What is an Ant?

Purpose:
The students will use fiction and nonfiction literature to learn about Ants.

Objective:
Students will be able to identify the body parts of an ant with 100% accuracy.
Students will be able to verbally express three ways in which ants find food with 100% accuracy.
Students will be able to describe how ants communicate with 80% accuracy.

Standards:
1. Science:
   a. Identify the basic structures and functions of plants and animals.
   b. Identify basic animal structures.
   c. Describe the functions of basic animal structures.
2. TESOL:
   a. To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
   b. To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Previous Knowledge:
Using realia, a KWL chart and the "Flip-Flopping" method, the teacher will ask what the students already know about ants. The teacher will lead them to discuss where ants can be found. The teacher will ask if ants can be found in fields where food is grown.

Characteristics of an Ant:
The teacher will read Ant to discover the 3 parts of an ant. The teacher will discuss what the antennas are for, how ants locate food and return to it. Students will build an ant from paper.

Assessment:
The assessment will be the student's participation in building the life cycle of an ant as well as the following rubric. The teacher will walk around the room asking students about what they are building, why it is important, and what the order of the life cycle is.

Extension:
This lesson plan can be extended to include other insect life cycles to compare and contrast. A butterfly life cycle kit can be purchased to watch the cycle in real life.

Target Language: English

Resources and Materials:
Cotton balls
Glue
Plastic food
Scissors
*Build an Ant* worksheet

Books:
Song: *The Ants Go Marching.*

*Other Books to Read:*
Rowan, James P. *Ants*. Vero Beach, Fla: Rourke Corp, [1993].

*An Ants Life*

**Purpose:**
The students will use fiction and nonfiction literature to learn about Ants.

**Objective:**
After reading stories about ants, students will be able to identify the life cycle of an ant with 100% accuracy.

**Standards:**
1. Science:
   a. Trace the life cycles of various organisms.
   b. Identify the stages in a life cycle.
   c. Record life cycle stages in sequence.
2. TESOL:
   a. To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
   b. To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

**Objectives/Previous Knowledge:**
Using realia and the "Flip-Flopping" method, the teacher will ask what the students already know about ants. The teacher will lead them to discuss where ants can be found. The teacher will ask if ants can be found in fields where food is grown.

**Life Cycle of an Ant:**
The teacher will read *The Magic School Bus Gets Ants In Its Pants* and then focus in on the life cycle of the ant. The teacher will review the pictures of the life cycle in the book *Ant.*

**Life Cycle Activity:**
The teacher will separate the class into 3 groups to build the life cycle using poster paper and masking tape. When the eggs, larvae and cocoons are completed, the students will put them in order and explain the cycle to the class.
Finding Food Game:
After reading *One Hundred Hungry Ants* and *The Little Red Ant and the Great Big Crumb*, students will go outside to find anthills. After observing the ants, students will play a game to show how ants follow the scent back to food. The class will go to an open section of the playground and after finding food, the first students will drop cotton balls from the food back to the anthill. The next student will pick up the cotton balls (following the scent) to the food, then drop cotton balls back to the anthill. This game continues until the food is gone and that student picks up the last of the cotton balls on the way to the food. The teacher will teach the song *The Ants Go Marching* to reinforce the content and language.

**Assessment:**
The assessment will be the student’s participation in the food finding game as well as the following rubric. The teacher will walk around the class asking students to name the parts of an ant, how ants find food and what the antennas are for.

**Extension**
This lesson plan can be extended to include other insects and their characteristics.

**Target Language**: English

**Resources and Materials:**
Poster
Paper
Masking Tape
Books:

**Other Books to Read:**
Rowan, James P. *Ants*. Vero Beach, Fla: Rourke Corp, [1993].