

Ant Families
2nd-3rd Grade
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Introduction:

This lesson is incorporated into a unit on Ants. This lesson may be done in the beginning of the unit as a Social Studies lesson. The lesson incorporates literature and language through vocabulary. The four learning modalities included in this lesson are visual, verbal, auditory, and fine motor skills. In this lesson students will understand that they are a significant part of this world and must work cooperatively with others to succeed. Students should be aware of what their responsibilities, as citizens, are within the many communities they are a part of including, school, neighborhood and most importantly their family community. Students should also know that in order for these communities to function properly they must work cooperatively in order to prosper. The focus of the lesson is to use ant communities and how their members work cooperatively to survive and how their communities compliment student culture and knowledge of their own family communities. Students will identify responsibilities their family members have as well as what responsibilities the students have or how they cooperatively interact within their family community. It allows students to explore themselves as citizens and workers of a cooperative family unit.

Behavioral Objectives:

The main objective is for students to understand that they are a part of a family community and must work cooperatively to progress. The objective will be met through describing the different ant responsibilities within the ant community. Connections will then be made between the students' family communities and the ant communities. The intent of this lesson is to determine and utilize students' family cultures to explore the different responsibilities we have as citizens within the family community and in turn within the communities that surround us.

Students will be able to demonstrate the following:

1. Describe the rights and responsibilities of citizenship, with emphasis on the importance of participation and cooperation in a classroom and community with 80% accuracy.
2. Listen and respond accurately to a literature story for 5-15 minutes with 80% accuracy.
3. Respond to oral questions pertaining to main events in the book with 80% accuracy.
4. Make inferences and draw conclusions from text and pictures with 80% accuracy.
5. Restate information from a reading selection with 90% accuracy.
6. Predict events, actions, and behaviors using prior knowledge and details to comprehend a reading selection with 100% accuracy.
7. Listens to and describe personal experiences.
8. Expresses ideas in complete sentences with 90% accuracy.
9. Participates in dialogues, group and whole class discussions.
10. Use visuals to attempt to describe different members within the ant community.
11. Use visuals to name ant member and explain their responsibilities.

12. Use and create visuals to attempt to name a family member that shares similar responsibilities as the ant member. Describe responsibilities they have within their family community.
13. Name family members and describe their responsibilities within their family community,

Anticipatory Set:

(If this lesson is done at the beginning of the unit we will build on what students have included in the brainstorming web or the KWL chart).

1. Ask students to sit in the sharing carpet and begin discussion by saying, "raise your hand if you can tell me what are we learning about this week?"
2. Listen to and react to student responses.
3. Say, "Yes, we are learning about ants. Here are some of the different ants (show drawings) from an ant family. All of these ants have different jobs."
4. Say, "Before I ask you to tell me what you think their jobs are, we will read this book. It's called Family Pictures, "*Cuadros de Familia*." It is about a Hispanic family.
5. Say, "What do you think it is about by looking at the cover and pictures?"
6. Listen to and react to student responses.
7. Say, "You need to listen very carefully because I want you to tell me the things the little girl did and what her family did that showed that they knew how to work together."
8. Read the book.
9. Ask,
 - a. What jobs did the little girl have? (*pause and wait for answers)
 - b. What people were in her family?
 - c. What jobs did they have?
 - d. What did they do when they did their jobs?
 - e. Did they have to work together?
 - f. What would happen if they did not work together?
 - g. Would they finish anything?
 - h. Have you ever done something like the little girl in the book with your family?
 - i. What jobs do you have?
 - j. Who is in your family?
 - k. What jobs do they have?
10. Allow students time (3-8 minutes) to respond, listen and share their responses.

Teacher Input:

KWL Chart-What you want to know

"Students, we are going to answer one of the questions from our KWL Chart. Today you will answer what do ants do? Ants have jobs, just like the little girl in the book, and just like we have jobs. We are going to learn the ant names and their jobs. Who can tell me what ants' do (wait for, encourage, and praise responses)? Thank you for raising your hands. Yes, there are many jobs that ants do. You are so smart. Everyone look at what I am holding (hold up a drawings of ants). Thank you, I like it when everyone pays attention and thank you for helping each other get quiet. These are drawing of ants. They look like cartoon ants and not real ants, but these pictures will help you understand the different jobs that ants have. For example look at this ant (hold up one

drawing). It does not look like the ant we have in this poster. This ant has two big eyes and is holding a baby and giving it a bottle. This cannot happen in real life to ants but do you know what job this ant has? (Use facial expressions and gestures to assist students) I agree, I think her job is to take care of the babies; we figured it out from using the clues in the drawing. Now I am going to show you different drawing of the ants and you tell me what you think their job is and try to think of their names too.

