



Leo Meets the Queen

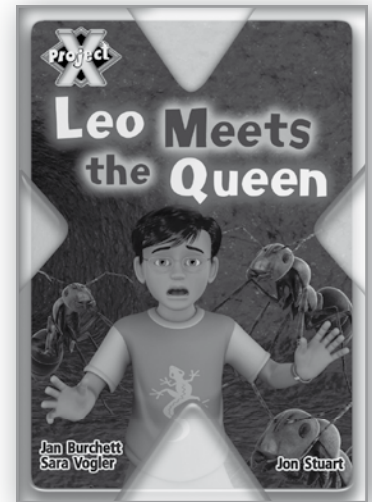
BY JAN BURCHETT AND SARA VOGLER

About this book

Max, Kat, and Leo go down a rabbit hole and discover a colony of ants.

Reading Level: O (Fiction)

Text Form: narrative fiction (chapters)



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> flexibly solving unknown words using a range of techniques demonstrating fluent control of an extensive bank of high-frequency words maintaining interest and meaning while reading a text over a period of days reading expressively and fluently 	<ul style="list-style-type: none"> making connections inferring questioning visualizing 	<ul style="list-style-type: none"> recognizing how the author uses a character's personality to build suspense

Opening Session (Chapters 1–2)



Before reading

- Ask the students if they have ever done any digging in a garden. Talk about what they felt, smelled, and saw. Ask them to suggest words that could help other people visualize what it is like.
- Look at the book cover and read the title. Who is the queen in this book?



During reading

- Read Chapter 1 to the students, modelling fluency and the use of your voice to make the story interesting. Adjust your rate to emphasize changes in the story.
- Before having them read independently, ask the students to review what they might do if they become stuck on a word or sentence (e.g., reread, use context, look for word parts and syllables, etc.).

Assessment Note

Do the students respond with relevant comments and ideas based on evidence and prior knowledge?



Underground – Guided/Group Reading Notes

- Ask the students to read Chapters 1 and 2 independently while still in the group. Provide them with sticky notes to highlight words that help them visualize the story.
- Have individual students quietly read a section to you.



After reading

- Discuss with the students:
 - What words helped you visualize the story? (**metacognition, visualizing**)
 - What was in the nest? (**literal recall**)
 - Why did the friends go on an adventure without Jet? (**inferring, making connections**)
 - Which character was most worried about entering the dark rabbit hole? How did his feelings change once inside? (**inferring**)
 - Why does Max say, “They give me the creeps” (p. 11)? (**inferring**)

Assessment Note

As they read, take note of the students’ fluency, self-monitoring and self-correction, and approaches to solving new words.

Assessment Note

Do the students:

- identify words that support visualization?
- recall literal details?
- make inferences about the story?

Independent Reading (Chapter 3)

- Direct students to read Chapter 3 independently. As they read, they should think about Leo’s personality and note how the author shows this. Have them pause after Chapter 3 to complete a brief “Check-in” activity to confirm timely and successful reading of the text.



Check-in activity

- Think about what Leo sees, hears, feels, tastes, and smells while the ants are carrying him. Write at least two descriptive words for each sense and create a poem using these (and other) words. End with the description of Leo’s emotions at this time.
- Poems should be handed in to the teacher for assessment.

Consolidation Session (Chapter 4)



Before reading

- Have students share their “Check-in” poems with the group.
- Lead a short discussion about the chapter read independently using prompts such as:
 - Why didn’t the queen look at Kat?
 - Why did Max want Leo to take a photograph?
 - What element of Leo’s personality led him into danger?

Assessment Note

Do the students listen to one another’s point of view and express agreement or disagreement?



Underground – Guided/Group Reading Notes



During reading

- Have the students read Chapter 4, paying close attention to how each character feels. Ask them to take note of how the author conveys the characters' feelings.
- As they read, they should also record any challenging words they need to solve or do not understand.



