

Andrea the Ant

by

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A read aloud and read along book for early literacy learning

* Enjoy reading this book aloud to the children. Use rhythm and phrasing to have fun with the words. Read the book slowly with intonation and expression. After you have read it, go back and look at some of the words.

* Remember you are focusing on sounds ('a' as in 'apple'; 'b' as in 'book'; 'c' as in 'cat') NOT the letter names (ABC).

* Focus on one skill a day, even if it is repetitive, as long as the children are enjoying the tasks.

* If you would like to hear the sounds of the alphabet and more information about the sounds in words go to:

http://www.phonicsinternational.com/hear_the_sounds/hear_the_sounds_1.htm

* If the children have listened to the book many times, try to get them to recite the words with you as you read. Then get them to recite the book on their own, like they would do a Nursery Rhyme. This is why the books are short and simple. Children love to recite rhyming stories and love hearing and saying rhythmic language.

TEACHER GUIDE: PAGE by PAGE

PAGE 1

Syllables:

Syllables are 'chunks' or 'beats' of sounds in words. Each chunk has to have a vowel sound in it.

Ask

What is the ant's name? Clap the syllables of her name. An/dre/a (3); the (1);

Ant (1).

Clap the syllables in each child's name. Do the whole group.

Group the children into categories of 1 syllable names (Tom), 2 syllable names (Le/on), 3 syllable names (Ma/ri/a) etc. You clap a certain number of times and the children have to respond to the number of claps if it is the same as their name. This activity is a great lesson break. E.g. lining up to go out for recess; moving from the floor to tables etc.

Hearing beginning sounds that match: 'a'

Hearing beginning sounds means hearing the beginning sound of a word that matches the beginning sound of another word.

Say

'Andrea' starts with the *short* sound 'a'. 'Ant' starts with 'a'. They sound the same. What other words can we say that start with 'a' (apple, axe, ambulance, etc)?
Note: The words aphid, April and apron all start with the *long* 'A' sound.

Words and spaces:

Read the sentence and point to each word.

Count the number of words in the sentence with the children. Point to each word as you count them (7 words).

Touch each space or gap between the words (6 spaces).

Say

These spaces show where the words end and begin. When we write we need to have spaces between words.

PAGES 1 & 2

Rhyming:

Rhyming words sound the same at the end.

Read pages 1 & 2.

Say

'funny/honey' When we say these words they rhyme. They sound the same at the end.

What other words rhyme with 'funny' and 'honey' (sunny, runny, money, etc)?

PAGE 3

Rhyming:

Read the sentences again.

Say

'Gee/tree/see' These words rhyme too. What other words rhyme with 'Gee', 'see' and 'tree' (knee, me, key etc)?

PAGE 4

Rhyming:

Read the sentences again.

Say

Can you hear the rhyming words at the end of each sentence (bumps, clumps)? There is another word that rhymes with 'bumps'. Can you find it on this page? Can you think of any other words that rhyme with 'lumps' (humps, stumps etc)?

Hearing beginning sounds: 'b'

Say

'Benita the Bee' Can you hear they start with the same sound? What sound is that ('b' as in bottle, ball, bat)?

PAGE 5

Hearing beginning sounds that do not match:

Read the sentences again, emphasizing the words 'yummy' and 'goo'.

Say

'yummy/goo'

Ask

Do these words start with the same sound? No. 'yummy' starts with 'y' and 'goo' starts with 'g'.

PAGE 6

Rhyming:

Read the sentences again.

Say

Let's make some more rhyming words with 'too' (moo, flew, new etc).

PAGE 7

Rhyming:

Read the sentences again.

Say

'sun/done' These words rhyme. Look at the last letters. Even though they are different they still *sound* the same at the end.

PAGE 8

Rhyming:

Read the sentences again.

Say

There are some rhyming words on this page. Do you know which ones they are (Yummy/tummy)? What other words rhyme with them (mummy, crummy etc)? Are there any other rhyming words on this page (dew/new)?

PAGE 9

Rhyming:

Read the sentences again.

Say

'dew/goo/Pttthew' Do these words rhyme?

The last word is making the sound of Andrea spitting out the sour honeydew. It is like the word 'Achoo' for a sneeze. It sounds like the noise that you make when you are doing it.

PAGE 10

Hearing beginning sounds: 'short a'

Read the sentences again.

Ask

What words start with the *short* sound 'a' on this page (Andrea, ant, NOT aphids)?

What other words do you know that start with 'a' (apple, alligator, astronaut etc)?

Does 'aphids' start with the *short* 'a' sound? No. It starts with the *long* 'A' sound.