Teacher: What do you think is this ant's job and name? (Hold up drawing of Harvester Ant)

Student: *La hormiga tiene semillas.*

Student: Yes, he has lots of brown seeds.

Teacher: What do the ants do with seeds?

Student: They eat them.

Student: *Les gustan las semillas.*

Teacher: Like Patty and Jose said, this ant has a lot of seeds, what do you think he is going to do with them?

Student: He is taking them to his friends.

Teacher: Good you used the picture clues. He's moving them on his wheelbarrow. I think you are right he is taking them to his friends.

Student: His friends are hungry.

Teacher: From what everyone said and from the picture what do you think is this ant's job?

Student: He seeds?

Teacher: Yes, what does he do with the seeds?

Student: He finds the seeds and takes them to his family.

Student: They eat other stuff too.

Teacher: Yes, they eat other types of food also. You are all right; this ant's job is to find food, tell his friends where it is and to bring it back to the nest for the rest of the ants to eat.

Student: He is nice.

Teacher: What would be a good name for this ant?

Student: Food finder.

Student: *Buscador de comida.*

Student: Ant, um I forgot.

Teacher: Thank you for trying. Take time and think about what you want to say. I bet you can think of a good name.

Teacher calls on few more students.

Teacher: I like how you used the clues in the drawing to figure out the job of this ant. You helped each other and tried your best. I am going to tell you the name of this ant. This ant is called the Harvester Ant. He harvests food. This means he finds it, tells others where he found it, takes it to his home, and stores it (keeps it safe) for when it is needed. Who can tell me the name of this Ant?

Students: Harvester Ant.

Teacher: Great, boys only.

Students: Harvester Ant.

Teacher: Wonderful, girls now it's your turn. What is the name of this ant?

Students: Harvester Ant.

Teacher: Who in your family gets food for you?

Student: My mom and my dad.

Student: Just my mom.

Teacher: So some of your parents have jobs that are almost the same as the job of the Harvester Ant. I drew a picture of my mom because she is like the harvester ant in my family. She buys the food and takes it home so we can eat. Who in your family is like the Harvester Ant and why?

Student: My dad is the harvest ant because he takes me to McDonald's.

Teacher: Great job, I am really proud of you. Now let's get to know the other ant names and jobs we are going to learn about.

(Repeat same process for the remainder of the ant drawings, describe the ant drawing, encourage participation in determining ant job and name, ask for their family similarities, demonstrate my family drawings/pictures of family members who are similar to each ant type).

Teacher: Now that we all know the ants and their jobs, what do you think will happen if the Harvester Ant forgets to do his job?

Student: The ants will not have anything to eat.

Student: The ants will be hungry and die.

Teacher: Do you think it is important for everyone to do his or her jobs?

Students: Yes!

Teacher: What will happen if the babysitter ant doesn't take care of the eggs?

Student: They will die too.

Student: If the queen doesn't do her job then there will not be eggs.

Teacher: Yes that means everyone needs to do their jobs to keep the ants from dying. (Teacher may demonstrate each drawing and ask students what will happen if these ants did not do their jobs.)

Teacher: From this book, what would have happened if the little girl did not do her job when the family was making tamales?

Student: She would get in trouble.

Teacher: Why?

Student: Because then the tamales would not be ready.

Student: Someone else would do her job.

Teacher: Is that fair?

Student: No, she has to do her job, everyone else in her family was busy helping too.

Student: She has to do her job so the tamales can be ready.

Teacher: Have you ever worked together with your family?

Students: Yes.

Teacher: Does everyone have a job, what is your job?

Student: I have to wash the things.

Student: We make dinner together and I have to wash the vegetables.

Teacher: Some of you have very good jobs at home.

Modeling the Behavior:

Teacher will model how to use picture clues in reading the literature book and in observing the ant drawings and determining what job the ants have. The teacher will also model describing personal experiences with my family in doing something together in which she/he had a particular responsibility. The teacher will model how to complete the guided reading activity by reading the clues, allowing students to read them, providing them with picture clues and modeling how to eliminate incorrect responses. Teacher will also model how to ask questions to determine the correct answer. During the Guided reading activity, the teacher will implement

question and answer sessions, use visuals, and seek participation. Students are allowed to leave their seats and approach the board, respond chorally or individually, and use each other as sources of information. The teacher will also model how to work in-groups cooperatively to finish the task (Independent practice). The teacher will express that it is a good idea to have two students cut the drawings and the names or the descriptions. Another member of the team someone should try to read the descriptions while another person put them in the correct place on the table chart. Another team member might volunteer to glue them on the chart.

