

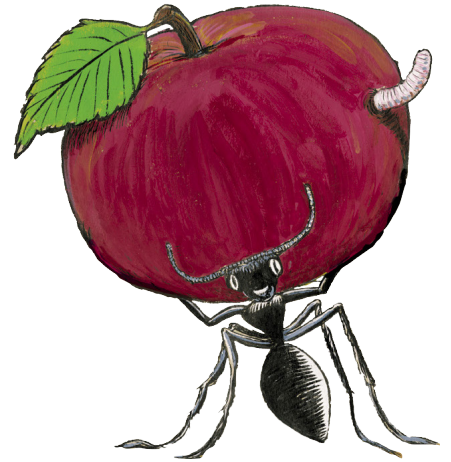
# Ants Don't Wear Pants!

by Kevin McCloskey

A TOON Level 1 Book

Grades = K- 1

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Lesson Plan by Richard Kutner, New York, NY.

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## CCSS-aligned Guided Reading Lesson Plan

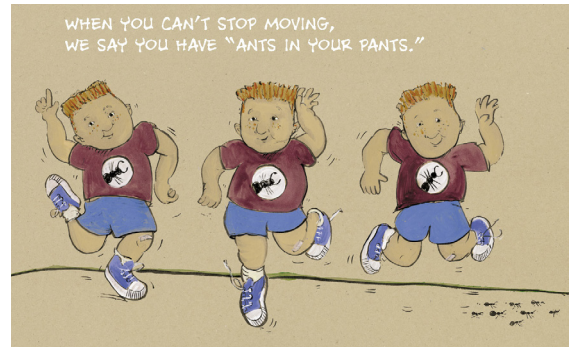
Standards indicated for grades K and 1 - (See pages 8 and 9 for other grades.)

Overview	Ants are all around us, but how much do we really know about them? In this book, children will learn a great deal of fascinating information about these amazing creatures.
Science	Science
Grade Level	K-1
Suggested Time	40 minutes
Materials	Pencil, paper, crayons or colored pencils
Objectives	Students will learn about the parts of an ant's body, its senses, its life cycle, what it eats, what eats it, and what makes it an extraordinary insect.
<b>BEFORE READING</b>	
RI.K.5	Look at the cover. What makes you think that this book will be funny? What do you think you will learn?
RI.K.6	Who is the author and artist of this book? Have you read any other books by him?
RI.K.10	What do you know about ants?
RI.K.10	What kinds of experiences have you had with ants?
RI.K.1, RI.K.4, RI.1.1, RI.1.4	Have you ever seen an anthill?
RI.K.4, RI.K.10, RI.1.4	Ants are <b>insects</b> . Can you name other insects? <i>Flies, cockroaches, mosquitoes, bees, wasps, grasshoppers, crickets, butterflies, moths, fireflies, etc.</i>

## DURING READING

RI.K.1, RI.1.1

Page 6: Did you ever have “ants in your pants”? When? Why do we say this?



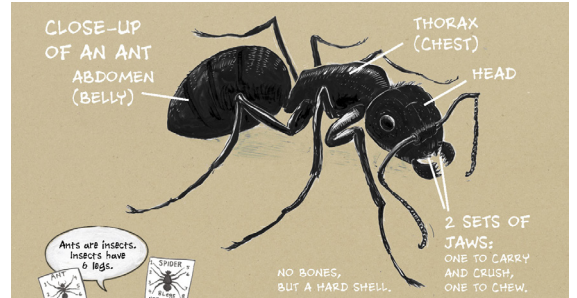
RI.K.1, RI.K.10, RI.1.1

Page 11: Ants have no bones. Can you name other animals that don't have bones?

*Worm, shark, jellyfish, grasshopper, spider, lobster, clam, fly, giant squid, octopus, etc.*

Name some animals that do have bones.

*Gorilla, monkey, bird, fish, frog, pig, dog, cat, tiger, elephant, squirrel, mouse, rabbit, lion, snake, alligator, whale, etc.*



RI.K.1 RI.K.4

Page 11: Ants are **insects**. What do you think makes an insect an insect? (That is, what are the *characteristics* of an insect?)

