

Ants: Thematic Unit Written for Bilingual Exceptional Students
Kindergarten – 3rd Grade
Julie Ledezma & Elizabeth Garza

Description of Students:

These students are classified as special needs students. Their grade level is from kindergarten to third grade, but their cognitive level is below by 2 standard deviations. These students are in Special Education Program within a self-contained classroom setting 4 hours per day. The lesson follows a thematic unit being taught for a week. This will enhance their knowledge in identifying the metamorphic changes of an ant.

The purpose of this unit is to immerse children in writing, language arts, science, math, social studies, music, art, and life skills. The content of the unit aims to help children gain a better understanding about ants. In addition, the social aim of the unit consists of children experiencing working cooperatively, being considerate of others, and taking into consideration another's point of view.

Subject: Math

Outcomes:

Students will make sequential patterns by using ants and following the model given by the teacher.

Anticipatory Set:

After presenting students with various types of ants, the teacher will role model sequencing patterns of ants with wings and ants without wings. The teacher will display various types of plastic ant manipulatives and allow students to handle them.

Process:

Students will be at circle time. The teacher will utilize flannel board to make sequencing patterns. The students will be given the opportunity to participate or be the teacher's helper. The teacher will give several examples of making patterns by utilizing the plastic ants. The teacher will explain how many objects can be separated by those who have wings and those who don't. After students have worked with teacher, students will be divided into group centers and work in groups.

Closure:

Teacher will explain how many objects can be separated by color, size, or shape and make a variety of patterns.

Behavioral Objective/Assessment:

Given a variety of objects, students will make sequential patterns with 80% accuracy measured by teacher observation.

Resources and Materials:

Visual Cues (plastic ants)
Pictures
Books

Subject: Reading

Outcomes:

Students will identify different parts of an ant by matching the picture to the word name.

Anticipatory Set:

The teacher will read to students about different parts of ants. The teacher will introduce various books about ants and will have the students recall information by using prior knowledge.

Process:

Students will first be seated in a group circle. After showing the students pictures of ant parts, the teacher will name each part, (ex: legs, wings, etc..) then model by matching the picture to the body part of the ant. Picture illustrations will be used for students to be able to take turns and point out what ant part matches what appropriate word. After students have worked with teacher guided practice, students will be divided into groups. In the groups of three, students will have a word to match a body part. They will alternate groups.

Behavioral Objective/Assessment:

Students will identify different parts of an ant by matching the picture to the word name with 85% accuracy measured by teacher observation.

Resources and Materials:

Books
Paper
Crayons
Pictures

Subject: Science**Outcomes:**

Students will identify the ant's life cycle/changes by creating a chart using pictures

Anticipatory Set:

I want to take a few minutes before we begin our lesson to review what we have been reading about ants. What do we remember about the metamorphic changes that some ants go through?

Process:

The students will be given examples by the teacher. The teacher will read stories that demonstrate ant changes. Then the teacher will walk the group through step by step to chart in which it will illustrate the changes of an ant. Students will work independently but teacher will monitor students as they create the chart making sure it is sequenced accordingly.

Closure:

Putting together all the things we discussed today, we can determine that there are stages ants go through before becoming an ant.

Behavioral Objective/Assessment:

Students will identify the ant's life cycle/changes by creating a chart using pictures with 85% accuracy.

Resources and Materials:

Books
Visual Cues and Prompts (pictures, chart)
Guided Practice
Group participation

Subject: Language Arts

Outcomes:

Students will organize information by creating their own chart, using pictures of where ants live.

Anticipatory Set:

The teacher will ask the students if they know where ants are usually found. The teacher will then read a book to the children which will show where ants live, what they eat, and different types of ants. After reading a book, the teacher will further explain to the children, where ants live.

Process:

Students will be exposed to different pictures of ants and where they live. The teacher will role model the charts by creating one with the children. After children have seen different examples, students will be divided into cooperative groups to develop a chart.

Closure:

Students will demonstrate comprehension knowledge by recalling and verbally explaining what their chart shows. Adaptations: Self correcting chart with matching color code answer sheet

Behavioral Objective/Assessment:

Students will gather the information and create their own chart with an 80% accuracy measured by teacher made test.

Resources and Materials:

Books
Visual Cues
Pictures

Subject: Social Studies

Outcomes:

Students will distinguish different ants by matching picture to proper ant. (ex: carpenter ant matched with a piece of wood)

Anticipatory Set:

The teacher will read to students about different types of ants. Teacher will discuss each type by showing various books.

Process:

Students will first be seated in a group circle. After discussing the different types of ants, teacher will explain to students that ants work doing different things. Teacher will explain that some ants do what their name means. For example, the Leaf Cutter Ant and the Carpenter Ant. Illustrate pictures of these types of ants and point out what the ant is doing in the picture and explain why the ant is called the way it is called. Students will then be divided into group centers and work in groups.

Assessment:

Students will work in groups and will distinguish 10 different types of ants by matching each ant to their appropriate picture, according to what they do, with 80% accuracy.

Extensions/Modifications:

Color word strips and picture cues

Resources and Materials:

Books

Paper

Crayons

Pictures

Reading List:

1. Ant Cities
2. Anthill Stories
3. Two Bad Ants
4. Ants on Your Pants
5. S. The Ants and the Dove
6. The Ants and the Grasshopper
7. The Very Busy Ant
8. An Anteater Name Arthur
9. A Tiny Ant Who Seared a Horned Toad
10. One Hundred Hungry Ants
11. The Little Ant
12. An Ant and The Elephant

Music:

Sing songs, clap and move to music about ants:

Ant On the Floor

The Ants Go Marching

Itsy Bitsy Spider

Oh, ant Is My Name

Goodnight Mr. Beetle

Culminating Activity:

Create a play and present to parents:

After rereading *The Grouchy Ladybug* by Eric Carle, students will create a play adapted from the story. The adapted story will be dictated to the teacher and written on chart paper. The teacher may need to prompt the students by asking: "What if we could change the ladybug to an ant in the story? What would happen to the ant?"

Once the play is written, discuss costumes and/or props for the play. Divide the play into parts and assign speaking parts to be memorized. Work as a class to create props or other items for the play. Practice for the performance and present play to parents.

Art:

Ant Cities Crayon Rub:

12" x 18" sheet of white construction paper

8 1/2 x 11 " sheet of white typing paper

Brown crayon, white glue, raisins

Place the construction paper on a flat surface. Drizzle glue in a curvy, tunnel-like pattern on construction paper. Allow the glue to dry thoroughly. Place the sheet of typing paper over the dried glue design. Using brown crayon, color over the entire sheet of typing paper. (the drizzled glue design will appear.) Remove the typing paper and place it on a flat surface. Add raisins to the design so they look like ants in the tunnel.

Draw Ants:

The teacher will show students pictures of ants. She will remind students that ants have three body parts, six legs and two antennae. The teacher will ask students to draw pictures of ants. Have the students include a background in their drawing.