Check for Comprehension:

This will be done throughout the lesson during question and answer sessions within the literature book, anticipatory set, and in asking what jobs ants have and what jobs their family members have. The teacher will attempt to ask students questions and to encourage those who are hesitant to respond. For shy students, the teacher will ask them to respond to a neighbor instead of the whole class. Also, the teacher will ask them yes/no questions so that a simple nod will answer the question. It is also a good idea to sit them close to you so that they can answer in a whisper, where only you can hear. The teacher will also encourage students to respond in their native language. A whole group thumbs up and thumbs down will also be useful for a question that is answerable as a whole group. This can be done when the teacher ask students specific questions (ex. Is the job of the Harvester ant to lay eggs?). True/False. A worker ant takes care of the eggs?). Teacher may also allow students to answer chorally as a whole group and observe to see how students answer (ex. Which ant lays the eggs?). In the guided practice, teacher may call on students or ask for volunteers and observe how students do on a specific task. During the handout activity, the teacher may observe and document with a clipboard the students' group assignment to determine who is participating and how. Comprehension will also be checked as students participate while, sharing, answering and expressing themselves.

Guided Practice:

The teacher will have a chart on the whiteboard with titles such as ant picture, ant name, ant job, and our family. The teacher will have provided drawings of ants, 5x8 cards with individual ant names, and job descriptions, as well as pictures/drawings of my family (the teacher's--I will share my Hispanic culture with my students) or magazine cutouts with different people doing various tasks.

Teacher: We are going to make a chart of all the information we have learned about ants. We learned their names and their jobs. First we are going to put all the ant drawings here under the word Ant in our chart. Then we are going to find the card with the name of each ant and put it next to the drawings and under the word Name. Next, we are going to find the card with the job of the ants and put them next to the card with the name of the ant, here (demonstrate location on chart). Finally, we are going to take this column where it says "Our family" and draw pictures of our own family member who does something the same as the ant. It's a lot of work but I know you can do it. Let's begin.

Teacher: What ant is this? I need someone who is looking at the picture and has his or her hand up and is ready to begin?

Student: It is the harvester ant.

Teacher: Good, put it here on the whiteboard please under the word Ant.

Student leaves his seat, approaches teacher, takes drawing, and heads towards whiteboard and seeks teacher's assistance for approval of where to locate the drawing of the ant. (Teacher

proceeds with all drawings of the ants then proceeds to call on student volunteers to assist in locating name and job description cards).

Teacher: Now we are going to finish our chart. We are going to finish this column, the one that says "Our family." Here we are going to draw person in our family who has the same kind of job as this ant. For example, I have a picture (or drawing) of my family and I am going to put it here in the section about Army ants. I put it here because we all work together to keep our house safe.

Teacher: What person in your family is like the ___ant, ___ant etc.? Who can come up and draw those persons in our chart? Remember some family members can do the same things as more than one ant. Sometimes we will not have a family member for each ant job. (Teacher will call on volunteers). Teacher will encourage all students to participate in this activity, through direct participation, hand signals, verbal and non-verbal responses.

Independent Practice:

In groups, students will complete a chart similar to the one completed during the guided reading activity. Each group will have a chart and will have the drawings of the ants, ant names, and ant job descriptions in 3x8 sections that will need to be cut out, and 3x5 blank cards (for students to draw their family members). Students will need to fill their chart so that it is complete (each row of the chart will need to be read correctly as it will need to be filled in with the appropriate drawing, name, job, and family drawing). Teacher will walk around monitor and assist students as needed. Teacher will also encourage students to complete as much as they can together before they use the chart completed during the guided practice as a reference.

Closure:

Teacher: Now that our chart is completed, we are going to read the chart. Help me read the chart. First, this is a picture of the ant, its name is " Students & teacher", and its job is "students & teacher." I drew my family member here and John drew his there. Family members do different jobs. (Teacher proceeds in reading the chart with students). Teacher will do a quick review by reading a job description and asking a student which ant that is, pointing at an ant drawing and asking for the name and job description and or reading an ant name and asking what the job description is for that ant. You will be able to use this chart to complete the assignment you will do with your group.

Assessment:

Students must have 16 out of 20 boxes filled up correctly to achieve mastery in the independent practice activity. Teacher will evaluate (student made visuals) drawings of their family members and ask students why they drew that family member to obtain the rationale and see if it meets the expectation. (Did they draw that person because it does something similar to that particular ant?) Teacher will look for student participation throughout the lesson discussions and make sure every student has an opportunity to answer questions or participate physically in one section of the lesson. Students will be observed to check for appropriate listening skills, participation in discussion about cooperation, and sharing prior knowledge about their families and ants. The teacher will also evaluate by observing if students are using visuals to answer questions or to assist in their understanding. (Guided practice activity, anticipatory set and teacher input). Teacher will make observations to determine which students seem to understand the responsibilities of the ant community members. Teacher will observe, through participation and student made visuals, which students understand family member responsibility and their own

responsibilities (job) within the family. Through observation of class discussions teacher may observe if students realize the importance of participation and cooperation in a family community, especially in the anticipatory set.