*Its body has three sections, it has six legs, it has antennae, and it usually has wings. (Drone ants have wings, and the queen ant does for a while.)*

RI.K.1, RI.K.7, RI.1.1, RI.1.7

Page 11: How many pairs of jaws does an ant have? What are they used for?

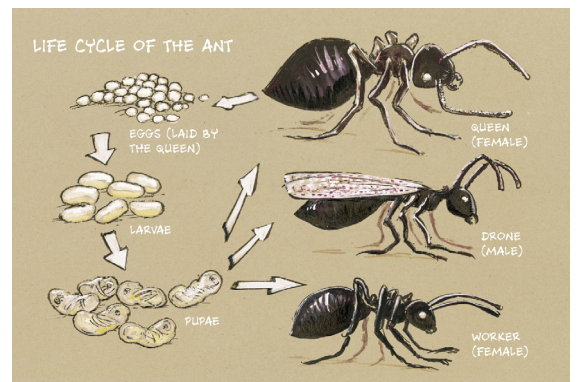
RI.K.1, RI.K.7, RI.1.1, RI.1.7

Page 12: How many stomachs do ants have?



RI.K.1, RI.K.4, RI.K.7

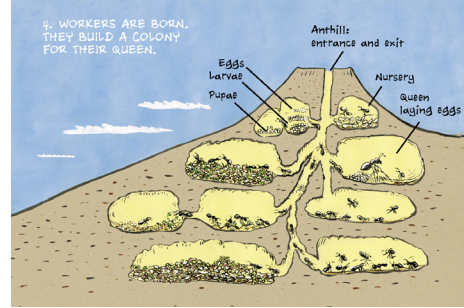
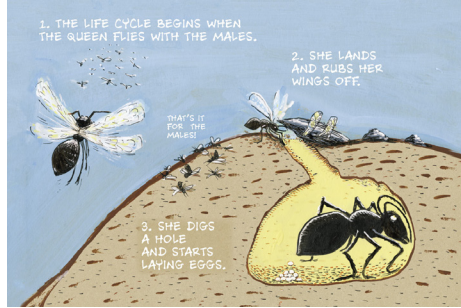
Page 13: Describe the four stages in the **life cycle** of an ant.



## DURING READING

RI.K.1, RI.K.4,  
RI.K.7, RI.K.8,  
RI.K.10, RI.1.1,  
RI.1.4, RI.1.6

Pages 14-15: What is the role or job of each of the three kinds of ant (queen, drone, worker)?



RI.K.1, RI.K.4,  
RI.K.7, RI.1.1, RI.1.4,  
RI.1.6, RI.1.7

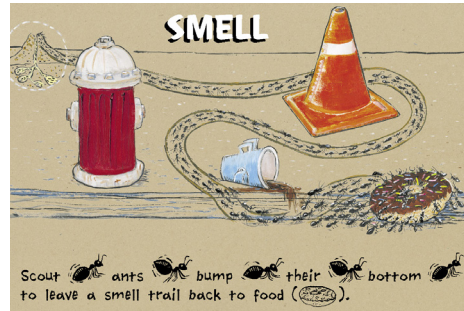
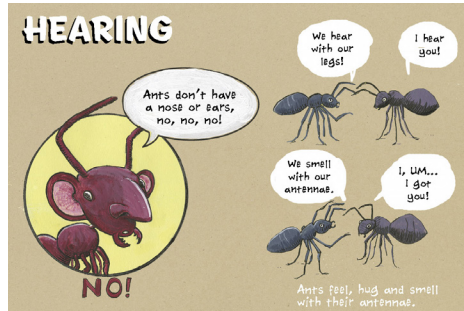
Page 15: Do ants live alone or together? Describe their homes. What are their homes called? (*Colonies*)

RI.K.1, RI.K.10,  
RI.1.1, RI.1.6, RI.1.7

Page 15: How does living together help the ants?

RI.K.1, RI.K.3, RI.1.1,  
RI.1.3

Pages 18-19: How do ants hear? How do they smell? How do they share information?

