

Here's What You'll Get in the Two Bad Ants Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Two Bad Ants
By: Chris Van Allsburg
Grade Level: 3 / Guided Reading Level: F

Making Connections

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

Sugar. Who can resist it? Certainly not ants! When two ants leave their colony to live in a bowl of sugar, they find themselves caught in frightening circumstances. Follow these two adventurous ants as they explore life outside of the colony.

Link to What You Know

- Describe a time when you ate food that had a lot of sugar. How did you feel while you were eating it? How did you feel after you ate it?
- Describe a time when you did not follow directions. Did you find yourself in some kind of trouble?

Important Words to Know and Understand

Antennae - A thin sensitive organ on the head of an insect; crac, etc., that is used mainly to feel and touch things

Ledge - A narrow, flat surface that sticks out from a wall

2 Learn About Comprehension Strategies

Why Readers Make Connections While Reading

Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When readers make a **text to self** connection, they compare the characters and events in a book to another book that they have read.

The second type of connection readers make is a **text to text** connection. When readers make a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When readers make a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Activate Prior Knowledge

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Making Connections

3 Make Connections While Reading

- Does this book remind you of your own life?
- Does this book remind you of other books you've read?
- Does this book remind you of things you've heard about in the world?

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice pages.

Pages 7 to 8 - Describe how it feels to climb a great big hill, mountain or rock wall. How does this **text to self** connection help you understand the ants' journey?

Page 12 - Describe a time when you decided to stay behind and do something fun. How does this **text to self** connection help you understand the ants' decision?

Page 13 - Make a **text to text** connection and name a story where the main characters find themselves alone and in trouble. Why does this connection help you?

Pages 15 to 16 - Waves can be dangerous. Tell us about a time when you heard about really big waves. Why is it meaningful to make this **text to world** connection?

Page 18 - Where would you hide to stay safe from a tomato? How does this **text to world** connection help you understand why the ants hid in the bread?

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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Retelling and Summarizing

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Retell and Summarize While Reading

Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice pages.

2 Learn About Comprehension Strategies

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Two Bad Ants
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Making Inferences

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Make Inferences While Reading

Look for clues that tell you how a character might be feeling or what they are thinking or doing. Use your own experiences and what you know about the world to help you make a **text to text** connection.

2 Learn About Comprehension Strategies

Why Readers Make Connections While Reading

Readers make connections to better understand a text. There are three types of connections that readers make.

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Answer Key for Retelling and Summarizing with Two Bad Ants

Your Turn to Practice Retelling and Summarizing with Two Bad Ants

Page: _____

Who: _____

What: _____

Where: _____

When: _____

How: _____

Page 1: What does the ant give the queen ant? How do you know this?

Page 3 to 4: What time of day was it when the queen ant leaves the nest?

Page 7 to 8: Describe how it feels to climb a great big hill, mountain or rock wall. How does this text to self connection help you understand the ants' journey?

Page 12: Describe a time when you decided to stay behind and do something fun. How does this text to self connection help you understand the ants' decision?

Page 13: Make a text to text connection and name a story where the main characters find themselves alone and in trouble. Why does this connection help you?

Pages 15 to 16: Take a look at the picture. What do you predict will happen to the ant? Why do you think that?

Page 18: Where would you hide to stay safe from a tomato? How does this text to world connection help you understand why the ants hid in the bread?

Answer Key for Making Inferences with Two Bad Ants

Your Turn to Practice Making Inferences with Two Bad Ants

Page 1: The queen ant loves how do you know? Answer: willants because it looks like it.

Page 1: The queen ant loves the taste of the crystal. What can you infer about the crystal? How do you know?

Answer Key for Making Predictions with Two Bad Ants

Your Turn to Practice Making Predictions with Two Bad Ants

Cover: After reading the title, what can we expect to happen in the book? What do you predict a bad ant would do?

Page 12: Two ants decide to stay behind and live in the bowl of sugar. What do you predict will happen to the two ants next?

Pages 15 to 16: Take a look at the picture. What do you predict will happen to the ant? Why do you think that?

Answer Key for Asking Questions with Two Bad Ants

Your Turn to Practice Asking Questions with Two Bad Ants

Pages 3 to 4: Are you wondering about the ant's journey? How will the answer to your question help you understand what is happening in the book?

