the words from above and share.

Math

1. What unit of measurement did the ants use in the story?
2. How long is each insect?
3. Who was the longest?



4. Who was the shortest?
5. Were any of the bugs the same length?
6. What bug had the most show up at the jamboree? What bug had the fewest? Which bugs had the same amount?
7. Use a ruler to measure each bug in inches and centimeters.
8. Find another unit of measurement in the classroom (paper clip, marble, eraser, and fingernail) and measure the bugs. Share your findings with the class.

STEM Group Activities

1. Plan and build a ride for a “Bug Jamboree.” Use materials from home and school. Present the ride to the class, showing how it works and why it is fun.
2. Label the parts of the ant.
3. Build an ant using marshmallows and toothpicks.

Guide written by Marla Conn, reading/literacy specialist and educational consultant

