

# We're Going on an Ant Hunt

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**Grade Level** 1  
**Duration** 2 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

#### Element 3: Physical Systems

8. The characteristics and distribution of ecosystems and biomes on Earth's surface

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

1.RL.1 Ask and answer questions about key details in text.

##### Craft and Structure

1.R.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

##### Writing

##### Text Types and Purposes

1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### SCIENCE

#### Core Ideas

U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

## Arizona Social Science Standards

### GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus.

## SIOP Elements

### Preparation

Adapting content  
**Linking to background**  
**Linking to past learning**  
 Strategies used

### Scaffolding

**Modeling**  
 Guided practice  
**Independent practice**  
 Comprehensible input

### Grouping Option

Whole class  
 Small groups  
 Partners  
 Independent

### Integrating Processes

Reading  
**Writing**  
 Speaking  
 Listening

### Application

Hands on  
 Meaningful  
 Linked to objectives  
**Promotes engagement**

### Assessment

Individual  
**Group**  
**Written**  
 Oral

## Arizona English Language Proficiency Standards



Education Studies Department  
 Teachers of Language Learners Learning Community (TL<sup>2</sup>C)



# We Are Going on an Ant Hunt

## Grade 1

### Basic

#### Listening and Reading

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of general academic, and content-specific words and phrases, and some common expressions.

#### Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: communicate simple messages about a variety of topics, experiences, or events.

B-2: add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events.

B-3: compose short written texts using appropriate conventions (narrative and informational).

#### Listening, Speaking, Reading, and Writing

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: record information and observations in guided notes.

B-2: respond to a question or problem based on gathered information from provided source.

## Overview

The ability to map an area is a lifelong skill. Even first graders can learn some of the basic elements of mapping by locating ant habitats in an environment familiar to them and then recording the habitats on a map.

## Purpose

In this lesson, students will be mapping ant habitats in their schoolyard. This lesson includes strategies for diverse learners (ELLs).

## Key Vocabulary

**subterranean:** underground

**habitat:** home environment

**structure:** something that is built

**mandible:** the part of the ant that digs

**fire ants:** a type of ant that stings

## Materials

- Assorted books about ants
- Map of your school
- Chart paper, markers
- YouTube video “Casting an Ant Colony with Molten Aluminum”
- Vocabulary Cards and Test

## Objectives



Education Studies Department

Teachers of Language Learners Learning Community (TL<sup>2</sup>C)

The student will be able to:

1. locate and label places on the map of your school where ants can be found.
2. write a report using a topic sentence, three facts about ant habitats, and a closing sentence.
3. contribute and write one fact (or draw a picture to represent that fact) on the class K-W-L chart.

## Procedures

*Prerequisite Learning:* Students have learned that maps are a flat representation of an area and have some experience in reading a simple map.

### SESSION ONE

#### Engage:

1. Show the students the YouTube video “Casting an Ant Colony with Molten Aluminum”.

2. Ask the students “How many of you have seen an ant?” Where have you seen the ants?

What do we know about ants and their homes?

**(Preparation: Linking to background)**

#### Explain:

1. Begin a K-W-L chart as a class. **(Grouping**

**Option: Whole class)** Record class responses

under K for what they already know. **(Preparation:**

**Linking to background) (Scaffolding: Modeling)**

#### Elaborate:

1. Break the class into small groups. **(Grouping**

**option: Small groups)** Each group will find one new

fact they can either write or draw a picture of and



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add to the K-W-L chart. Have students use library books on the topic of ants. **(Integrated processes: Reading, Writing)** Some examples are

- Thinking About Ants by Barbara Brenner
- The World of Ants by Melvin Berger
- Inside An Ant Colony by Allan Fowler

2. Make sure that the vocabulary words (subterranean, habitat, structure, mandible, and fire ants) are now recorded on the K-W-L chart. Have students act out the words as they are pointed to on the chart. Place these words on a word wall.

### SESSION TWO

#### Explore:

1. Hand out the map of your school to each student and review basic map skills as a whole group. These skills should include locating the title, compass rose, symbols and legend (key). Spend time showing the students where their classroom is and other key locations on campus. **(Preparation: Linking to past learning)**

3. Take the students outside and explore the school campus to find ant habitats. Have students record on the map each location where they find ants. **(Application: Promotes engagement)**

4. Allow students to explore and find at least one more location of ant homes and record the location on their map. **(Scaffolding: Independent practice)**

#### Evaluate:

1. Evaluate student performance. Did the student correctly label the ant habitats we found as a class?

**(Assessment: Group)** Did the student find at least one more ant habitat? **(Assessment: Individual)** Did the student participate in the making of the K-W-L chart? **(Assessment: Individual)**

### Assessment

Mastery will be considered:

- Each student has 3 out of 5 ant habitats that were found as a class recorded correctly on his/her map.
- Each student has located one more ant habitat and recorded it on his/her map.
- Each student has written a report using a main topic sentence, 3 facts and a closing sentence about ant habitats.
- Each student has scored 80% or higher on the Vocabulary Test.

### Extensions

- Build an ant farm in the classroom.
- Build a model of an ant. Learn more of the anatomy of the ant.

### Sources

"Casting an Ant Colony with Molten Aluminum". <https://www.youtube.com/watch?v=IGJ2iMZ-gal> (2.30 min)