Page 5: Notice how the ants are walking on this page. What are you wondering about the ant? How will the answer to your question help you as a scientist?

Page 8: Notice how the ants are clinging to the wall. What do you wonder about the ant? How does the answer to your question help you as a scientist?

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Retelling & Summarizing

Making Inferences

Asking Questions

Making Predictions

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

The diagram illustrates how reading response prompts are designed. On the left, a stack of cards shows various comprehension strategies like 'Retelling and Summarizing', 'Making Predictions', 'Making Inferences', and 'Asking Questions'. The main part of the diagram shows a large box containing three identical prompts for the story 'Two Bad Ants'. Each prompt includes a strategy title, a text-based question, and an 'I Can' statement. A red arrow points from the 'I Can' statement to the prompt, and another from the CCSS standard (CCSS: RL.3.2) to the prompt. To the right, a vertical column shows four prompts, with a red arrow pointing from the 'Common Core Free Option' to them.

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing
Title: _____

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut out the table.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

Making Connections
Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
 Text to Self Text to Text Text to World

Draw a picture of your connection in the box below.

Directions:
1. Answer each of the questions.
2. Carefully cut out the table.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the story?	Inferences, thoughts, clues, setting.

Directions:
1. Answer each of the questions.
2. Carefully cut out the table.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

Making Predictions
Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below.	Write your prediction below.	Finished with your predictions below. <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:
1. Answer each of the questions.
2. Carefully cut out the table.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Predictions

Asking Questions
Title: _____

Question Sentence Starters

How do I...?	How does...?
I am confused when...	I am curious about...
I am not sure why...	I am not sure why...

Question	Answer
Question	Answer
Question	Answer

Directions:
1. Answer each of the questions.
2. Carefully cut out the table.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Asking Questions

Vocabulary Connections Resources

Important Words to Know and Understand in Two Bad Ants Word List

Vocabulary Connections
Two Bad Ants
 By: Chris Van Allsburg
 Grade Level: 3 / Guided Reading Level: F

Important Words to Know and Understand in "Two Bad Ants"

Antennae
 A thin sensitive organ on the head of an insect, crab, etc., that is used mainly to feel and touch things.

Crystal
 A small piece of substance that has many sides and is formed when the substance turns into a solid.

Deem
 To think of (someone or something) in a particular way.

Dew
 Drops of water that form outside at night on grass, trees, etc.

Dusk
 The time when day changes into night and the sky begins to get darker.

Ledge
 A narrow, flat surface that sticks out from a wall.

Peak
 The pointed top of a mountain.

Plunge
 To fall or jump suddenly from a high place.

Scout
 A soldier, airplane, etc., that sent to get information about the size, location, equipment, etc., of an enemy.

Twilight
 The period when day is ending and night is beginning.

Vocabulary Word List | ©BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections
Two Bad Ants
 By: Chris Van Allsburg
 Grade Level: 3 / Guided Reading Level: F

Antennae	Crystal	Deem
Dew	Dusk	Ledge

Picture Vocabulary Sorting Cards | ©BookPagez.com

Vocabulary Connections
Two Bad Ants
 By: Chris Van Allsburg
 Grade Level: 3 / Guided Reading Level: F

Antennae	Crystal	Deem
A thin sensitive organ on the head of an insect, crab, etc., that is used mainly to feel and touch things.	A small piece of substance that has many sides and is formed when the substance turns into a solid.	To think of (someone or something) in a particular way.
Dew	Dusk	Ledge
Drops of water that form outside at night on grass, trees, etc.	The time when day changes into night and the sky begins to get darker.	A narrow, flat surface that sticks out from a wall.

Picture Vocabulary Sorting Cards | ©BookPagez.com

Word and Definition Sorting Cards

Vocabulary Connections
Two Bad Ants
 By: Chris Van Allsburg
 Grade Level: 3 / Guided Reading Level: F

Dew is a/an noun verb adverb adjective Definition of Dew:	Dusk is a/an noun verb adverb adjective Definition of Dusk:	Ledge is a/an noun verb adverb adjective Definition of Ledge:
Dew looks like this:	Dusk looks like this:	Ledge looks like this:
Dew reminds me of:	Dusk reminds me of:	Ledge reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPagez.com

Word Games
 with Words from Two Bad Ants

Directions: Graph the number of consonants in each of the words in the word bank.

