

# 97A

## Ants on the Move

by Juliette Underwood Looye  
Leveled Reader 97A  
Genre: Informational Article  
Level: Easy

### Summary

This book gives readers a glimpse into the world of ants. It gives fascinating facts about these insects. For example, ants can lift fifty times their own weight, each ant in a colony has a particular job, and ants sense things with their antennae.

## At a Glance

### Links to the Student Edition

🌀 **Comprehension Skill:** Cause and Effect

**Selection Vocabulary:** *celebrate, impressed*

**Program Theme:** The World Around Us

**Unit Theme:** A Wider View

Ants may be only tiny insects, but each ant plays an important role in the ants' colony and in our world too.

## Before Reading

### Motivating the Reader

#### Build Background About Ants

Invite students to tell what they already know about ants. Show pictures of ants or display an ant farm to give students a better idea of what ants look like, how they move, and how they behave. Invite volunteers to role-play being a group of ants at a picnic. Have the "ants" describe what they see from their perspective.

### Preview and Predict

Have students scan the cover, text, and photographs to get an idea of what the book is about. Draw their attention to the captions on pages 10–11 and the labels on pages 13–14. Remind students to pay close attention to the pictures, captions, and labels as they read to get a better understanding of the book. Encourage students to predict what kinds of information they will read about ants. Have students write a few questions of inquiry about ants, and suggest they read to find the answers to these questions.

Point out selection vocabulary and any unfamiliar words, such as *colony, scent, social, larvae, cocoon, pupae, and antennae*, that might be important to understanding the book.

## During Reading

### Guiding Comprehension

Use the following questions to support students as they read.

- **Page 3** Why are ants considered strong? (They can lift things that are fifty times heavier than they are.)
- **Page 4** What does colony mean? (A colony is a group of living things of the same kind, living together.)
- **Pages 4–5** How do ants find their way back and forth between their home and food? (Ants follow the scent trail left by other ants.)
- **Pages 4–5** Why is the trail called a scent trail? (A scent is something that can be smelled. This trail is made from a chemical that the ants can smell.)
- **Pages 7–8** What three groups of ants live in a colony? (queens, workers, and males) What do the queens do? (Queens lay eggs so that new ants can be born.) What do worker ants do? (They gather food, take care of the queens, clean the colony, and protect the colony from enemies.) What do the male ants do? (They help father new ants for the colony.)
- **Pages 10–11** Describe the changes that ants undergo from egg to adulthood. (The queen lays the eggs. The eggs hatch into larvae. After a few weeks, the larvae become pupae. The pupae shed their skins or cocoons to become adult ants.)
- **Pages 12–13** How are adult ants different? How are they alike? (Ants can be different sizes and colors. All ants have the same body parts.)
- **Page 15** How do ants use their antennae? (They use their antennae to smell, hear, taste, and touch. They use them to tell a friend from an enemy.)
- **Page 16** What good things do ants do for the environment? (They make the soil better for things to grow, they eat harmful insects, and they provide food for animals and people.)

## Ongoing Assessment

### Reading Strategies

**If...** a student does not know what *social* means on page 6,

**Then...** have him or her read on. The next sentence tells the meaning of the word.

**If...** a student cannot understand an ant's metamorphosis,

**Then...** sketch a simple time line and label it *eggs, larvae, pupae,* and *adult ants*. Draw a similar time line labeled *babies, children, teenagers,* and *adults* for the student to use as a comparison.

**If...** a student cannot recognize cause-and-effect relationships,

**Then...** use **Model Your Thinking** below.

### Model Your Thinking

- 🕒 **Comprehension Skill:**  
Cause and Effect

Think  
ALoud

An *effect* is what happens. A *cause* is why it happens. Good readers look for clue words, such as *because, so, if, then,* and *since,* that signal cause-and-effect relationships. To find an effect, I ask myself: "What happened?" To find a cause, I ask myself: "Why did it happen?" On page 4, I read that the ants know how to get back to their colony because they follow a scent trail. The word *because* signals a cause-and-effect relationship. Identifying cause-effect relationships helps me better understand how events and information are connected.

## After Reading

### Revisiting the Text

**Comprehension** Students can use a two-column chart to show causes and effects. Have students reread the last paragraph on page 5 and identify the cause-and-effect relationships in the paragraph. If needed, ask prompting questions. Repeat this activity with the text on page 16.

Name \_\_\_\_\_

## ☞ Cause and Effect

Read the book *Ants on the Move* and then answer Numbers 1 through 5.

- ☞ 1 Why do ants drag their stingers on the ground?
- Ⓐ to leave a scent that other ants can follow
  - Ⓑ to help take care of the queen
  - Ⓒ because they are carrying food that is very heavy
  - Ⓓ to tell the other ants there is no food left

- 3 What do male ants do?
- Ⓐ They take care of the queen.
  - Ⓑ They father new ants.
  - Ⓒ They gather food.
  - Ⓓ They protect the queen.

- 2 How are ants and butterflies ALIKE?

- Ⓕ They are divided into queens, workers, and males.
- Ⓖ They dig in the soil and loosen it.
- Ⓗ They go through changes as they move from egg to adulthood.
- Ⓘ They can carry things that weigh fifty times more than they do.

- ☞ 4 Why do ants need to keep their antennae clean? Use details from the book in your answer.

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- 5 How are ants important? Use details and examples from the book in your answer.

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Name

Answers

## ☞ Cause and Effect

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  - B to help take care of the queen
  - C because they are carrying food that is very heavy
  - D to tell the other ants there is no food left

- 2 How are ants and butterflies ALIKE?

- F They are divided into queens, workers, and males.
- G They dig in the soil and loosen it.
- H They go through changes as they move from egg to adulthood.
- I They can carry things that weigh fifty times more than they do.

- 3 What do male ants do?

- A They take care of the queen.
- B They father new ants.
- C They gather food.
- D They protect the queen.

- ☞ 4 Why do ants need to keep their antennae clean? Use details from the book in your answer.

- b/c they use them to  
smell, taste, hear, touch...

- 5 How are ants important? Use details and examples from the book in your answer.

- Ants loosen soil so things  
can grow better in it  
- They eat harmful insects  
- They provide food for  
other animals.