It’s an Orange Aardvark!

AUTHOR: Michael Hall  
ILLUSTRATOR: Michael Hall  
PUBLISHER: Greenwillow Books  
COPYRIGHT: 2014  
ART MEDIUM: digitally with acrylic painted textures and torn paper  
GENRE: humor, fantasy  
LIFE SKILLS: common sense, curiosity, problem solving

SYNOPSIS:

One curious ant begins to drill a hole in his stump to investigate a sound heard outside. This worries his fellow ants, and they begin to guess what awful creatures await them outside. They let their imaginations run wild as each new color is revealed.

BOOKTALK:

Do you know what loves to eat ants? Aardvarks! When a group of ants sees the color orange outside their ant hole, they imagine a gigantic aardvark. When they see the color blue, they imagine he has on pajamas. The list goes on and on as they see more and more colors. What scariness awaits them?

AUTHOR: Michael Hall

Michael is a children’s author and illustrator as well as a graphic designer. He’s written and illustrated several children’s books, including Perfect Square. Despite being dyslexic, he loved writing as a child. He decided to pursue biochemistry as a career, but became bored with the routine work. He opened his own shop and began work as a graphic designer for corporations. Soon, he also began work as a children’s writer and illustrator.

Other books written by the author:

My Heart is Like a Zoo  
Perfect Square  
Cat Tale
CHALLENGING WORDS:
- aardvark
- rumble
- stump
- peephole
- juicy
- geckos
- rumbling
- tongues
- gracious
- geckos
- brilliant
- bulldozer
- carpenter ants
- violet
- beautiful

DISCUSSION QUESTIONS:
1. What is an aardvark? Why would carpenter ants be afraid of an aardvark?
2. What are some character traits of the yellow ant? How is he different than the red ant or the blue ants?
3. How can you identify who is speaking at different parts of the story?
4. What other guesses could the ants have had about each color they saw?
5. Name 5 interjections you hear in the book.
6. Were you surprised at the ending?
7. How do the holes in the pages add to the book’s story?
8. What animals are known for eating ants?
9. If aardvarks are grey and sneaky, why does the carpenter ant think the orange color is an aardvark?
10. How did the other ants react with each color?
11. What did the ants realize they had?
12. What was outside the stump?
ACTIVITIES WITH STANDARDS:

Language Arts:

- Reinforce color words by making predictions of objects the ants could be seeing based on the color. Use a worksheet divided into blocks for each color. Students can draw pictures to show their predictions. Discuss how the red ant adds to his prediction with each new color.

  **K.RL.2.4** Make predictions about what will happen in a story.

- Students can color 3 different hard hats - red, yellow, and blue. As the story is read again, have the students identify who is speaking by holding up a colored hat. Discuss how students know who is speaking.

  **1.RL.3.2** Identify who is telling the story at various points in a text.

- Make a list of character trait words: curious, afraid, shy, adventurous, nervous, brave, etc. Students match the character traits with the yellow, blue and red ants. They write a short explanation as to why they chose the traits for each ant. They should give examples from the text/illustrations.

  **2.RL.2.3** Describe how characters in a story respond to major events and how characters affect the plot.

- Students can use a story map to draw and write about the characters, setting, and the plot. The students can work in partners to complete the maps and then share the map with another set of partners.

  **2.RL.4.1** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- Make a list of as many things as you can think of that are each color mentioned in this book. Have a contest to see who can come up with the most unique items.
• Read the Aesop fable – *The Ant and the Grasshopper* and discuss the ways animal prepare for winter.

**RL.1:** Learning Outcome for Reading Literature: Read and comprehend a variety of literature independently a variety of literature independently and proficiently.

**RL.2:** Key Ideas and Textual Support: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

**RL.3:** Structural Elements and Organization: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view.

**RL.4:** Connection of Ideas: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning

**Science:**

• Research aardvarks. What do they like to eat?

**CCSS.ELA-LITERACY.W.K.7** Participate in shared research and writing projects.

**CCSS.ELA-LITERACY.W.1.7** Participate in shared research and writing projects

**CCSS.ELA-LITERACY.W.2.7** Participate in shared research and writing projects

**RELATED INTERNET SITES:**


Aardvark Information from National Geographic [http://animals.nationalgeographic.com/animals/mammals/aardvark/](http://animals.nationalgeographic.com/animals/mammals/aardvark/)
I’m an Aardvark from Sesame Street
https://youtu.be/tDJe4gmx1bI

Book Trailer
http://www.michaelhallstudio.com/pages/books/aardvark/video.html