ANTENNAE	1	2	3	4	5	6
CRYSTAL	1	2	3	4	5	6
DEEM	1	2	3	4	5	6
DEW	1	2	3	4	5	6
TWILIGHT	1	2	3	4	5	6

Match each of the vocabulary words in the Word Bank to the correct definition.

Word Bank
 DUSK LEDGE PEAK PLUNGE SCOUT

DUSK Top of the mountain
LEDGE It's when the sky begins to get darker
PEAK A soldier
PLUNGE A surface that sticks out from the wall
SCOUT To jump from a high place

Name: _____ ©BookPagez.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
Two Bad Ants
 By: Chris Van Allsburg
 Grade Level: 3 / Guided Reading Level: F

A new word that I learned in this book is: _____
 It means: _____
 I saw it in: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPagez.com

Vocabulary Word Extension Activities

Vocabulary Connections
 Name: _____

Directions:
 1. Write a word from your reading that is new to you in the first column.
 2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
 3. Explain why you think your definition makes sense based on the context clues in the text.
 4. Write the dictionary definition.
 5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPagez.com

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Chris Van Allsburg
Grade Level: 3 / Guided Reading Level: F

Instructional Focus:
Three Sounds of Suffix "ed"

Background:
The suffix "ed" makes three different sounds. "Ed" can sound like /id/, /I/ or /d/.

Examples:

/id/	/I/
presented	noticed
tasted	looked
departed	raced
lifted	stopped

- Materials and Preparation:**
- A Copy of Two Bad Ants
 - Anchor Chart
 - Copy of "The Three Sounds of Suffix 'ed'"
 - Copy of the "ed" word list
 - Scissors
 - Three Sounds of Suffix "ed" worksheet
 - Optional - Word Detective worksheet

Word Work
By: Chris Van Allsburg
Grade Level: 3 / Guided Reading Level: F

Step 1: Introduce the Focus of Word Work

Introduce Three Sounds of Suffix "ed"

- Tell the children that Chris Van Allsburg used a lot of verbs with the suffix "ed" in his story. The verbs make the story exciting. The suffix "ed" has three different sounds. Explain that they will hear the different sounds and create rules for when to use the different sounds.
- Point to the /id/ on the anchor chart. Explain that sometimes the letters "ed" can sound like /id/. Point to the examples on the chart and read them to the children. Ask them to repeat the word.
- Point to the /I/ on the anchor chart. Explain that sometimes the letters "ed" can sound like /I/. Point to the examples on the chart and read them to the children. Ask them to repeat the word.
- Point to the /d/ on the anchor chart. Explain that sometimes the letters "ed" can sound like /d/. Point to the examples on the chart and read them to the children. Ask them to repeat the word.
- Ask children to share any examples.

Sample Anchor Chart

/id/	/I/	/d/
presented	noticed	looked
tasted	looked	looked
departed	raced	raced
lifted	stopped	stopped

Step 2: Connect Word Work to Reading

Three Sounds of Suffix "ed" in the Text

- Explain to the children that as you read a page in the book, they have a job to do. When they hear a word with one of the "ed" sounds, they should hold their hand out and make a stop sign. The child will then say the word with the suffix "ed" and decide if the "ed" makes an /id/, /I/ or /d/ sound.

Read page 1

- traveled - /id/
- returned - /d/
- presented - /id/

Read page 2

- deemed - /id/
- taste - /id/

Read page 3

- departed - /id/
- stretched - /I/
- climbed - /d/

Read page 4

- marched - /I/
- surrounded - /id/
- turned - /d/
- followed - /id/
- twisted - /id/

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
By: Chris Van Allsburg
Grade Level: 3 / Guided Reading Level: F

