Introduction:
This thematic unit on ants incorporates literature to help teach the concept of multiplication.

Behavioral Objectives:
The main objective in this lesson will be to teach the concept of multiplication through the use of plastic ants. Also, the students will be making use prior knowledge to build new academic skills.

The students will be able to demonstrate the following upon the completion of the lesson:
1. Derive meaning from a written selection using reading decoding strategies, structural analysis and word recognition with 80% accuracy.
2. Restate information from a reading selection with 90% accuracy.
3. Demonstrate proficiency with the operation of multiplication and division of single digit numbers with 80% accuracy.
4. Demonstrates proficiency with basic facts up to five with 80% accuracy.
5. Create a graphic organizer (web) on ants with 80% accuracy.

Anticipatory Set:
1. Ask students to sit on the carpet area of the reading corner and begin by asking students, "raise your hand if you know anything about ants." (Show ant prop)
2. Ask for volunteers to tell the class about what they know about ants and what kind of experiences they have had with ants.
3. Write student responses on the web.
4. Ask student questions about what they know about ants and what they want to learn about ants.
5. Read story "The Ants Go Marching"
6. Ask the students to retell the story using the beach ball as a prompt.
7. Ask students to share what they learned in the story and write it onto the web.

Teacher Input:
Students, raise your hand if you like ants (show plastic ant). Excellent! Everyone raised his or her hand. Thank you for raising your hand. You may put your hands down. Who can remember what the book I just read was about? Yes! Ants, but what were the ants doing? Correct, they were marching. Well today we are going to learn about multiplication facts using the marching system. I know your all excited because you finally get to learn about multiplication. But first, we need to define what multiplication is. Does anyone know what is multiplication?
Student 1: Diana says, "putting numbers together."
Student 2: Jose says, "adding two numbers together."
Teacher: Okay, but we are not talking about adding even though they are similar.
Student 1: Diana says, "you take 1 plus 1 and it gives you 2.
Student 2: Jose says "you take 1 times 1 and it gives you 1 not 2."
Teacher: Jose your right! In multiplication, we take the number and see how many we can get out of it. For example how many ones can we get out of one? Your right, 1. The teacher will begin by illustrating this example with the use of ants.

**Modeling Behavior:**
1. I will demonstrate through several examples using the ants as a manipulative.
2. For example: I will put one ant on the overhead times two ants on the overhead and show the class that it will equal two by placing two ants after the equals sign.
3. After several examples, the students will try multiplication problems in their cooperative groups using the ants as manipulatives.

**Check for Comprehension:**
I will check for comprehension through out the lesson by asking students about the story, what multiplication is, and how well the students can demonstrate using the manipulatives to do multiplication and checking for understanding of the story.

**Guided Practice:**
As a whole class we will do 10 multiplication facts on the board as well as in their cooperative groups. I will only be using the board and ants as manipulative, but I will also use the overhead to help make the lesson more comprehensible.

**Independent Practice:**
Each student will have his/her own worksheet with multiplication facts of (1). Each student will have plastic ants on their table to be able to work the problems out if needed.

**Closure:**
I will close my lesson by asking the students what multiplication is and how we go about solving a multiplication problem. Also, I will instruct the students to practice working with multiplication facts in their cooperative groups.

**Assessment:**
I will evaluate my students through teacher observation, participation, and collaboration in cooperative groups, oral questioning, and worksheet assignment.

**Resources and Materials:**
Book: The Ant Go Marching
Plastic Ants
Worksheet
Brainstorm Web
Song: The Ants Go Marching

**Modifications for Students with Disabilities:**
I plan to incorporate the song "The Ants Go Marching" to assist the more musically inclined learner. The song will also be accompanied with hand and body movements. I will also use plastic ants as realia and manipulatives for the more tactile learner, which will help make the
concept more comprehensible. I will make use of repetition for those students who need several examples/practice when learning a new concept.