After reading

- Have the students share and discuss any words they needed to solve, or did not understand, while they were reading. (**metacognition**)
- Ask the students to talk about how they remembered the story from one day to the next (i.e., between reading sessions). Did they review the pictures? Did they skim the text? (**metacognition**)
- Discuss with the students:
 - What hatches out of an ant egg? (**literal recall**)
 - Would you have followed Leo into the ants' nest? Why or why not? (**personal response**)
 - Why did Kat say, "That's just like Leo" (p. 18)? (**drawing conclusions, deducing, inferring**)
 - How did Jet feel when he learned he had missed a micro-adventure? (**inferring**)
 - Based on what you know about Jet from other books, do you think he would have liked this adventure? (**making connections, synthesizing**)

Additional activities

- **Word Study:** Review the definition and purpose of an adverb. Assign a chapter to each student and have them find adverbs in their chapter. Ask them to record the adverb and the verb it is modifying. Share the lists and explore how the adverbs make the book more interesting and help the reader to visualize and understand. Encourage the students to think about using adverbs in their own writing.
- Divide the students into pairs. Have one partner act as the interviewer while the other takes the role of Leo. The interviewer is to ask Leo to explain his behaviour and actions in the story.
- Have the students:
 - research ants and create a display to share the information.
 - pretend to be the ant queen and write a blog entry or email about the events that have taken place in her nest.
 - create a model of an ant using modelling clay and other classroom materials.
 - draw and label a diagram of an ants' nest.
 - research other creatures that have a queen (e.g., bees).

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.

Assessment Note

Do the students:

- maintain interest and comprehension over time?
- understand the role of conflict in the narrative?
- make inferences based on evidence?

Assessment Note

Do the students:

- recognize adverbs and the related verb?
- recognize one another's point of view?
- write clearly and effectively?



A NASTI Surprise

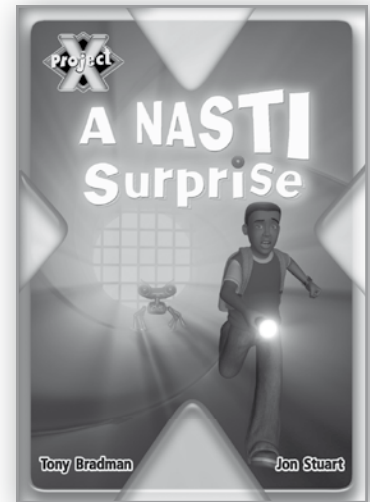
BY TONY BRADMAN

About this book

The four friends notice that a micro-robot is watching them. They follow it down a drain to find out more.

Reading Level: O (Fiction)

Text Form: narrative fiction (chapters)



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> flexibly solving unknown words using a range of techniques demonstrating fluent control of an extensive bank of high-frequency words maintaining interest and meaning while reading a text over a period of days reading expressively and fluently 	<ul style="list-style-type: none"> recognizing point of view predicting questioning visualizing 	<ul style="list-style-type: none"> recognizing how the author uses page layout to emphasize important details

Opening Session (Chapters 1–2)



Before reading

- Ask whether anyone has looked deep into a drain. What do they think they would see, smell, hear, and feel down there? Record words that describe drains (e.g., *cold, damp, dark, smelly*). Have them visualize what it would be like to be lost inside a drain.
- Look at the cover and ask the students what NASTI might mean. Point out that it is not spelled the same way as *nasty*. However, do they think there might be a link?
- Have the students read over pages 2 and 3. Why do they think this preview might be important?

Assessment Note

Do the students respond with relevant comments and ideas based on evidence and prior knowledge?



Underground – Guided/Group Reading Notes



During reading

- Read Chapter 1 aloud to the students. As you read, model how to use your voice to build excitement and tension. Stop a few times to model solving a word using more than one method.
- Tell the students they are now to read Chapter 2. Before they begin, review what they might do if they become stuck on a word or sentence (e.g., reread, use context, look for word parts and syllables).
- Have individual students quietly read a section to you.



After reading

- Have the students summarize what happened in the first two chapters. (**summarizing**)
- Discuss with the students:
 - Why doesn't Kat want to go down the drain? (**inferring**)
 - Who went into the drain first? Why? (**literal recall, inferring**)
 - Why did the author write, "he shook at the thought" on page 8? (**inferring, deducing**)

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.

Assessment Note

Do the students:

- summarize the chapters, selecting just the key points?
- recall literal details?
- make inferences?