Step 3: Guided Word Work Practice

Interactive Exploration

- Pass out a copy of "The Three Sounds of the Suffix 'ed'" and a copy of the "ed" word list to each child.
- Ask the children to cut out the words with scissors.
- After the words are cut out, the children will choose a word from their pile, say the word, and place the word in the column that has the same "ed" sound.
- The children will continue this until all of the words are placed on the "The Three Sounds of the Suffix 'ed'" chart.
- The children can self-assess by turning the words over to see if the sound matches.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Three Sounds of Suffix 'ed' Practice Page**.
- Children will read each sentence. They will circle the word with the "ed" suffix.
- Children will decide if the "ed" letters make a /I/ sound, a /d/ sound or an /id/ sound and circle their answer.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for words with three sounds of suffix "ed" in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the anchor chart notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

"ed" Word List

vanished	crossed
marched	stopped
looked	cooked
lifted	filled
reminded	departed
surrounded	twisted
peered	hummed
yielded	returned
led	carried

Directions: Cut out the words and place them in the columns below.

Word Practice | @BookPagez.com

The Three Sounds of the Suffix "ed"

/id/	/I/	/d/

Guided Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Three Sounds of Suffix "ed"
Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with three sounds of suffix "ed" while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work - Extension Activity | @BookPagez.com

Three Sounds of Suffix "ed"
Word Work Practice Page

Directions:
Read each sentence. Circle the word with the suffix "ed". Say the word. Circle the sound the suffix "ed" makes.

Example
I jumped into the wall. /id/ (I) /d/

- The ants stopped when they heard a noise. /id/ /I/ /d/
- The ants followed the scout to find food. /id/ /I/ /d/
- He looked for his last library book. /id/ /I/ /d/
- The teacher reminded us to write our name on the paper. /id/ /I/ /d/
- They listened to the song on the radio. /id/ /I/ /d/
- She stretched her legs after running in a race. /id/ /I/ /d/
- The cake tasted sweet. /id/ /I/ /d/
- She lifted her pencil and began to write. /id/ /I/ /d/
- He returned his library book after he found it. /id/ /I/ /d/
- The duck paddled her way to the shore. /id/ /I/ /d/

Name: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record

Title: **Two Bad Ants** Guided Reading Text Level: **P** Word Count: **100**

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95%-100% Accuracy	Instructional 90%-94% Accuracy	Hard 50%-89% Accuracy

E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual		COUNT		INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	The news traveled swiftly through the tunnels of the ant world. A scout had returned with a remarkable discovery—a beautiful sparkling crystal. When the scout presented the crystal to the ant queen she took a small bite, then quickly ate the entire thing.				
2	She deemed it the most delicious food she had ever tasted. Nothing could make her happier than to have more, much more, the ants understood. They were eager to gather more crystals because the queen was the mother of them all. Her happiness made the whole ant nest a happy place.				
3	It was late in the day.				

Analysis and Comments:

Tested By: _____ ©BookPagez.com

Running Record Assessment

Two Bad Ants
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about **Two Bad Ants** to answer each of the following questions.


- Why did many of the ants follow the scout out so late in the day?**
 - A They were looking for leaves and seeds.
 - B They had to get away from the spiders nearby.
 - C They needed to help the scout make more tunnels.
 - D They went looking for the crystals that made the queen ant so happy.
- There is no place like home. How did the queen ant show this with the story of the two ants?**
 - A He explained how upset the queen was.
 - B He showed how the ants almost died.
 - C He showed us how the ants had a good time.
 - D He explained how they hid so they were safe.
- What was the reason the two ants decided to go out?**
 - A They were greedy and wanted to go.
 - B They were small and tired, and didn't want to.
 - C They didn't have any friends back at the nest.
 - D They queen told them to stay behind.
- The ants were "stunned senseless" when they saw the spider. What does this mean?**
 - A They were surprised the outlet blew.
 - B They were scared and feeling home.
 - C They were shocked by electricity, and they didn't know what to do.
 - D It was dark and they couldn't see.
- Imagine this written as a play. The ant tunnels, the journey, and the kitchen would all be different.** (RL.3.5)
 - A stanzas
 - B scenes
 - C chapters
 - D stage directions
- Who is telling the story, making sure we know the thoughts and actions of all the characters?** (RI.3.6)
 - A 3rd person, the queen ant
 - B 1st person, one of the ants
 - C 3rd person, narrator
 - D 3rd person, the scout
- The author uses the illustrations to help us make inferences. What are the dangerous places the ants experience in the kitchen?** (RI.3.7)
 - A hot coffee, toaster, garbage disposal, outlet for a plug
 - B sugar bowl, chocolate milk, oven
 - C spoon, microwave, blender
 - D sink, dishwasher, stove
- How are the ants in the story similar to real-life ants?** (RI.3.9)
 - A They can talk.
 - B Real ants can't climb walls.
 - C Real ants don't like sugar crystals. They only eat plants.
 - D They work together and send scouts to find food, especially sugar!
- What was the author's main message to readers in *Two Bad Ants*?** (RI.3.10)
 - A When something doesn't feel right, trust that feeling and leave!
 - B Sugar is worth a long, dangerous journey.
 - C Be careful around electrical outlets.
 - D Kitchens are full of interesting things.

