



OBJECTIVES

Students will

- ◆ use context clues, word structure, and apposition to learn the selection vocabulary words.
- ◆ learn the elements of expository texts.
- ◆ explain how the selection fits with the unit theme Let's Explore.

MATERIALS

- ◆ **Student Reader**, Book 1, pp. 130–145
- ◆ **Transparencies** 36 and 35
- ◆ Routines 10, 12, and 13
- ◆ **Home Connection**, pp. 15–16



Writer's Notebook

- ◆ Remind students that at the beginning of each lesson, you will ask them to list other stories they have read in their Writer's Notebooks. To begin, have students list other expository selections they have read in school or on their own.
- ◆ Remind students that expository texts are nonfiction pieces written to inform or explain. They contain real facts about real things, and they present information in a clear way that is easy to read and understand. Usually, expository pieces contain illustrations, photographs, or diagrams to reinforce the information in the text. Have students compare the elements they found in the selections listed.

Differentiating Instruction
English Learner

IF . . . Students have not read any expository selections in English, **THEN . . .** encourage them to list expository selections they have read in their native language in their Writer's Notebooks.



Distribute **Home Connection** page 15. Encourage students to discuss "Ants! They are hard workers!" with their families.

This **Home Connection** is also available in Spanish page 16.

Build Background

Activate Prior Knowledge

Ask students the following questions:

- *What do you know about ants?*
- *Have you read any books or articles about ants?*
- *What have you learned about ants in other classes at school?*
- *Why do you think ants are considered hard workers?*

Background Information

To help students understand the selection they are about to read, you may want to

- tell them that "Ants! They are hard workers!" discusses the life cycle, anatomy, and daily routine of ants. To show students the parts of an ant, have them look at the diagram on **Student Reader**, Book 1, pages 136–137. Orally read the names and descriptions of the body parts.
- explain that this selection is broken into different sections and that each section has a heading or title. Tell students to pay attention to the heading or title because it will help them identify the main idea of that section.