Independent Reading (Chapters 3–4)

- Direct the students to read Chapters 3 and 4 independently. As they read, ask them think about what the friends decide to do. Are they making good choices?
- Have them pause after Chapter 3 to complete a brief "Check-in" activity to confirm timely and successful reading of the text.



Check-in activity

- Think about the green robot. Is he tricking the four friends into following him? Complete the following sentence starter: *I think the green robot led (did not lead) them into the drain because...*
- Responses should be handed in to the teacher for assessment.

Consolidation Session (Chapter 5)



Before reading

- Discuss the students' responses to the "Check-in" prompt.
- Lead a short discussion about the chapters read independently:
 - Who led the way underground?
 - Why did Max "snap" when he answered Jet (p. 22)?

Assessment Note

Do the students:

- recall literal details?
- make inferences, deductions, and predictions about the story?



Underground – Guided/Group Reading Notes

- Think about what the four friends decided to do. Did they make good choices?
- Have the students predict how the story will end.



During reading

- Ask the students to read Chapter 5. Remind them to monitor their comprehension and be prepared to summarize the story's conclusion.
- Have individual students quietly read a section to you.



After reading

- Have the students orally summarize Chapter 5. (**summarizing**)
- Have the students share how they solved a new word. (**metacognition**)
- Discuss with the students:
 - How accurate were their predictions about the story's ending? Why? (**predicting**)
 - Which character did they like least? Why? (**personal response**)
 - How did the author use page layout and colour to enhance the atmosphere and emphasize important details? (**author's craft**)
- Review the questions the four friends generated when they returned to the micro-den (p. 29). Discuss possible answers. (**answering questions**)
 - Why does the text say, "Max, Kat, Leo, and Jet weren't sure they wanted to know the answers..."? (**inferring, synthesizing**)
- Review pages 30 and 31. Why were these pages included? (**author's craft**)
- Have the students reflect on the story. Which parts did they enjoy and why? Are there any sections they would have changed? (**personal response, evaluating, adopting a critical stance**)

Additional activities

- **Word Study:** Draw the students' attention to the questions on page 29. Point out that the characters have listed three kinds of questions. Can they think of more questions to add to these lists? What are the other two *W* words that could be used as a category for questions? Have the students create a list of *Where* and *When* questions, as well as *How* questions. You may wish to use a Q-Chart to assist.
- Have the students:
 - create a character profile for each of the four friends (e.g., *Kat doesn't like the dark*).
 - write a new ending for the book.
 - retell the story from the point of view of the green robot.
 - research phobias (e.g., fear of spiders) and write a report or present the information orally.
 - draw a spider or centipede from micro-Jet's perspective.

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.

Assessment Note

Do the students:

- summarize effectively?
- make inferences based on evidence?
- give reasons for personal responses?
- suggest reasonable answers to the questions?

Assessment Note

Do the students:

- generate questions using the 5 Ws?
- write character profiles based on information in this and previous texts?
- reflect a different character's perspective?



Ants at Home

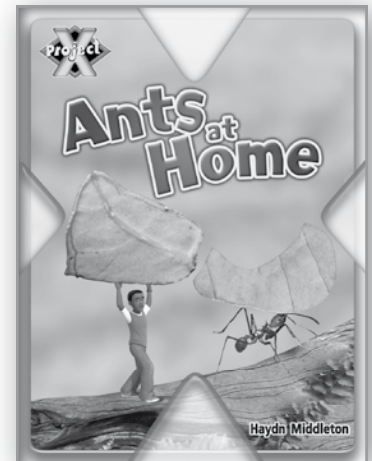
BY HAYDN MIDDLETON

About this book

In this non-fiction report, Max and Kat explore the world of ants.

