



Running words: 253

Book Summary

This book is about a group of ants who work together to solve a problem – how to get some seeds across a stream and back to their nest. They come up with an idea, but will their solution fix their problem?

Themes

Animals, birds and insects,
Invention, Problem solving

Features of the Book

- The information contained in illustrations
- Content words for discussion: *ants, bridge, roll, seeds, stream, twig*
- Phonics and phonemic awareness: three-letter consonant blend *str*

Strategies

Let's Build a Bridge introduces and reinforces the following strategies:

- sequencing
- visualising
- recognising cause and effect

Materials

- copies of the BM, pencils

Let's Build a Bridge

by Feana Tu'akoi

Introducing the Text

Begin by asking the students if they have ever watched a group of ants moving crumbs or working together to get something done. Encourage the students to share their personal experiences.

Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*ants, bridge, roll, seeds, stream, twig*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs and text to determine the strategies of sequencing, visualising and recognising cause and effect as you work through the book.

Cover

Together, read the book's title and the name of the author. Point to the photograph. Say:

- *What do you think the ants are doing?* (working together to move the twig)
- *Why do ants work together?* (They are small and working together helps them get jobs done.)

Together, turn to the back cover and point out the photograph of the ants with the giant-sized seed compared to their own body size. Talk about how the ants have come to an obstacle – the stream. Read aloud the preview question on the back cover: *Why do the ants need to build a bridge?* Talk with the students about how some animals such as ants can work together to problem solve.

Title Page

Turn to the title page and read the title. Say:

- *Based on the book's title, what do you think the ants in the photograph are doing?* (getting a twig to build a bridge)

Page 2

Look at the photograph. Discuss the seeds shape. Ask:

- *How does the shape of the seeds help the ants?* (The seeds are round so they are easy to roll and move.)

Read the text with the students. Ask the students if they know anything about ants. (Answers will vary but may include they are small but strong. They live and work together in large groups. They are also clever when it comes to work.)

Page 3

Read the text with the students. Ask:

- *What might happen if the seed went into the stream?* (It might float away as the stream is moving water.)

Explain that if the stream is deep, the ants can't stand in the water and work as a team to get the seed from one side to the other.

Page 4

Read the text and confirm the students' predictions. Explain that you're going to read the text again so that they can practise visualising. Tell them that visualising is when you create pictures in your mind about what is going on in the text. Ask the students to close their eyes while you read the text. Have them pretend to be one of the ants and visualise the ants' suggestions. Have them think about the sounds they might hear too. Then talk about the cause and effect relationship that get discussed on this page. Explain that a cause is why something happens and an effect is what happens as a result. For example, if the seeds fell into the water (cause), the result is the seeds would float away (effect).

Page 5

Look at the photograph and ask the students why ants needed to work as a team. (They are small, so one ant could not do some things on its own.) Read the text with the

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students. Discuss the famous saying “There’s strength in numbers” and how it applies to the colony of hard-working ants. Tell the students that the saying means that a group has more power than an individual.

Page 6

Explain that the worker ants live in large colonies and do different jobs. Worker ants will look for food, look after the young, clean the nest, or build and repair the nest. Then read the text with the students.

Page 7

Look at the photograph of the ants carrying the twig. Ask the students what skills and traits the ants would need in order to get the job done (clever, hard working, strong, team workers, good communication skills, organised, determined, etc.). Together, read the text.

Pages 8!9

Look at the two photographs and then read the text with the students. Have the students draw on their personal experiences to talk about a time that they worked as a team to get something done. Ask them how it made them feel and why.

Pages 10!11

Look at the photographs showing the ants rolling the seeds across the twig bridge. Ask:

- *How do you think the ants are feeling now?* (happy that their plan has worked)
- *Why do you think they rolled the seeds one by one?* (Each ant could roll one seed easily across the bridge.)

Read the text with the students.

Page 12

Point to the photograph and say that the ants look as if they are cheering or dancing for joy. Read the text together and enjoy the ending. Talk about what other words the ants could have cried instead of *Feast! Feast! Feast!* (Yum! Yum! Yum!;

Munch! Munch! Munch! and so on)

Revisiting the Text

- Discuss the sequencing words in the story *Then*, *Next* and *Finally*. Have the students retell the story using sequencing words such as *first*, *next*, *then*, *finally* and *at last*.
- Revisit page 2 and point out the word *strong*. Tell the students that this word contains a three-letter consonant blend which is also known as a consonant cluster (*str*). Ask the students to find one other word in the book that begins with the consonant blend *str* (*stream*). Encourage the students to brainstorm other words that contain the three-letter consonant blend *str* (*strap*, *string*, *strange*, *stripe*, *stroll*, *street*, *straw*, etc.) Have the students use dictionaries if they need extra assistance.

Following Up

- Use the action words that the ants cried throughout the story, such as *Roll! Roll! Roll!* and *Lift! Lift! Lift!* to prompt you to say what actions the ants took to get the seeds across the stream and back to the nest.
- Give the students copies of the BM for this title.