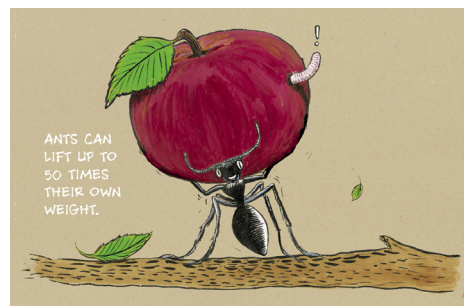


RI.K.1, RI.K.4

Page 19: How do **scout ants** let other ants know where food is?

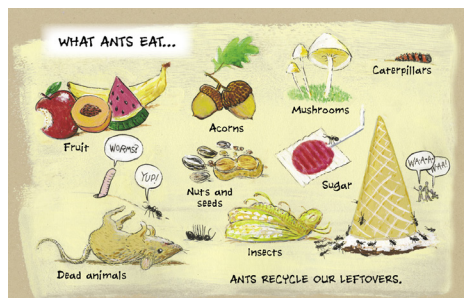
RI.K.1, RI.1.1

Page 29: Are ants strong?



RI.K.2, RI.K.10

Pages 32-33: Name some things that ants eat. Name some things that eat ants.





## Visual Expression

RI.K.1, RI.K.7, RI.1.1,  
RI.1.6, RI.1.7

Ask children what they remember about the text.

RI.K.7, RI.K.10,  
RI.1.2, RI.1.6, RI.1.7

Ask them how the illustrations help them to remember.

RI.K.7, RI.K.10,  
RI.1.6, RI.1.7

Notice that the author/artist uses pictures of many small ants as well as large, close-up pictures of one to three ants. How does this help children to understand ants better?

## AFTER READING

### More about ants:

Ants are helpful to the environment. They aerate and mix the soil and help water to penetrate it. They also make underground tunnels and move organic matter from above to below ground.

RI.K.10, RI.1.1

Ask children if they know what recycling is. Does their family or school do it? How and why?



Ants are natural recyclers. They recycle and incorporate dead and dying organic matter (both plant and animal) and nutrients into the earth. Many species also actively disperse the seeds of several kinds of plants.

RI.K.7, RI.K.10,  
RI.1.6, RI.1.7, RI.1.8

Now ask them why they think the author/artist painted the drawings on recycled grocery bags.

Here are two short videos about ants that review the material in this book: [\[1\]](#) [\[2\]](#)

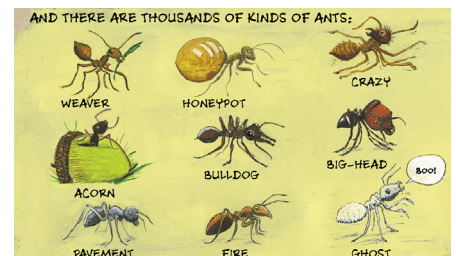
### Activities:

RI.K.2, RI.K.10,  
RI.1.1, RI.1.2, RI.1.6

Have children design their own ant. Remind them of the body parts they need: head, antennae, thorax, abdomen. Their ant can be any color. What name will they give their ant? What special things can their ant do? They can write a sentence or two about their ant. They can also write something they like or learned about ants. Post their work and discuss it together.

RI.K.10, RI.1.6,  
RI.1.10

Have each child do simple research on a kind of ant. They can find out where it lives, what it looks like, how big it is, what it eats, and what eats it. Each can make a mini-report that you can display on the bulletin board. Then each can present the results of his or her research to the rest of the class.

