

WEEK 7



Black Level Reading Support

LEARNING FROM HOME














NATURE'S SUPERHEROES SUPER ANTS



What do good readers do?

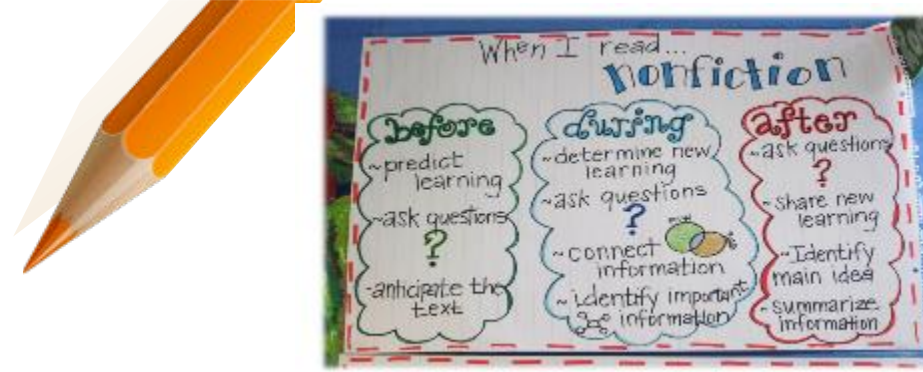
WHAT DO GOOD READERS DO?



<p>USE BACKGROUND KNOWLEDGE</p> 	<p>Think: What do I already know about this topic? Good readers use what they already know and their experiences to help them make sense of the text.</p>	<p>VISUALIZE</p> 	<p>Create mental images of the characters, settings and events in the text. Think: What picture am I seeing in my head while reading.</p>	<p>MAKE INFERENCES</p> 	<p>Use clues in the text and from your own knowledge to fill in the gaps to help you draw conclusions about the story or text.</p>
<p>ASK QUESTIONS</p> 	<p>Stop and ask yourself questions to see if the text makes sense. Re-read the text if you need more information to support your understanding.</p>	<p>MAKE CONNECTIONS</p> 	<p>Think about what you already know about the text. Find ways to connect the text to yourself, other texts/movies or the world around you.</p>	<p>MAKE PREDICTIONS</p> 	<p>Determine what you think will happen in the text. Use the title, text and illustrations to help you.</p>
<p>IDENTIFY THE MAIN IDEA</p> 	<p>What is the text mostly about? Think: What does the author want me to understand?</p>	<p>RECOGNIZE COMPARE AND CONTRAST</p> 	<p>In your reading compare how two things are alike. To contrast compare how the two things are different. Also think about how the two things are the same.</p>	<p>SUMMARIZE</p> 	<p>Our brain can sum up what's happened in the story or what information is in the text. Use your own words to describe what you have read.</p>
<p>RECOGNIZE SEQUENCE</p> 	<p>This is the order in which events occur in the text. Think: What happened first, second then last.</p>	<p>FIND FACTS AND DETAILS</p> 	<p>Separating important details from interesting details. Think: What details support the main idea.</p>	<p>REREAD FOR CLARITY</p> 	<p>You may need to re-read the text to help you understand fully what the text is about. Think: What is the author saying? Am I understanding what I am reading?</p>
<p>RECOGNIZE CAUSE AND EFFECT</p> 	<p>Think: What happened? Why did it happen? Cause is the reason why something happens. Effect is what happened.</p>	<p>DISTINGUISH BETWEEN FACT AND OPINION</p> 	<p>Remember that a FACT can be proven. An OPINION is something that someone thinks or feels but can't be proven.</p>	<p>ADJUST YOUR PACING</p> 	<p>Think: Am I reading at the right pace to help my understanding of the text? Think about your accuracy, expression, notice punctuation and the pace of your reading.</p>



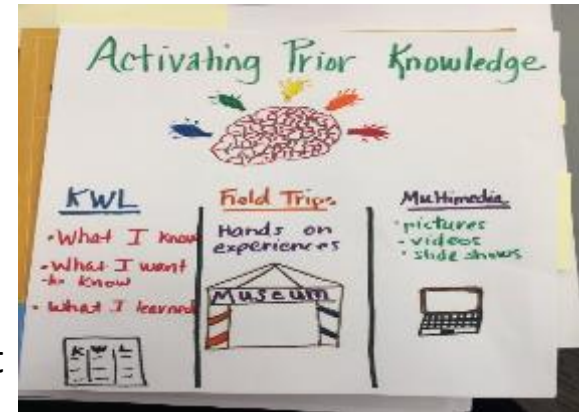
DAY 1



Learning Intention: To use your prior knowledge to make predictions.

Before you read:

- Look at the **anchor chart** that shows you how to activate your **Prior Knowledge**.
- Draw a **KWHLAQ Chart** to help sort out your thinking. In the **'K'** column write down what you already know about ants. Use **dot points** for your chart.
- Write down **three questions** you might like answered in the **'W'** column. Fill in the **'L'** column at the very end after you have read the book, to show your **new** learning.
- Think about the **Author's Purpose** for this book? How do you know it is a non-fiction book? Explain your thinking to an adult.



K	W	H	L	A	Q
What do I KNOW?	What do I WANT to know?	HOW will I find out?	What have I LEARNED?	What ACTION will I take?	What new QUESTIONS do I have?
We need to think about this before we begin our research.	This is our open question.	Where we think about the small question!	Where we answer our open question after finishing our research.	How will you share this information with the world?	After doing all this work, what are you still wondering about this topic?