Reading Level: O (Non-Fiction)

Text Forms and Features: information report, fact boxes, captions, labels, table of contents, glossary, index



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none">• predicting words based on meaning and storyline• demonstrating fluent control of an extensive bank of high-frequency words• gaining information from longer texts• maintaining interest and meaning while reading a text over a period of days• using organizational features of non-fiction texts	<ul style="list-style-type: none">• summarizing• synthesizing• using text form and pattern to help make meaning• determining important information	<ul style="list-style-type: none">• recognizing how the author makes connections to familiar contexts to aid comprehension

Opening Session (pages 2–13)



Before reading

- Ask whether the students have ever watched ants in the garden or seen inside an ants' nest. Discuss what they know about ants and what an ants' nest might look like inside. (Students who have read *Leo Meets the Queen* should make connections to that story.)
- Complete the *K* column in a K-W-L chart.
- Display the cover of the book and have the students leaf through the pictures quickly. What do they want to learn about ants from this book? Add their questions to the *W* column of the K-W-L chart.

Assessment Note

Do the students respond with relevant comments and ideas based on evidence and prior knowledge?



Underground – Guided/Group Reading Notes



During reading

- Have the students look at the table of contents. Do they think they might find answers to some of their questions in this book? Ask them to predict where they might find answers and record the page numbers beside the questions in the *W* column.
- Read pages 2 to 5 aloud to the students. Can they now record some information on the *L* column of the K-W-L chart?
- Have the students look through pages 8 to 13. What features of a non-fiction text do they see? How can they use these features to help them solve new words?
- Ask the students to read to the end of page 13 independently. Have them note places where they used context to predict words.
- Listen to individual students read short sections.

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.



After reading

- Draw attention to Max's thought bubble on page 2. How does Max's image of multiple sisters relate to ants? (**inferring, personal response**)
- Lead a discussion using prompts such as:
 - Which ant lays all the eggs? (**literal recall**)
 - Why do you think only the queen lays eggs? (**inferring**)
 - How do ants communicate? Is this better than talking? (**literal recall, evaluating**)
- Have each student share a fact about ants. (**personal response**)
- Add to the *L* column of the K-W-L chart. Check the earlier page predictions in the *W* column. Did the students find answers on the pages they predicted? (**predicting, using text features**)

Assessment Note

Do the students:

- identify important information?
- understand the text features in the section they just read?

Independent Reading (pages 14–21)

- From the table of contents, assign one or two sections to each student. As they read their assigned section(s) independently, have them think about which job they would like or not like to do in an ant colony.

Consolidation Session (pages 22–23)



Before reading

- Have the students orally summarize the sections they read independently. Add to the K-W-L chart.
- Ask the students to share examples of predicting a word based on meaning.

Assessment Note

Do the students:

- identify important information?
- explain how they solved new vocabulary?



Underground – Guided/Group Reading Notes



During reading

- Direct students to read the last two pages of the text. Ask them to think about the idea in Kat's speech bubble (p. 22) as they read.
- Have individual students quietly read a section to you.



After reading

- Return to the K-W-L chart. Does any information in the *K* column need to be revised or removed after reading this text? (**evaluating**)
- What questions from the *W* column have been answered? How can they find the rest of the answers? (**answering questions**)
- Ask students which text features helped them read the book more effectively. Why? (**metacognition**)
- Discuss with the students:
 - What foods do ants like to eat? (**literal recall**)
 - What job would you like in an ants' colony? What job would you not like? (**literal recall, evaluating, synthesizing**)
 - Why did the author include page 23? (**author's craft, text forms**)
 - Why did the author compare the ants to humans? Why were these comparisons done through the words of Kat and Max? (**author's craft**)
- Have the students discuss how they feel about the book. Did they like the subject matter? How well was it presented? (**evaluating, personal response**)

Additional activities

- **Word Study:** Have the students look through the book (including the glossary and index) and create a set of word cards containing key terms. Direct them to plan a word sort. Have the students compare their card sets with a partner. What similarities and differences do they see? Why? Have them try sorting their partner's cards and see if they used the same sorting categories as the partner.
- Have the students:
 - make a labelled model of an ant's life cycle.
 - write as many words as possible that contain the word *ant*.
 - research answers to any unresolved questions on the K-W-L chart.
 - research another insect and use a Venn diagram or other method to compare this insect to an ant.

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.

Assessment Note

Do the students:

- synthesize, drawing on a range of information sources?
- recognize how they use text features to gain meaning?
- make personal responses and evaluations using evidence?

Assessment Note

Do the students:

- recognize key content words?
- successfully undertake research to find answers to specific questions?
- compare and contrast insects?