

## Hey, Little Ant Reading Unit

<b>Unit Title</b> <u>Hey, Little Ant</u> : Feelings and Opinions	<b>Reading Level of Text</b> Grade Level Equivalent: 3.5 Guided Reading: M	<b>Estimated Duration of Lesson</b> 1 week
<b>Unit Rationale:</b> This unit is important because I want the students to develop an idea about how feelings and opinions coincide. Its primary purpose is to show that feelings can influence another's opinion.		
<b>Learning Goals/ Focus</b> This unit focuses on being able to use key details in a text to identify feelings and opinions of what seem to be two very different characters. Students will learn to refer to the anchor charts we create as a class for their own small group activities.		
<b>Context for Unit:</b> <ul style="list-style-type: none"> <li>• <b>Prior Knowledge:</b> I assume students already know that everyone has their own opinions and can influence someone else's opinion. They should already know different feelings, such as happy, sad, embarrassed, etc.</li> <li>• <b>Special Accommodations:</b> Students may have a difficult time reading, so I will scaffold them by sitting with their group during small groups and read with them.</li> <li>• <b>Anticipating Management Issues:</b> Students might fight for spots on the reading rug, so I will have to call tables accordingly to come to the rug so there will not be any problems. They will be told sit in their assigned squares as the come over. I will separate students whom I believe will cause trouble and disrupt the lesson.</li> </ul>		
<b>Common Core ELA Standards:</b> <ul style="list-style-type: none"> <li>• RL.1.1 Ask and answer questions about key details in a text.</li> <li>• RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• RFS.1.4 Read with sufficient accuracy and fluency to support comprehension.           <ul style="list-style-type: none"> <li>• RSF.1.4.a Read grade-level text with purpose and understanding.</li> </ul> </li> </ul>		
<b>Instructional Materials, Resources, and Technology</b> <ul style="list-style-type: none"> <li>• <b>Texts Used:</b> Hoose, P. &amp; Hoose, H. (1998). <i>Hey, little ant</i>. Berkeley, CA: Tricycle Press.</li> <li>• <b>Other Resources:</b> Construction Paper, pencils, crayons, anchor charts, markers (for anchor charts), glue, checklist (Will the boy step on ant?) for beginning of unit, yes or no handouts, comprehension assessment</li> </ul>		
<b>Lesson Progression:</b> Explain your thinking briefly and in general terms as you envision how instruction and learning develops from lesson 1 through lesson 4. so the reader can understand how a concept/ strategy is introduced, practiced, reviewed, etc. (I am looking for logical, detailed and thorough planning that demonstrates your understanding of reading instruction and materials as well as students at this grade level. Assume you have 25 students and three reading groups		

(A, B, and C). There should be whole group, small group and independent reading.)

**Lesson #1:** This lesson is conducted through whole group instruction. I will informally ask the class what they know about opinions. I will then conduct a read-aloud of Hey, Little Ant by Phillip and Hannah Hoose. As a class, we will make predictions along the way of how we think the boy will respond to the ant and vice versa. My main purpose is to show the opinions and feelings of the boy and the ant throughout the unit. After reading, I will ask the class what they would do if they were the boy. Would they step on the ant? How would they feel if they were the ant? I will individually ask the students if they would step on the ant and record their answer. These answers may change by the end of the unit.

**Lesson #2:** This lesson will consist of whole group and small group instruction. I will read Hey, Little Ant again to the whole class and have the students focus on what the ant says throughout the story. After reading, I will have the students go back to their tables where they will all have their own copies of the book. I will instruct them to look through the book for the ant's feelings and have them share with the class. We will make a list of how the ant feels and focus on the ant's opinion of himself. The students will create their own ants with pieces of construction paper that are pre-cut and write some of the ant's feelings on it.

**Lesson #3:** This lesson will be primarily small group instruction with a little bit of whole group instruction. The students will take turns reading Hey, Little Ant, page by page, and focus on what the boy says and how he feels throughout the story this time. As a class, we will make a list of how the boy feels about the ant and focus on the boy's opinion of the ant. The students will construct a boy with pre-cut construction paper and write some of the boy's feelings on it.