CCSS Assessment 3rd Grade Reading Standards for Literature | BookPagez.com

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)


Answer Key

Extension Activity



Let's Play Charades!

A Game for 2 or More Players



Directions:

1. Cut out each of the suffix "ed" words below.
2. Turn the words upside down.
3. Choose a player to be the first actor.
4. The actor plays a word without letting the other players read the word.
5. The actor acts out the word without making any noise.
6. The rest of the players guess what the actor is doing.
7. The player that guesses the word correctly gets to be the next actor.

marched	reached	jumped	pulled
tilted	exhausted	tasted	paddled
smiled	skipped	climbed	lifted
landed	stopped	walked	scrubbed

Extension Activity | @BookPage.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Two Bad Ants Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Two Bad Ants" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Reading: Literature</p> <p>RL.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>RL.2 - Determine the meaning of words and phrases as they are used in a text, distinguishing those from general language.</p> <p>RL.3 - Analyze how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.10 - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall information from experiences or gather information from print and digital sources; 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>Two Bad Ants Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Two Bad Ants" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.3.4 - Use contextual clues as a cue to the meaning of a word or phrase.</p> <p>L.3.6 - Identify explicit connections between words and their use (e.g., identify people who are friendly or helpful).</p> <p>L.3.4 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p style="text-align: right; font-size: x-small;">Two Bad Ants CCSS Alignment @BookPage.com</p>	<p>Common Core State Standards Correlation</p> <p>Two Bad Ants Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Two Bad Ants" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: right; font-size: x-small;">Two Bad Ants CCSS Alignment @BookPage.com</p>
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Two Bad Ants Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Two Bad Ants (Dos malas hormigas)

Página 1:
¿Qué le da la hormiga a la hormiga reina?

¿Cómo lo sabes?

Páginas 3 a 4:
¿A qué hora del día fue cuando las hormigas abandonaron su nido?

¿Cómo lo sabes?

Páginas 9 a 10:
¿Dónde están las hormigas?

Nombre: _____



Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Volver a contar y resumir con Two Bad Ants (Dos malas hormigas)

¿Por qué están ellos ahí?
Las respuestas varían. Podrían incluir: Están buscando la comida.


¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Lo sé porque las ilustraciones parecen una cocina y las hormigas buscan más comida para la reina.

Páginas 13 a 14:
¿Qué pasó con las dos hormigas en la cocina?
Las dos hormigas fueron recogidas por una cuchara.

¿Por qué es esto importante en la historia?
Las respuestas varían.

Páginas 27 a 28:
¿Cómo las dos hormigas malas encontraron su camino a casa?
Las dos hormigas encuentran su camino a casa siguiendo a su familia de hormigas cuando la familia regresó por más azúcar.

Nombre: _____



Hacer conexiones con Two Bad Ants (Dos malas hormigas)

¿Por qué te ayuda esta conexión?
Las respuestas varían. Podrían incluir: Hacer una conexión de texto a texto me ayuda.

Tu turno para practicar: Hacer conexiones con Two Bad Ants (Dos malas hormigas)

Páginas 7 a 8:
Describe cómo se siente al escalar una gran colina grande, una montaña o una pared de roca.

¿Por qué?
Las respuestas varían.