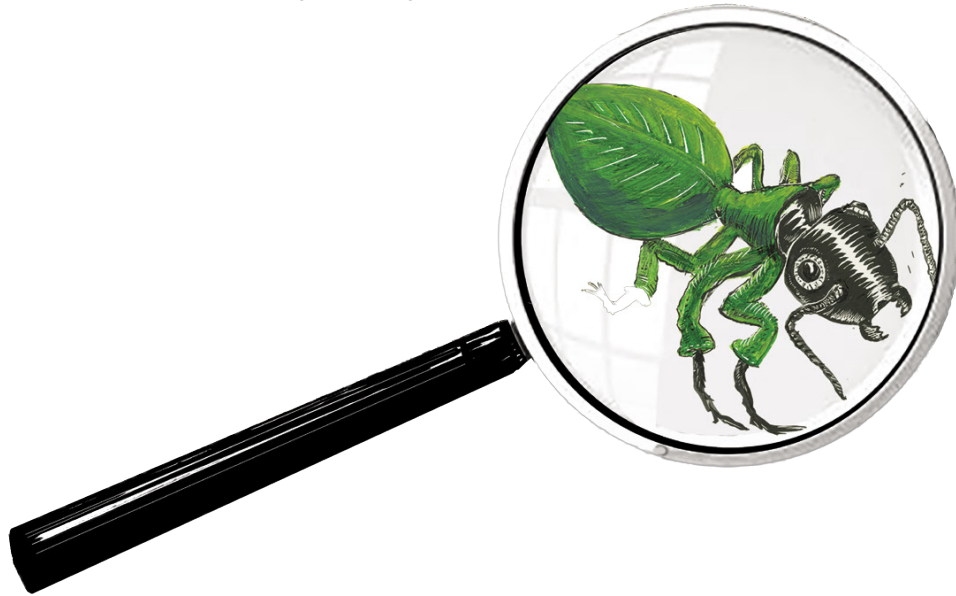


## AFTER READING

RI.K.4, RI.1.4

### Activities:

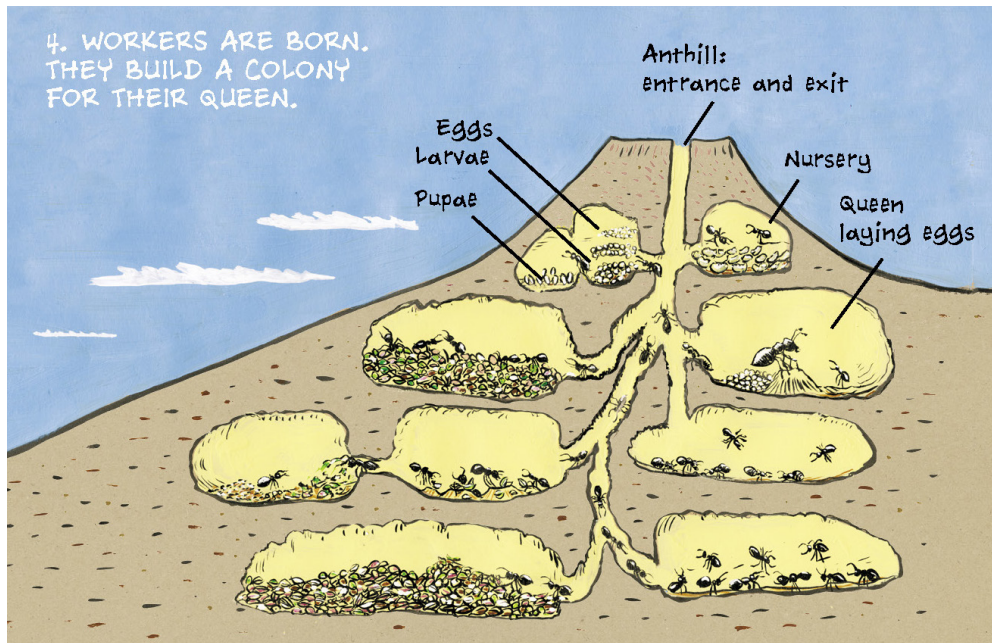
Animals can be divided into two groups: those that have backbones (vertebrates) and those that do not (invertebrates). Which group do students think ants fall into? How about people? Make a chart with two columns: Vertebrates and Invertebrates. Have children name or draw an animal and place it in the right category. (This activity is an extension of the discussion above in *During Reading*.)