**Lesson #4:** This lesson will include whole group and individual instruction. I will read Hey, Little Ant one more time while the students follow along in their own books and have the students really think about the ending question: What do you think that kid should do? Now that they have focused on both the ant's and the boy's feelings and opinions, they can decide for themselves what they would do. Once the story is over, the students will circle yes or no to answer the ending question on a handout and explain why they would or would not squish the ant. They will draw a picture showing the result of the ant. Students will take a multiple-choice comprehension test after presenting their answers with the class.

**3-4 Learning Outcomes:** (What will students be able to do as a result of your reading unit?)

- Students will be able to identify what an opinion is.
- Students will be able to identify how an individual's feelings influence another's opinion.
- Students will be able to read with a purpose.
- Students will be able to locate key details in a text to identify words or phrases that show feelings.

**Summative Assessment:**

I will assess students by giving them a multiple-choice comprehension test at the end of Lesson #4. Although it is only six questions, it covers the main ideas from the book. The formative assessments throughout the unit allow me to assess whether they understand the material as well, so the summative assessment includes questions that I believe are important for students to grasp. To determine strong, average, and weak mastery, I will first see how well the students did on the comprehension test. If they did poorly but I know they comprehended the story based on in-class participation, I will verbally ask the same questions to these students off to the side and assess them that way.

Lesson # of 4: 1 Time frame of lesson: [ x ] K-3 90 minutes [ ] Gr. 4-8 60 minutes

Summary/ Purpose	In this lesson, students will learn about the opinions of two very different characters. This is an introduction to this book.
Common Core ELA	RL.1.1 Ask and answer questions about key details in a text. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RFS.1.4 Read with sufficient accuracy and fluency to support comprehension.
Understandings	Students will already have an understanding of opinions.
Learning Outcome	Students will be able to identify what an opinion is. Students will be able to locate key details in a text to identify words or phrases that show feelings.
Materials/ Resources	Teacher-copy of <u>Hey, Little Ant</u> by Phillip and Hannah Hoose Checklist (Will the boy step on the ant?) 25 student-copies of <u>Hey, Little Ant</u> by Phillip and Hannah Hoose
Opening	<ol style="list-style-type: none"> <li>1. I will call students to the reading rug and make sure they sit in their assigned squares. I will move students if necessary. – approx. 3 minutes</li> <li>2. I will informally ask the students what they know about opinions. We will discuss what it means to have an opinion, if opinions can change, and come up with some working definitions. <i>What is an opinion?</i> (Expected student responses: “What you think.” “I don’t know.” “How you see something.”) <i>Can opinions change?</i> (Expected student responses: “No.” “Yes.” “They can if you want them to.” “Yes because you can see things differently.” “No because you don’t change it.”) – approx. 5 minutes (Whole Group)</li> </ol>
Procedures (Sequence of Explicit Instruction)	<ol style="list-style-type: none"> <li>1. I will ask the students what they do when they see an ant. <i>When you see an ant, what do you do? Do you step on it or let it go?</i> (Expected student responses: “I step on ants.” or “I don’t step on ants.”) <i>Why do you do that?</i> (Expected student responses: “I don’t like ants.” “It’s fun.” “I don’t like hurting animals.” “It’s mean.”) <i>How do you think it makes the ant feel?</i> (Expected student responses: “I don’t know.” “The ant doesn’t like it.” “The ant can’t feel it.”) – approx. 5 minutes</li> <li>2. I will introduce <u>Hey, Little Ant</u> and ask the students what they think the book will be about just by looking at the front cover. <i>This book is called Hey, Little Ant. What do we think this book will be about?</i> (Expected student responses: “It’s about a boy and an ant.” “The boy has a pet ant.”) <i>What makes you think that?</i> (Expected student responses: “Because it shows a boy holding an ant.” “The boy is looking at the ant.”) – approx. 5 minutes</li> <li>3. We will go on a picture walk and look at pages 2, 5 and 6, 11 and 12, 17 and 18, and 19 and 20. The students will tell me what they see in each picture and what they think might happen in the story. <i>What do you see in this picture (page 2)?</i> (Expected student responses: “A boy kneeling down.” “A boy on the sidewalk.” “A boy outside.” “A boy fell.”) <i>What do</i></li> </ol>

