

Hey Little Ant

Date of Lesson: 3/13/07 Time: 10:00am Length of Lesson: 45 – 60 mins.

Curriculum Area: English Language Arts Title of Lesson: Hey Little Ant

Grade Level: 1st Grade

Differentiation of activity is to be provided throughout the lesson plan to ensure that children's individual learning needs are met.

1. Learning Objectives:

Students will be able to:

- a. Predict and reflect on the outcome of a story
- b. Discuss ways of displaying the Character Education trait of Respect
- c. Discuss differences amongst one another, and seeing things from another's point of view

2. Assessment:

- a. Learning outcome of previous outcome related to topic:
I will ask the students if they can tell me about what respect means, as well as point of view. I will then connect their prior knowledge of respect to their High Five awards and character education they may have already had, as well as remind them that of stories we read and their different points of views.
- b. Focus of assessment in this lesson
The focus of the lesson will be the student's discussion after we have read Hey Little Ant about respect, point of view, and differences.
- c. Method of assessment used in this lesson
I will informally assess the lesson based on our discussion as well as their final ants (fine motor skills such as cutting and coloring).
- d. Differentiation
Differentiation in this classroom setting for this lesson is unnecessary.

3. New York Learning Standards

- a. Standard 4 – Language for Social Interaction

Listening and Speaking: 1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

4. Materials

Hey Little Ant by Phillip & Hannah Hoose
Ant Hill Cutout

Ant pattern
Markers/Crayons

5. Lesson Process

a. Introduction:

Begin this lesson by introducing the book of "Hey Little Ant" by Phillip and Hannah Hoose. Give them background information about the book, telling them that we will be reading about a little boy and an ant, and that we will see things from an ants point of view. Ask them to make predictions regarding the story in relation to the cover picture. Finally, inform them in advance that we will each be creating our own ants to display in the hallway.

b. Learning procedures relating to objective:

1. After the students have made predictions regarding the story, read aloud the story, showing the students the pictures and allowing them to make predictions/have discussions along the way.
2. After the story is read begin a discussion with the following questions:
 - a. Many children think it's alright to step on ants and squash their homes. What if a giant kicked over your home?
 - b. What does respect mean to you? Would it be respectful to ruin somebody's house/belongings?
 - c. Although we are small, we are still important. Have you ever felt like you weren't?
 - d. What is the boy's point of view? What is the ant's point of view? Should the boy squish the ant?
 - e. People and animals come in different sizes, so everybody is unique and different in their own ways. How are we different from one another?

c. Conclusion:

Tell the students that as a group we will make a poster to show our differences. Pass out the ant pattern, and instruct the students to color/use markers/any materials that they have to color their ant any way they wish. Discuss that because all of us are different, our ants

will be different as well. Allow the students to help tape their ants onto the pre-made ant hill.

d. If Time/Extension

If there is time remaining, read The Ant Bully by John Nickle and discuss the differences between the two stories.

Bibliographical References:

- Hoose, Phillip and Hannah. *Hey, Little Ant*. California: Tricycle Press, 1998.
- Nickle, John. *The Ant Bully*. Scholastic, 1999. ASIN: 0590395912

Adapted from: <http://www.learningtogive.org/lessons/unit191/lesson1.html>