

## *Millie Loves Ants*

By Jackie French

Illustrated by Sue deGennaro

### **Book Summary:**

'My friend Millie just loves ants.'

Millie's friend is intrigued to know why Millie the echidna loves ants so much. And so she carefully observes Millie until the secret is discovered.

Millie is collecting food for her baby puggle!

Created by talented duo Jackie French and Sue deGennaro, this delightful book explores the fascinating behaviour of these mammals.

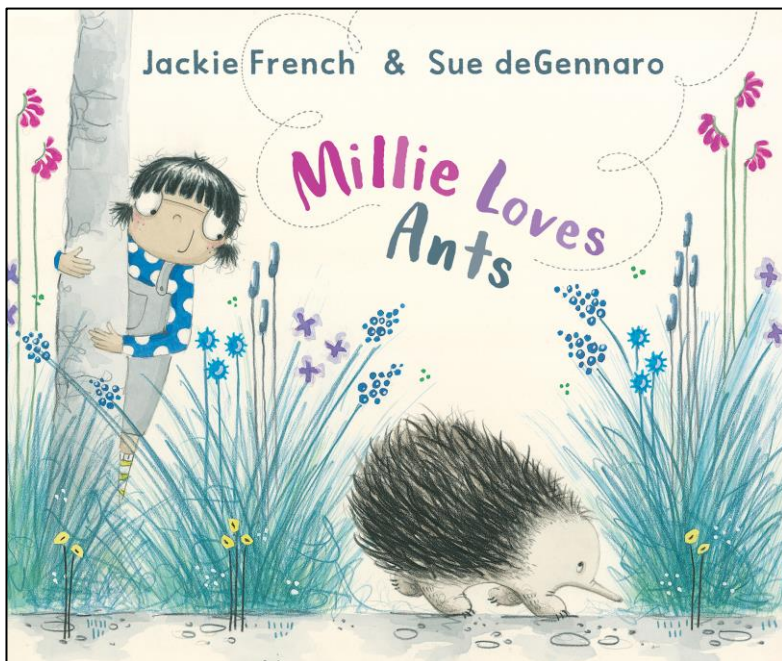
### **Key Learning Outcomes:**

English, Arts, Science

### **Themes**

Ants, Echidnas, Curiosity

**Appropriate Ages:** 2+



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Notes by: Kerry Brown

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## KEY CURRICULUM AREAS

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ([ACELT1575](#))

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations ([ACELY1646](#))

Share feelings and thoughts about the events and characters in texts ([ACELT1783](#))

Understand how to use knowledge of letters and sounds including onset and rime to spell words

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ([ACELY1651](#))

Science inquiry skills - Questioning and predicting. Pose and respond to questions about familiar objects and events ([AC SIS014](#))

Communicating/share observations and ideas ([AC SIS012](#))

Biological sciences. Living things have basic needs, including food and water ([ACSSU002](#))

Explore ideas, characters and settings in the community through stories in images, sounds and text ([ACAMAM054](#))

Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)

Create and display artworks to communicate ideas to an audience (ACAVAM108)

### **REASONS FOR STUDYING THIS BOOK**

To encourage development of expressive language skills, including sharing and comparing of personal experiences and discussion of new vocabulary.

To encourage personal and social capabilities by listening to others ideas and experiences, in both informal and formal settings.

To nurture natural inquiry based learning, including skills of observation and communication.

To use and experiment with different materials, and create artworks to communicate ideas about the text.

### **THEMES**

Nature. Development of expressive language skills. Exposure to onset and rime. Scientific Inquiry. Recording and communication of observations. Visual literacy skills.

### **PRE READING QUESTIONS**

Discussing the front cover:

Look at the picture - What do you think this book might be about?

Read the title: Millie Loves Ants.

Now we have more information, what do we think the book might be about?

Who do you think Millie might be?

What types of animals do we know like ants?

What do you know about ants? Brainstorm knowledge onto a chart titled, 'What we know about ants!'

## CLASSROOM IDEAS

### Questions to encourage expressive oral language skills, listening and discussion of new vocabulary during reading of text:

#### Pages one and two:

Who do we think Millie is now?

What country do echidnas live in?

Why do you think Millie's whole world is ants?

Where do you think Millie would look for ants?

#### Pages three to eight:

Jackie French, the author of this book, has used some special words.

Can you hear what they are?

Discuss the two words that rhyme on each page. Why do they rhyme?

Onset and rime – Separate phonemes in a word are usually broken into two parts. The onset is the consonant, consonant blend or digraph at the beginning of a word, such as the 'ch' in chop. The rime is the second phoneme.