USE
BACKGROUND
KNOWLEDGE



IDENTIFY THE
AUTHOR'S PURPOSE



ASK
QUESTIONS



THEN – Flip through and have a quick look at the book 'Super Ants' ready for Day 2.

DAY 3

Learning Intention: To look for information in pictures, text and to make connections.

Re-read 'Super Ants':

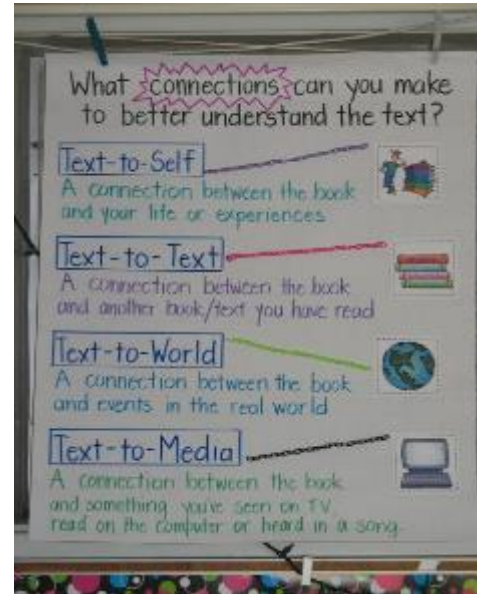
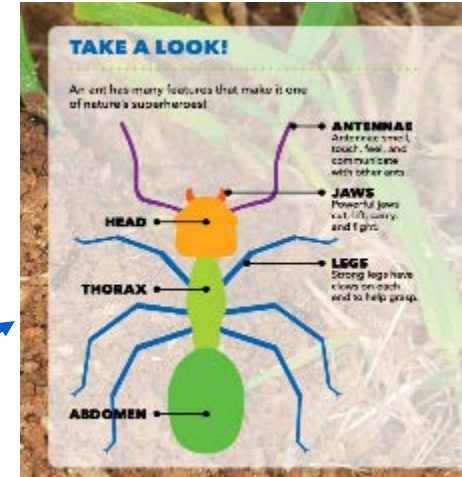
- **Look** at the diagram of the ant from the text (Slider page #19.) **Copy, draw and label** your own and then **write** a few sentences about why this diagram is important.
- Select a photograph that you found interesting. Explain why you choose it?
- What new pieces of information did you learn from your reading? Did it come from the text or from the photographs? Or both? Write any **new learning or questions you might still have** in the **KWHLAQ Chart** you started on **Day 1**.
- What **Connections** can you make after reading 'Super Ants'? Can you make a connection to **all 4 sections** on the anchor chart? Write down your connections.



VISUALIZE



MAKE
CONNECTIONS



DAY 4



Some more activities if you choose...



Learning Intention: To show your understanding of the text.

Try some of these activities:

- **Text features** are a really important part of non-fiction books. Find a die and **play the Roll A Text Feature Game**. How many text features did you find?

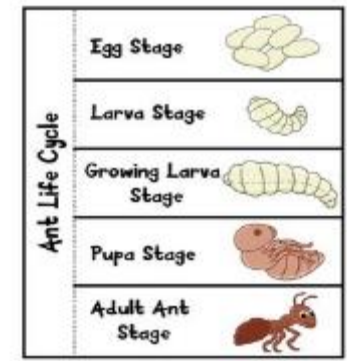


- **Research** additional information on ants. Look at the Did You Know? sheet to get some ideas. Create your own Fact Sheet.

Did You Know?

- Ants have a main brain and several smaller ones called **ganglia**, which are bundles of nerve cells. The ant's brain controls almost everything the ant does—seeing, smelling, touching, tasting, and moving.
- Ants do not have lungs. Instead, air passes through openings called **spiracles** located on the thorax.
- Ants do not have blood vessels. They have a simple, hollow, tube-shaped heart. The ant's heart pumps blood from the abdomen to the brain.
- An ant's blood is colorless.
- Ants do not have ears, but they can hear by means of sense cells found on the antennae, legs, thorax, and head.
- Some ants have a poisonous sting at the tip of the gaster. They use this sting to inject their enemies with poison. Other ants have a poison gland inside the gaster that has an opening at the tip. Ants squirt this poison to paralyze their enemies.
- On the outside of the ant's body is a hard, shell-like covering called an **exoskeleton**. The exoskeleton protects the ant's internal organs and provides form and shape while still allowing movement.

- **Draw** an Ant life cycle? Use the information Ant Life Cycle sheet to help you. Label your diagram.

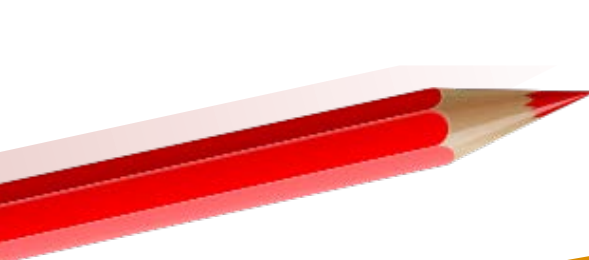


- What is your **opinion** about ants?
Give your reasons about why you like or don't like ants?



Name That Part
Identify each of the ant's body parts by writing the correct number on the line.

1. abdomen	4. gaster	7. mandible	10. spiracle
2. antenna	5. head	8. ocelli	11. sting
3. compound eye	6. legs	9. petiole	12. thorax



Amazing Reading!

Keep up the great reading!

