

## Amazing Ants

Have you ever seen a small pile of sand in your yard or on a sidewalk? Look closer. It could be an anthill.

Ants are tiny insects that live in groups. A group of ants is called a colony. One colony can have thousands of ants! All the ants in a colony live together in a nest. Many ants build their nests underground.

Ants build a nest by digging in the ground. They leave the dirt they dig in a pile above the ground. By doing this, the ants create a **hill** of dirt at the opening of their colony. This is called an anthill. When the nest is finished, it has many underground rooms. All the rooms are connected by small **tunnels**, or hallways.

Each room in the nest has a purpose. Some rooms are used to protect the eggs laid by the queen ant. Some are used as nurseries to care for young ants. Other rooms are used for keeping food. The queen, of course, has her own room all to herself.

Each ant has a job. The ants must do their jobs to help the colony stay alive. Each ant colony has at least one queen ant and thousands of **worker** ants. A queen ant is a large female. Her job is to lay eggs. The worker ants do all the other jobs. Their jobs include caring for the queen and her eggs, **gathering** food, feeding the young ants, protecting the nest, and building new tunnels and rooms. The worker ants often work together. For example, a few ants will leave the nest in search of food. Once they find the food, they return to the nest to get other worker ants. These other worker ants help carry the food back to the nest.

Teamwork is an important part of ant life. Ants have been around for millions of years, so they must be doing something right!

**COMPREHENSION** Which words tell about an ant colony? What do ants do to help one another?

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Days 1 and 2

“Amazing Ants,” Vol. 1, pp. 18–19

## The Sledding Accident

Hugh and Stu were rabbit brothers. They liked to play outdoors in all seasons. But their favorite season was winter. In the winter, the pond froze. Then Hugh and Stu could ice-skate. In the winter, snow fell. Then Hugh and Stu could go sledding. The brothers agreed that winter was the best season of all.

One winter day, Hugh and Stu were sledding down the big hill. It was Stu's turn to go on the sled.

“Here I go!” Stu shouted. He jumped on the sled and started sledding down the hill. Stu went faster and faster. Halfway down, the sled tipped over. Stu fell off the sled and into the snow. He did not get up.

Hugh hopped down the hill to check on Stu. He saw that Stu was holding his back leg. “My leg really hurts. I think I have an **injury**,” said Stu.

“Can you hop?” Hugh asked.

Stu tried to hop, but he could not even stand on his hurt leg. “I’ll need help to get home,” said Stu.

Hugh helped Stu get back on the sled. Then Hugh pulled Stu home.

At home, Dad looked at Stu’s leg. “You need to see the doctor,” Dad said. So they went to the doctor’s office.

At the doctor’s office, Stu was holding his hurt leg. “I can see you’re not here because of an **illness**. You’re not sick,” Dr. Dean said.

“It’s my leg,” Stu said sadly.

Dr. Dean took an x-ray of Stu’s leg. “You have a **break** in the bone. That means the bone is in two pieces,” explained Dr. Dean.

“Can you fix my leg?” asked Stu.

“I’ll put a cast on your leg. It will be **healed** in no time. The bone will mend together,” Dr. Dean said.

Stu asked, “How long will it take?”

Dr. Dean winked. “You may not be sledding again this season. But there is always next winter!”

**COMPREHENSION** What words help you understand what happened to Stu? How do others help Stu when he gets hurt?

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Days 3 and 4

“The Sledding Accident,” Vol. 1, pp. 20–21

### Assessment

Pretest/Posttest Administration p. 66

Pretest/Posttest Blackline Masters pp. 100–101

T10 • Curious About Words

## Day 1

### Introduce Meanings

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 100–101. Use page 66 to administer the test.

**Explain** Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

### Words About Bugs

**gathered** v. brought things together *The ants gathered all the crumbs and carried them away.*

**hill** n. a pile of dirt *Ants, termites, and other bugs build homes that look like small hills.*

**tunnel** n. a long hole under the ground *The wasps lived in a tunnel under the ground.*

**worker** n. someone who does work *Bugs have to be hard workers to get all the food they need to live.*

**Discuss** Guide children to see the relationship between each word and the category. Ask children to think of sentences about bugs. Prompt them to use the words.

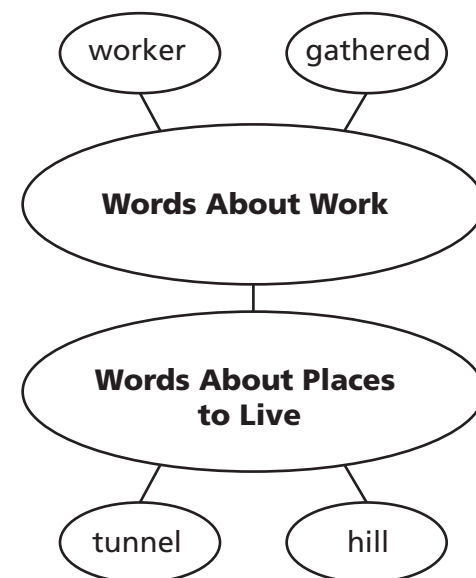
**Read Aloud** Explain that you will read aloud a story about how ants live. Then read aloud “Amazing Ants.” Discuss the Comprehension questions.

## Day 2

### Categorize and Classify

**Reread and Explain** Reread “Amazing Ants.” At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. What are some other words for work that bugs do? What are some other words for places bugs might live? Add these words to the graphic organizer. (Sample answers: Work: drag, dig; Live: nest, hole)
2. What word might you use to describe what a gopher digs? (tunnel)
3. A person digs dirt to build a tunnel. What is that person called? (worker)
4. What are some things you could gather from an orchard? (Sample answer: apples, pumpkins)



## Day 3

### Introduce Meanings

**Explain** Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

#### Words About a Visit to the Doctor

**break** *n.* in more than one piece *The x-ray showed the break in the man's finger.*

**healed** *v.* got better after being hurt *The cut on my knee healed after a week.*

**illness** *n.* being sick *The girl needed medicine for her illness to get better.*

**injury** *n.* when the body is hurt *You could get an injury if you run inside the house.*

**Discuss** Guide children to see the relationship between each word and the category. Ask questions such as these: *Is a break a kind of injury or illness? How does a break heal?*

**Read Aloud** Explain that you will read aloud a story about a rabbit that must visit the doctor. Then read aloud "The Sledding Accident." Discuss the Comprehension questions.

## Day 4

### Categorize and Classify

**Reread and Explain** Reread "The Sledding Accident." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Not Healthy	Healthy
illness break injury	healed

1. What are some other words about being healthy? Add these to the graphic organizer. (Sample answers: strong; cured; rested)
2. What kind of injury might a person get from falling out of a tree? (Sample answers: a cut; a bruise; a broken bone)
3. What are some things people can do when they have an illness? (Sample answers: take medicine; stay in bed and rest; see the doctor)

## Day 5

### Deepen Understanding

**Review** Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

**Guide Partner Activities** Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

**Examples** Describe a time when you had an injury. Did you ever have a break in a bone? Explain how you felt. Then tell about how it healed.

**Role-Play** Show a partner what kind of worker you want to be when you grow up.

**Describe** Work with a partner. Describe the things you would gather to bring to a picnic.

**Compare** Talk to your partner. Tell how you would move in a tunnel. Tell how you would move on a hill. Compare the different ways you would move.

**Draw** Make a get-well card for someone you know who has an illness. Show your card to a partner.

**Assess** To assess what word meanings children have learned, copy and distribute the Pretest/Posttest on pages 100–101. Use page 66 to administer the test. Compare scores with Day 1 assessment.