#### Pages nine and ten:

Pause at reading the word 'bed' and see if the children can pick up on the rhyme using the picture as a clue. (Visual Literacy skills)

#### Pages eleven and twelve:

What does 'hollow' mean?

Do you know anything else that is hollow?

Try making a hollow sound by tapping your cheeks.

#### Pages thirteen and fourteen:

What do you think the word 'mound' means?

What do you think the word 'debris' means? Look at the pictures to help you and discuss.

What are some of the other words the author could have used instead of 'mound' or 'debris' that would mean the same thing?



**Pages fifteen and sixteen:**

Why do you think these ants are called 'hunter ants'?  
How do they feed the plants?

**Pages seventeen and eighteen:**

What do you think a queen ant's job is?  
What do you think the soldier ants have to do?  
Can you march like a soldier?

**Pages nineteen and twenty:**

What does it mean, 'Millie's nose will do its dance'?  
Can you make your nose dance?

**Pages twenty-one and twenty-two:**

Why do you think Millie likes to find so many ants?

**Pages twenty-five and twenty-six:**

What do you think a 'sunlit tussock' is?

**Pages twenty-seven and twenty-eight:**

Where do you think most of Millie's ants go?

**Final page:**

Where does Millie take all her ants?  
Do you think she gives them all to her baby?  
Do you know what a baby echidna is called? (puggle)

**ACTIVITIES**

**Make a list: (Recall and comprehension of text)**

Discuss what a list is.  
Make a class list of all the places Millie found ants.

**Inquiry and observation:**

Go for a walk as a class or in small groups to see if you can find any ants around the school.  
Add these places to your class list.

**Visual Literacy/Rhyme:**

Children draw pictures of where they saw ants and make a class picture book. Construct rhyming sentences to go with each drawing as a whole class, to help reinforce onset and rime. See worksheets one, two and three.

**Adding to your 'What we know about ants!' chart:**

Ask children if they learned anything new about ants during the reading of *Millie Loves Ants* and their observations in the school yard.

Prompt for places ants may live in, jobs they may have, and how many body parts they noticed an ant has. Introduce terminology of head, thorax and abdomen.

Suggestion: If children would like to explore more facts about ants, read the non-fiction book *Beginners Ants* by Lucy Bowman, published by Harper Collins Australia. ISBN: 9781409581604

**Observation and Pictorial Representation:**

Place an ant farm in the classroom. Children observe roles within the colony. Take a picture of the ant farm everyday using an iPad to make a picture journal of the development of the colony. Further discussion about the parts of an ant.

**Visual Arts:**

- Children use clay to create their own echidna by moulding clay into a mound (reinforcing vocabulary from the text) and then creating spikes by poking toothpicks into the clay.
- Children use clay to create the three parts of an ant to reinforce the head, thorax and abdomen. Children then make an accessory to add to their ant defining the ant's role. For example; A crown if it is the queen, a shovel if it is a worker or a hat if it is a soldier.

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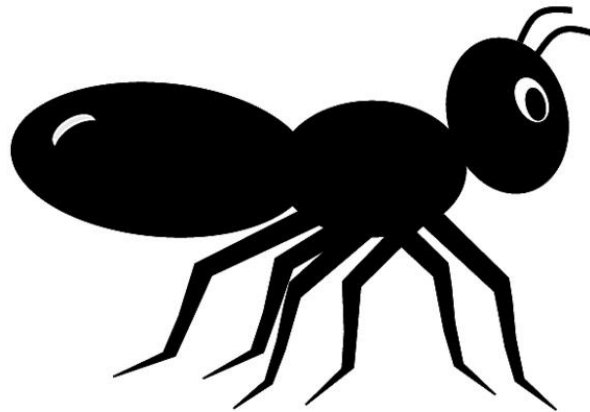
## **PREPARED BY**

Information about the author of the notes:

Kerry Brown is a qualified primary teacher with a Master's Degree in Education. She has had the privilege to work alongside some of the best imaginations in the country - the children she has taught! Kerry's excitement and passion for children's literature is extended beyond the classroom and into her picture books. She is dedicated to developing early literature skills in children and enjoys helping children tap into their own magical worlds and words!

Worksheet One – Title page of class booklet.

WE LOVE ANTS!



By Class \_\_\_\_\_.

Worksheet Two – Class booklet. Rhyme – Fill in the blanks.



Draw a picture of the ants you saw here.

Ants on the \_\_\_\_\_, that's what I see.

Ants that are \_\_\_\_\_, looking at me!

Worksheet Three – Class booklet. Rhyme – Write your own.

Draw a picture of the ants you saw here.

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