

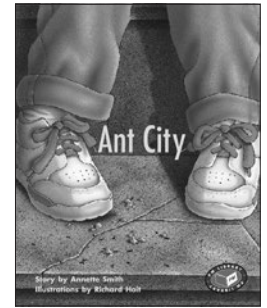
# Ant City

PM Level 18

Turquoise

**Text Type** Narrative

**Running Words** 393



## Preparing for Guided Reading

### *Orientation to the text*

- Talk about traffic in a busy city. Discuss the noise, the movement of the vehicles and the bustle and bustle of the people.

### *Prior knowledge*

- Time seems to pass slowly in situations when children have to wait for an adult. This is a story about a sensitive young girl and her emotions. Georgia lives in a large inner city apartment building in the USA.

## Building the Balanced Reader

### *Vocabulary*

#### **Key vocabulary**

city, corner, disappeared, noisy, rushing, shook, towards

#### **Content Words**

basketball, busy, crack, cracker, crumbs, pretended, supposed, wiggled

### *Decoding*

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### *Focusing on the story – guided reading*

- Read the title, the names of the author and the illustrator to students. Study the cover illustration together. Look closely at the details. Compare the size of the ants with the crumbs and the shoes. Ask students why they think the story is called *Ant City*.
- Read p. 2 to students, patterning long pauses at the end of each paragraph to exaggerate the time lag reflected in Georgia's pensive expression.
- Check that students are integrating meaning, syntax and visual cues as they read.
- Most students will relate to Georgia's emotions as she struggles to cope with Becky's remark.
- Georgia's curiosity will seem very natural to most students. They will enjoy her satisfaction as she shares her discovery with big brother Danny.

- Allow time for students to think about the text, to understand the link between the ants and the city traffic.
- Talk about Georgia's change in attitude. Why is time no longer a problem? Georgia has taken the cheese from her school bag and is keen to continue looking at ant behaviour. Ask students to talk about their own observations of ants.
- Use PM Alphabet Blends books to revise the soft c in *city* and the soft g in *Georgia*.
- Encourage students to look at word endings, e.g. -er in corner, cracker; -y in busy, noisy, city

### *Comprehension*

- Why was Georgia waiting on the steps? (*Literal*)
- Why do ants always look busy? (*Inferential*)
- Why did time go quickly for Georgia at the end of the story? (*Inferential*)

### *Follow-up activities*

- Keep an ant farm in the classroom for a short time. Allow students to watch the activities of the ants and write a short report about what the ants do.
- Encourage students to explain occasions when they have had to wait for their mother or father. Explain why sometimes it seems like they are waiting for a very long time.

## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.
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## Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up