¿Cómo te ayuda esta conexión **texto a tu mismo** a entender el viaje de las hormigas?

Página 12:
Describe un momento en el que decidiste quedarte atrás y hacer algo.

¿Cómo te ayuda esta conexión **texto a tu mismo** a entender la decisión de las hormigas?

Página 13:
Haz una conexión **texto a texto** y nombra una historia donde los personajes principales se encuentren solos y en problemas.

Nombre: _____



Making Connections

Making Inferences

Hacer inferencias con Two Bad Ants (Dos malas hormigas)

Páginas 10 a 12:
Haz un...
El...
y hor...
¿Cómo...
Hay...

Tu turno para practicar: Hacer inferencias con Two Bad Ants (Dos malas hormigas)

Página 1:
La hormiga reina ama el sabor del cristal. ¿Qué puedes inferir sobre el cristal?

¿Cómo lo sabes?

Páginas 1 a 2:
Mire las ilustraciones y lea las palabras para hacer una inferencia. ¿Qué hace el explorador por la colonia de hormigas?

¿Qué te hace decir eso?

Página 7:
Las hormigas creen que están escalando una montaña. Haz una inferencia sobre lo que realmente están escalando.

Nombre: _____

Hacer predicciones con Two Bad Ants (Dos malas hormigas)

Tu turno para practicar: Hacer predicciones con Two Bad Ants (Dos malas hormigas)

Páginas 21 a 22:
¿Qué hacen las hormigas en el grifo de agua?


¿Qué predices que pasará después?

¿Por qué piensas eso?

Página 26:
Predice lo que sucederá cuando las hormigas se despierten después de quedar dormidas en un rincón oscuro.

¿Por qué piensas eso?

Nombre: _____



Making Predictions

Hacer preguntas con Two Bad Ants (Dos malas hormigas)

Tu turno para practicar: Hacer preguntas con Two Bad Ants (Dos malas hormigas)

Páginas 3 a 4:
¿Qué...
Las r...
tiemp...


¿Cómo sucedió...
Las r...
ayudó...

Página 5:
Observa la forma en que las hormigas caminan en esta página. ¿Qué te estás preguntando acerca de las hormigas?

¿Cómo le ayudará la respuesta a su pregunta como lector?

Página 8:
Observa cómo las hormigas se aferran a la pared. ¿Qué te preguntas de las hormigas?

Nombre: _____



Asking Questions

Writing About Reading with Optional CCSS Alignment

Two Bad Ants (Dos malas hormigas): Hacer preguntas

Las hormigas tuvieron muchas aventuras. ¿Qué te estás preguntando acerca de sus aventuras? ¿Cómo puedes usar las imágenes para descubrir más sobre las aventuras de las hormigas?

Puedo explicar cómo el autor usa ilustraciones para mostrar el significado de una historia. CCSS: RL.3.7

Two Bad Ants (Dos malas hormigas): Hacer preguntas

Las hormigas tuvieron muchas aventuras. ¿Qué te estás preguntando acerca de sus aventuras? ¿Cómo puedes usar las imágenes para descubrir más sobre las aventuras de las hormigas?

Puedo explicar cómo el autor usa ilustraciones para mostrar el significado de una historia. CCSS: RL.3.7

Two Bad Ants (Dos malas hormigas): Hacer preguntas

Las hormigas tuvieron muchas aventuras. ¿Qué te estás preguntando acerca de sus aventuras? ¿Cómo puedes usar las imágenes para descubrir más sobre las aventuras de las hormigas?

Puedo explicar cómo el autor usa ilustraciones para mostrar el significado de una historia. CCSS: RL.3.7

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Two Bad Ants (Dos malas hormigas): Hacer preguntas

Las hormigas tuvieron muchas aventuras. ¿Qué te estás preguntando acerca de sus aventuras? ¿Cómo puedes usar las imágenes para descubrir más sobre las aventuras de las hormigas?

Two Bad Ants (Dos malas hormigas): Hacer preguntas

Las hormigas tuvieron muchas aventuras. ¿Qué te estás preguntando acerca de sus aventuras? ¿Cómo puedes usar las imágenes para descubrir más sobre las aventuras de las hormigas?

