

## READ Guide: *The Great Ant Sleepover* by Madhuri Shekar

# R

**REPEAT THE BOOK** - When we repeat books with children, we give them the opportunity to hear vocabulary words several times. By reading this book at least three times, you and your child will focus on key events in the story, explore emotions of the characters, and have opportunities to ask “why” questions as your child retells the story. As we encourage children to become storytellers, we give them the chance to use language related to the story. By doing this, you help children build language and vocabulary, engage in meaningful conversation, and nurture critical thinking. You help create powerful, determined learners and problem-solvers.

# E

**ENGAGE AND ENJOY** - When we keep our children engaged in a book, they are more likely to learn the vocabulary we are trying to teach and to participate in conversations about the book. Enjoy acting out and explaining **vocabulary** from *The Great Ant Sleepover* to your child. Change your voice to show emotion. Use gestures, actions, and sounds, and have the children join you. Point to words and share child-friendly definitions. Think aloud to help children understand what’s happening in the story. Say things like, “I’m thinking ...”, “I notice ...”, or “I wonder ...”. Make the most of every opportunity to build vocabulary and model what skilled readers do when they read.

**Focus Vocabulary** – Use these words as you talk about what’s happening in the story and as you engage in the connected activities below.

- **Reluctant** – not wanting to
- **Support** – to help
- **Solution** – a way to fix something that went wrong
- **Courage** – doing something even though you feel scared

### P.A.T. the Vocabulary:

- **Point** to illustrations like *cousins* and *siblings*.
- **Act** out words like *lump*, *whispered* and *relax*.
- **Tell** child-friendly definitions.

**excited** (*Tell*) – really happy  
**cousins** (*Point/Tell*) – children of your aunt or uncle  
**maze** (*Point*)  
**shock** (*Act*)  
**lump** (*Act/Tell*) – a raised part of your body; bump

**whispered** (*Act*)  
**alone** (*Tell*) – to be by oneself  
**tunnels** (*Point*)  
**yawn** (*Act*)  
**reluctantly** (*Tell*) –not wanting to  
**relax** (*Act*)  
**drifted** (*Tell*) – to go slowly

# A

**ASK QUESTIONS** - Having conversations about the book is critical. Encourage thinking and talking by asking open-ended questions that begin with "how" or "why" to prompt children to talk through key events and think about characters' thoughts and feelings related to those events. Children who cannot yet talk can still listen - ask and answer your own questions.

# D

**DO MORE WITH THE BOOK** - Make the book come alive. Tie the book to other parts of the day and provide opportunities for the children to connect with the events of the book.

- Have a conversation with your child. Focus on going back and forth in your conversation at least five times; “Tell me about a time you showed **courage**.” or “How can you help somebody have **courage**?”
- Look in the mirror and practice making a **reluctant** face. Now, change it to a face of **courage**! Say "I can do it!"
- Create your own sleepover with your favorite stuffed animals or toys. Create a bunk bed for your toys! Grab some boxes, tape, and other household supplies.
- Draw a line down the middle of a piece of paper. Think with your child about when they had a hard time. Maybe they felt scared, sad, lonely, or **reluctant**. Help them to draw a picture of the hard time on the left side of the page. Ask them, “What **support** do you need next time?” Draw a picture of the idea on your right side and talk about it together.
- Roleplay a problem and possible **solutions**. Go outside together and look for ants! What do you notice? Visit your local library to learn more about ants and their habitats.

**MAIN IDEA:** Change can be scary, but the support of those who care about us helps us have courage.

**FOCUS VOCABULARY:** support, courage, solution, reluctant

### 1st READ - Focus on Events

*The first time you read, use think-alouds to teach vocabulary, key events, and the story problem. Point to words, act out words, and share child-friendly definitions using words children understand.*

**\*\*Think-alouds: saying thoughts, questions, & predictions out loud\*\***

**BEFORE you read, introduce the book:** “The title of this story is *The Great Ant Sleepover*. A sleepover is when you sleep at someone else’s home overnight. This is Anton the Ant. He looks like he is not so sure about something. This is Atta (point to the ant with glasses), his sister. I wonder if she will help him. Let’s read and find out.”

**ASK at the end:** “Why did Atta come to support Anton?”

- **Possible answer:** Because Atta loves her brother and was probably worried when he was gone. He needed her support.

### 2nd READ - Call out Emotions

*The second time you read, use think-alouds to teach vocabulary, discuss characters’ thoughts and feelings, and the story problem.*

**BEFORE you read, introduce the book:** “Remember that Anton is supposed to have a sleepover with his cousins and his sister. I wonder how he feels about that. Let’s read and find out.”

**ASK at the end:** “How did Anton feel when he was supposed to sleep away from his parents?”

- **Possible answer:** He felt reluctant to sleep away from his parents. He wanted to find them and sleep with them.

### 3rd READ - Child tells Story

*Encourage children to tell you about the key events and how they relate to the characters’ thoughts and feelings. Ask open-ended questions on key pages: “how” or “why” to encourage children to discuss key events, characters and emotions.*

**BEFORE you read, introduce the book:** “I wonder how Anton finally went to sleep in the big kids’ room. Let’s read and find out.”

**ASK at the end:** “How did Anton finally go to sleep in the big kids’ room?”

- **Possible answer:** His sister gave him support and they came up with a solution to move the beds close together. This gave him courage.

Scan to see a read aloud in action:



Rollins Center  
for Language & Literacy

COX Campus  
[www.coxcampus.org](http://www.coxcampus.org)

A Program of the Atlanta Speech School