RI.K.1, RI.K.2,  
RI.K.3, RI.K.10,  
RI.1.1, RI.1.2, RI.1.3

Ants are social animals. They live together, and each kind of ant does a specific job to help the colony survive. Discuss these jobs. Then ask the children how classroom helpers help their classroom to function smoothly. Have each child draw and label a picture of him or herself doing a task he or she has been assigned. You can make a bulletin board of their pictures and entitle it "How We Help Our Class."

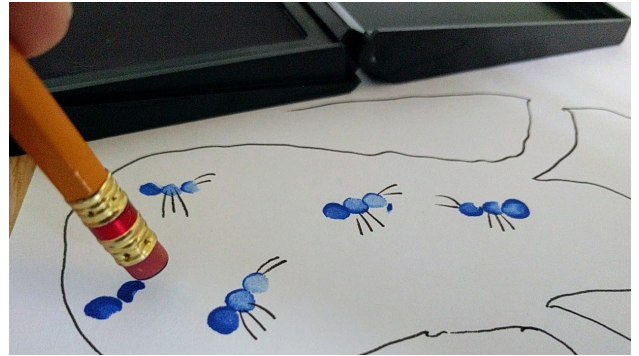




Page 14

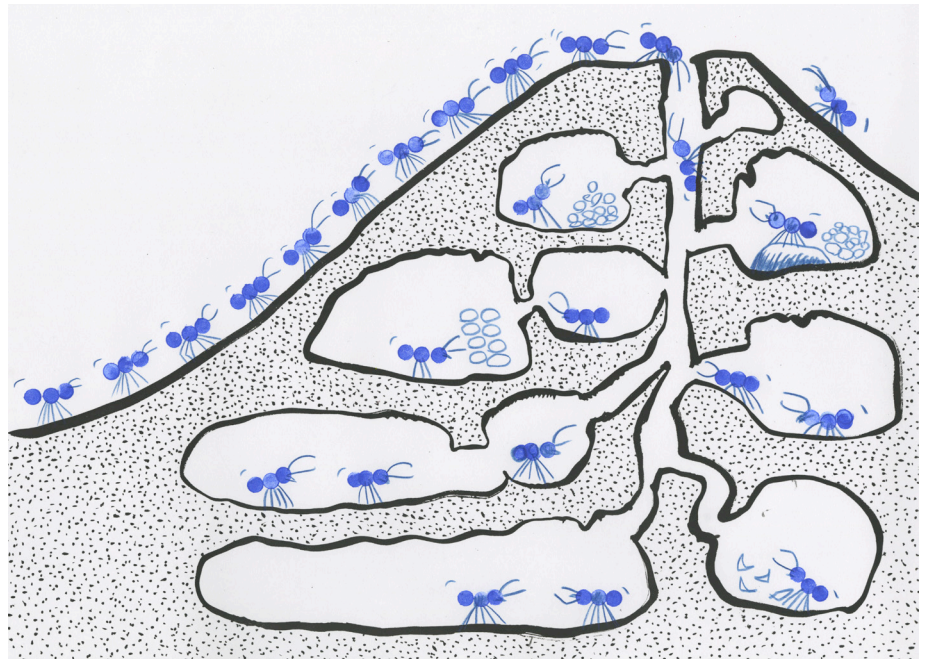
### Activity Sheet (see page 7)

On page 7, you will find a reproducible drawing on an anthill. Tell children to fill the chambers with ants. They can add some eggs, larvae, and pupae as well. Maybe some food and trash. They can draw the ants or use a fresh pencil eraser and a stamp pad to make the three body parts (head, thorax, and abdomen). Remind them to draw six legs and the antennae.