EXTENSION

* It is fine if the children memorise the whole book. This is a good pre-reading strategy but it does not mean that they are really reading. Reciting each page and touching each word as they say it, is great for their 1:1 word correspondence.

* Discuss the fact that Andrea found the lemon tree honeydew, sour not sweet. Do you think she will find the rose plant honeydew sweet? Why? Talk about the sense of taste. What else tastes sour? What else tastes sweet? Talk about our 5 senses (taste, smell, sight, sound, touch). This increases your child's vocabulary.

* If the children don't know what an aphid is, research it on the internet. Ants and aphids have an amazing relationship together on plants. The ants 'farm' the aphids for their honeydew and 'milk' them just like we do cows!



Banded sugar ant – eats aphids' secretions



Ants with aphids on a plant

Pea aphid



Macrosiphum rosae - Rose aphid

PAGES 1 & 2

Vocabulary:

These sentences say that Andrea was feeling funny. What other meanings are there for the word 'funny'? Was Andrea feeling like laughing or was she feeling strange? What other words are there for feeling funny like Andrea (sick, crazy, weird, odd etc)?

Ask

Why was Andrea feeling funny? She was feeling hungry. Talk about how it feels to be hungry.

Read the sentence.

Read the sentence again with the new word instead of 'funny'.

PAGE 3

Intonation and Exclamation:

When we read aloud we use intonation and expression. You can say words softly, loudly or normally.

"Oh, Gee!" is an exclamation. This is when you say it louder or emphasise the words with your tone of voice. What other words are exclamations (Wow! Yikes! Yippee! Woohoo! etc)? Show the children the exclamation mark as a clue to saying the word louder. Have fun getting excited and loud!

Contractions:

Contractions are two words changed into one word.

'I'll' is short for two words 'I will'.

PAGE 4

Hearing final sounds: 's'

Hearing final sounds is hearing the last single sound in a word only.

Say

'lumps/bumps/clumps'. Can you hear they all end with the same sound? What sound is that ('s' as in 'snake')?

Note: These words also rhyme.

Alliteration:

Alliteration is when there are words together that start with the same sound.

Say

Benita the Bee. Do you know what sounds they start with ('b')?

Read the sentences again.

Say

There are a lot of 'b' words on this page. Can you hear them? Let's count them (5).

Benita the Bee buzzed. Can you hear that they all start with the same sound? What sound is that ('b')? Make up your own (Carlos the Caterpillar cried, Sammy the Slug sighed etc).

Insect and Animal noises:

Bees buzz and hum. Discuss other insect or animal noises. Have fun pretending to be creatures making their noises. Farm animals are a good start.

PAGE 5

Contractions:

'I'm' is short for two words 'I am'. Two words changed into one word.

PAGE 6

Say

There are other words that sound like 'goo' and sound funny. Let's try some. Achooo (sneeze); Boohoo (crying); Boo (scaring someone); Phew (relief - wiping sweat off your brow); Woohoo (excitement); Ooooooh (wonderment); Eeewwwhh (bad smell, disgust). Act out these emotions!

PAGE 7

Abbreviation:

Abbreviation means not writing the whole word.

Read the sentence again.

Say

Look at the word 'til'. It is short for until. We can read the sentence again and replace 'til' with 'until' and it means the same thing.

Tricky word: 'aphids'

'Aphids' is a tricky word. Clap the syllables a/phids (2). It starts with the *long* 'A' sound not the *short* sound 'a'. Look at the word 'aphids'. The 'fff' sound in the middle is made by the two letters 'ph'. Other words with 'ph' are phone, photo, elephant.

PAGE 9

Intonation: 'PTTTHEW!'

Capital letters in a book mean you say the word LOUDLY! The exclamation mark also shows that when you are reading aloud you say the word with emphasis and with feeling (usually louder).

PAGE 10

Not Rhyming: 'branch/plant'

Read the sentence again: Emphasise the words 'branch' and 'plant'

Say

'branch/plant' Do these words rhyme? The sounds are nearly the same at the end. They have the same syllables. Let's count them - branch (1); plant (1). They do not rhyme. One has 'ch' at the end and one has 't' at the end.

PAGES 10 & 11

Diagraphs: 'sh'

Look at the 's' sound words (some, sweet) on Page 10. What sound do they start with ('s')?

Look at the word 'she' on Page 11. It starts with the 'sh' sound not 's'. Two letters together saying one sound. Say it like you are telling someone to be quiet ('shhhhh').

What other words do we know that start with 'sh' (shoe, shop, shirt etc)? Some words *end* with the 'sh' sound. Let's think of some (fish, hush, wash, etc).

Don't forget to read this book with rhythm and expression. Have fun with the words, story and language!