*you see here? Why is the boy so big (pages 5 and 6)?* (Expected student responses: "The boy is standing now." "The boy is big because there is an ant." *What do you see on these two pages (pages 11 and 12)?* (Expected students responses: "There are ants reading in bed." "Ants are eating." "Ants are passing food around." "The ants are with their family.") *Who do you think these kids are (pages 17 and 18)?* (Expected student responses: "They're the boy's friends.") *What is happening in this picture? Why is the ant so big (pages 19 and 20)?* (Expected student responses: "The ant is bigger than the boy." "That isn't real." "An ant can't be bigger than a person." "The ant is mad.") – approx. 10 minutes

4. I will conduct a read-aloud of Hey, Little Ant and have students make predictions of what the boy and the ant might say along the way at pages 5, 8, 13, 18, and 20. I will also stop at **words that may be unfamiliar** to students. *The boy says, "Well, now it's gonna squish you flat." What does "squish" mean (page 2)?* (Expected student responses: "It means kill." "It means step on." "It means flat.") *Let's make a prediction (page 5). What do you think the ant will say back to the boy after he says, 'I don't think it'll hurt at all?'"* (Expected student responses: "The ant will tell him that it will hurt." "The ant will cry." "The ant will say he can feel it.") *Let's predict what will the boy say back to the ant (page 8).* (Expected student responses: "I am not like you." "We aren't the same.") *What is a "speck" (page 10)?* (Expected student responses: "An ant." "Something small." "A dot.") *What does "crook" mean? The boy said the ant is a crook (page 12).* (Expected student responses: "A bad guy." "Someone who is mean." "Someone who steals food.") *What do you think the ant will say back to the boy? Let's predict what will happen next (page 12).* (Expected student responses: "The ant will say that he doesn't steal." "The ant will say that the boy's mom is mean." "The ant will yell at the boy.") *What do you think the ant is going to say if the boy's friends are saying the ant should be squished (page 18)?* (Expected student responses: "Don't listen to your friends." "Don't squish me." "That isn't nice.") *Let's predict what the boy will say back to the ant and how he would feel if the ant was that big (page 20).* (Expected student responses: "The boy will say that can't happen." "The boy wouldn't like it." "The boy will be scared." "The boy will laugh." "The boy will cry." – approx. 25 minutes
5. Once the story is over, I will ask the students what they would do if they were the boy. *If you were the boy, would you step on the ant? Why?* (Expected student responses: "Yes because ants are gross." "Yes because ants are bugs." "Yes because it's fun." "No because that's mean." "No because it hurts the ant." "No because the ant can feel it.") – approx. 5 minutes
6. I will continue to ask the students how they would feel if they were the ant. *Would you want to get squished if you were the ant?* (Expected student responses: "No.") – approx. 5 minutes
7. Students will go back to their desks. I will give each of them their own copy of Hey, Little Ant. *You all get your own copy of Hey, Little Ant for the week! You must leave it in the classroom and not take it home. What I want you to do now is look through the story and think about if you would step on the ant if you were the boy. I will give you 15 minutes to read the story, look at the pictures, and discuss anything you may find interesting*

	<p><i>with your tables.</i> – approx. 15 minutes (Small Group)</p> <p>8. I will individually ask each student if they would step on the ant and record their answers on a checklist under “yes” or “no.” I will not tell them that I will compare these answers with their answers to the same question at the end of the unit. – approx. 5 minutes</p>
<p>Formative Assessment</p>	<p>Throughout the read-aloud, I will ask students about their predictions of what the ant and the boy will say to each other. This will assess their comprehension of what it means to predict. I will individually ask each student if they would step on the ant and record their answers for future purposes.</p>