RI.K.1, RI.K.2, RI.K.3, RI.K.10, RI.1.1, RI.1.2, RI.1.3, RI.1.7

Final results might look like this:





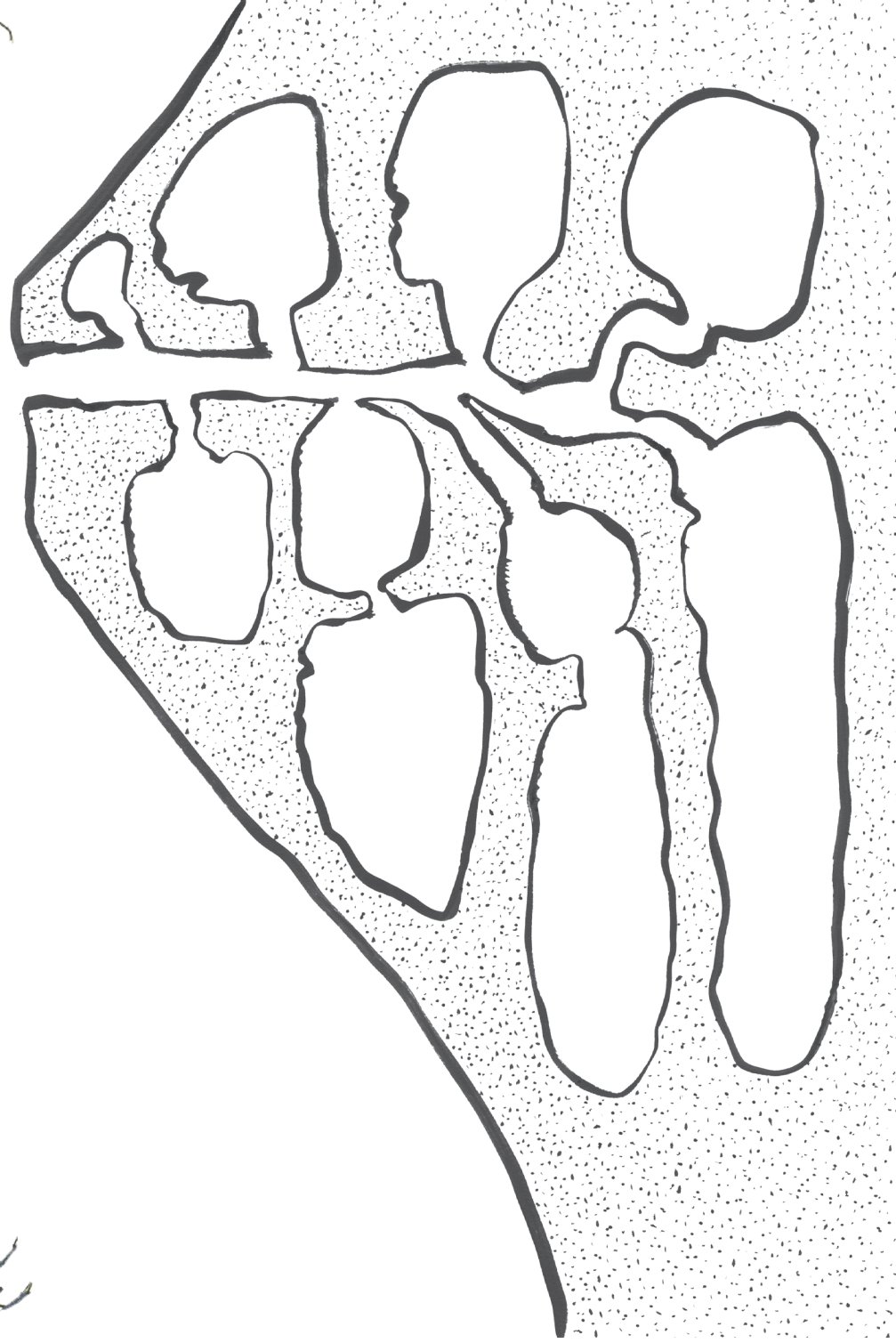
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Ants Don't Wear Pants! Activity Sheet



Draw your own ants in the anthill.



Below are the ELA Common Core State Standards for Reading for Information addressed in this book by grade level.

	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
K	<p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p>	<p>CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>CCSS.ELA-Literacy.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>CCSS.ELA-Literacy.RI.K.10 Actively engaging in group reading activities with purpose and understanding.</p>
1	<p>CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.</p>	<p>CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>
2	<p>CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	



Below are the ELA Common Core State Standards for Reading for Information addressed in this book by grade level.

	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas
3	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
4	<p>CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>