Two Bad Ants (Dos malas hormigas): Hacer preguntas

Las hormigas tuvieron muchas aventuras. ¿Qué te estás preguntando acerca de sus aventuras? ¿Cómo puedes usar las imágenes para descubrir más sobre las aventuras de las hormigas?

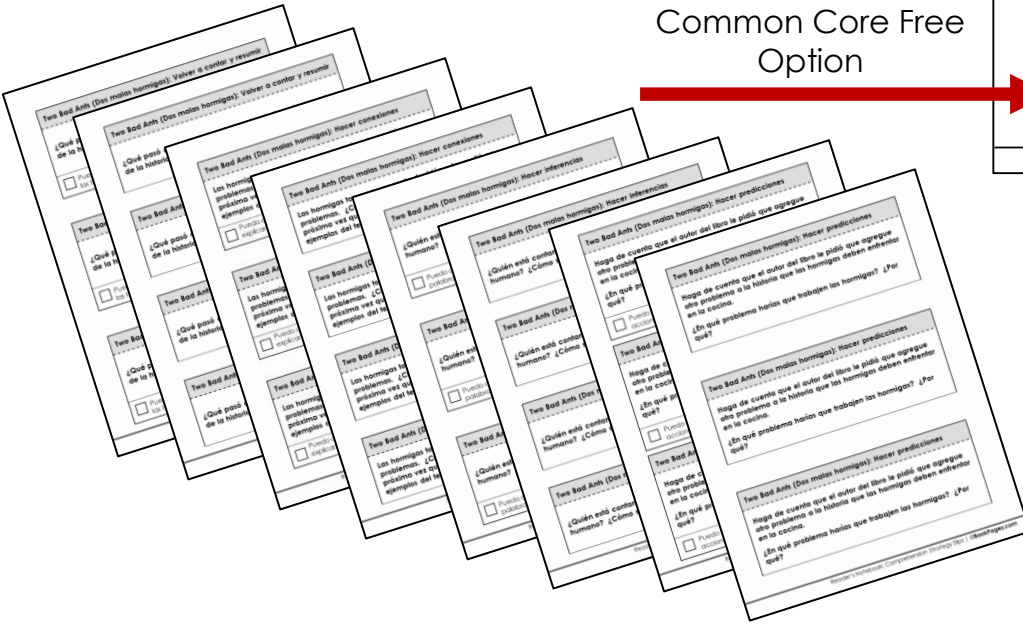
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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir título:

¿De qué se trata el libro?

¿Es ficción o no ficción?

Has un dibujo o escribe una oración completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre lo que sucede en el libro?

Instrucciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapala todo en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Hacer conexiones título:

Firmo en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text a mí mismo

Texto a texto

Texto al mundo

Has un dibujo de tu conexión abajo.

Instrucciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapala todo en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer inferencias título:

Lo que dice el texto	Lo que sé	Lo que puedo inferir
Responde a el texto con tus ideas.	¿Por qué sabes de la página?	¿Cómo lo sabes?

Instrucciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapala todo en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Hacer predicciones título:

Predicciones al principio	Predicciones mientras leo	Verifico las predicciones
Responde las predicciones de aquí.	Responde las predicciones de aquí.	Responde si las predicciones fueron buenas o malas.

Instrucciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapala todo en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Hacer preguntas título:

Muestras para empezar una oración

Quiero saber...	¿Por qué no...?	¿Cómo...?
Me confundió cuando...	Estoy curioso por saber...	No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Contesta la pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapala todo en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Extension Activity



¡Juguemos Charades!

Un juego para 2 o más jugadores



Direcciones:

1. Recorta cada uno de los sufijos "ó" palabras a continuación.
2. Da vueltas las palabras al revés.
3. Elige un jugador para ser el primer actor.
4. El actor escoge una palabra sin dejar que los otros jugadores la lean.
5. El actor actúa la palabra sin hacer ningún ruido.
6. El resto de los jugadores adivinan qué está haciendo el actor.
7. El jugador que adivina la palabra correctamente se convierte en el próximo actor.

marchó	llegó	saltó	tiró
inclinó	agotó	probó	remó
sonrió	rebotó	escaló	levantó
aterrizó	paró	caminó	frotó