Materials:

Teacher:

Book: Garza, Carmen Lomas y Harriet Rohmer. *Cuadros de Familia*.

San Francisco: Children's Book Press, 1990

Visuals of different ants (harvester, queen, baby sitter, army and worker ants)

Pictures/drawing of teacher's family magazine cutouts of different people doing various tasks

Blank chart with 4 columns and 5 rows

5x8 Cards with Ant drawings

5x8 Cards with Ant names

5x8 Cards with Ant job descriptions

KWL chart on Ants

Markers (whiteboard and washable)

Tape

Popcorn seeds or other seeds

A small wheelbarrow

A worker's hat

A broom

An apron

A crown

An army hat or other items

A baby bottle, clothes, other items

Student:

Ant Chart of Ants and their jobs

Ant drawings card cutouts

Ant names card cutouts

Ant job descriptions card cut out

3x5 white blank note-cards

Pencils

Erasers

Scissors

Glue

Crayons

Markers

Colored pencils

Tape

Teacher Made-Materials:

1. Ant chart-students may work individually or in pairs to name and describe job of each ant and then flip each window for self-correction.

2. Students will obtain drawings of ants and label them by using wooden cubes with letters to form the name of each ant and locate them on the outline provided under each drawing.
3. Students will match the picture to the correct name of each ant in English or Spanish by using ant trails to connect the name with the correct picture. (Students may use the Ant Chart made during the Guided Reading activity or group charts made during the Independent practice activity as references.)

Cultural Objects:

Teacher's family pictures or teacher's drawings of family members

Magazine cut out pictures

Student drawings of their family members

Additional Book Resources:

Climent, Elena. *Triste Historia del Sol Con Final Feliz*. México: TRI, 1987.

Julivert, María Angels. *Las Hormigas*. Parramon Ediciones, 1991.

Kratky, Lada Josefa. *En El País Del Dulcehogar*. Hampton-Brown Books, 1992.

Lionni, Leo. Frederick. España: LUM, 1989.

Manchaca, Robert y Estella. *Una Noche Inolvidable*. Boston: Houghton Mifflin, 1993.

Mayne, William. *Una Casa en la Ciudad*. Miami: Rei America, Inc.

Parkes, Brenda y Judith Smith. *La Sandía Grandotota Y Enorme*. Crystal Lake: Rigby: 1986.

Tolstoy, Aleksei. *El Nabo Enorme*. Waterbury: *Graphic Literature and Learning Program*, 1991.

Vendrell, Carme Solé y Joseph M. Parramón. *Cuatro Edades* (le serie). Hauppauge: Barron's, 1985.

Zemach, Margot. *La Gallinita Roja*. España: Peralt Montagut Ediciones, 1986.

Follow up Activity:

With student assistance, make a list of responsibilities of ants such as clean the nest, feed the larvae, obtain food, etc. With student assistance make another list of human responsibilities such as clean the house, buy food, go to work, etc. Compare these two lists of responsibilities through the creation of a Venn diagram. Review the differences and similarities.

Modifications for Students With Disabilities

The teacher will have markers, bigger size crayons, and different sizes of scissors. The teacher will have materials cut out already for the student. The teacher may assign a peer as the student's partner. Encourage participation, through oral response or gestures. Ask different types of questions such as yes/no. Shorten the assignment for the student concentrating on naming only one ant and it's job (depending on level). Allow students more time to complete tasks. Allow students more wait-time in answering questions and provide facial and hand gestures as clues and encouragement. Allow students to work in groups where they will not be singled out and will be successful with peer assistance. Use visuals as clues to answers. Give clear and focused directions. Allow student to work with an aid where more one-on-one instruction may be given. Recap the lesson and the activity procedures before students are to begin. Ask students who are next to the students to explain activity procedures. Give instructions or summarize activity in the native language of the student or allow buddy's to translate for them. Repeat main points using

different methods throughout the lesson. Make eye contact with student and smile to demonstrate encouragement. Allow students to draw or orally explain the job description instead of reading them. Have a peer buddy assist the student in reading the different cards. Provide picture clues in all areas of the chart to assist student understanding. Allow students to use the teacher made activities with a bilingual buddy to assist in comprehension of the objective. Allow students a bathroom or drink break during activity. Have students sit near you during reading of story. Have students sit near front of the room during completion of Ant chart. Allow students who finish early to research other types of ants.