



Kindergarten, Unit 2: Albert Ant-stein Lesson Plan

Driving Question: Do ants have parts?

Standard(s): K.L.1U1.6. Obtain, evaluate, and communicate information about how organisms use different body parts for survival.

Materials:

- Unit 2: Slidedeck
- Chart paper
- Markers
- Book: *Ants* by Melissa Stewart
- Explore: Roll an Ant handout (class set)
- Dice
- Pencil
- Crayons
- Elaborate: My parts help me survive handout (class set)
- Scissors
- Evaluate: Plan my ant handout (class set)

Probe (if applicable): *Time 10 minutes*

Have children color the objects that they think have parts. Students will discuss their thinking? **(think-pair-share)**

Phenomena: *Time 20-30 minutes*

Show the ant video from Slide Deck: Unit 2. Ask students: Whether there are any wonders we have answered. Do you have any new wonders? Revisit the Wonderwall.

(Wonder Wall)

Engage: *Time 20 minutes*

On chart paper, create a KWL Chart. Ask students what they know about ants. What do you want to wonder about ants? Record their answers. Save the KWL chart to record their learnings at a later time. **(think, pair, share)**

Explore: *Time 20 minutes*

Read (or watch) "Ants by Melissa Stewart." After reading, the teacher will lead a discussion about the three body parts, Using the Slidedeck: Unit 2. The teacher will point to the antennas and ask students: What are these called? What is their function? **(think-pair-share)**. The teacher will identify and discuss the function of antennas. Introduce new vocabulary cards.

Students will explore an ant's body parts by playing Roll an Ant. Students will take turns rolling the dice in a small

group or with a partner. Students will draw what body part they rolled.

Explain: *Time 10 minutes*

Randomly call on a student on three students to share their drawings and explain one body part function. How does the ant use this body part to survive? Revisit the KWL chart to list their learning.

(solo, pair, team)

Elaborate: *Time 20 minutes*

Ask students to think of a structure a human has that helps them to survive. Create a list on the board. Discuss each one. Students should come up with things like mouths, ears, legs, hands, etc. As you write each one, ask students how that structure helps humans.

Students will expand their knowledge that humans have the same three body parts and how these parts help us survive. Students will create a flip book using the student handout Elaborate: Unit 2. Fold the paper in half. Cut only on the dotted lines. Students will cut and glue the pictures under the correct image. Please make sure to explain each photo. (Answer key: head - eyes, mouth; thorax - heart, and lungs; abdomen - food)

(solo, pair, team)

Evaluate: *Time 30 minutes*

Students will create a 3D model of an ant using various materials. Students will first plan out how they will construct their ant using the student handout: Plan My Ant. Examples of materials for students to choose from are Play-Doh, empty toilet paper rolls, pipe cleaners, coffee filters, pompoms, beads, buttons, etc. Students will share how they constructed their ant with a partner and how each body part assists the ant's survival. The teacher will call on students to share with the whole class. **(solo, pair, team)**