Lesson # of 4: 2 Time frame of lesson: [ x ] K-3 90 minutes [ ] Gr. 4-8 60 minutes

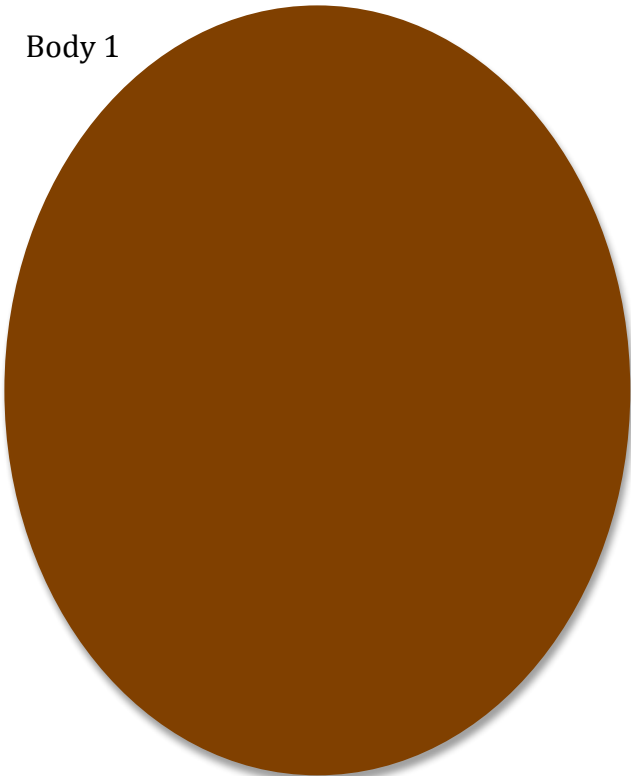
Summary/ Purpose	In this lesson, students will learn about the feelings and opinions of one character: the ant.
Common Core ELA	RL.1.1 Ask and answer questions about key details in a text. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RFS.1.4.a Read grade-level text with purpose and understanding.
Understandings	Students will already have an understanding of opinions. They will have prior knowledge that the ant is trying to change the boy's opinion about stepping on the ant.
Learning Outcome	Students will be able to identify what an opinion is. Students will be able to read with a purpose. Students will be able to locate key details in a text to identify words or phrases that show feelings.
Materials/ Resources	Teacher-copy of <u>Hey, Little Ant</u> by Phillip and Hannah Hoose 25 student-copies of <u>Hey, Little Ant</u> by Phillip and Hannah Hoose Anchor chart Marker for anchor chart Pre-cut construction paper Pencil Crayons
Opening	<ol style="list-style-type: none"> <li>1. I will call students to the reading rug and make sure they sit in their assigned squares. I will move students if necessary. – approx. 3 minutes</li> <li>2. I will ask the students about our previous lesson. <i>Does anybody remember what we did yesterday?</i> (Expected student responses: “We read a book about an ant.” “There was a boy who wanted to squish an ant.”) <i>We are going to read this book again today, but I want you to focus on what the ant says, how he feels, and what his opinions are, okay?</i> – approx. 5 minutes</li> </ol>
Procedures (Sequence of Explicit Instruction)	<ol style="list-style-type: none"> <li>1. I will conduct a read-aloud of <u>Hey, Little Ant</u> again to the whole class. I will not stop at any pages this time. – approx. 10 minutes</li> <li>2. Students will go back to their tables once I am finished reading. <i>We are going to go back to our tables and look at our own copies of the book. Look through your book and find how the ant feels and what his opinion of himself is. We will come together to share our findings after.</i> I will sit with the lowest group and ask them questions about the ant on each page to ensure they focus on the ant for this activity. While I am doing this, the middle and high groups will work together to find the ant's feelings and opinions. I will provide the middle group with a list of questions to look at while talking about the ant's feelings and opinions. The high group will not have any guiding questions. <i>How do you think the ant feels here? He is saying, “Please, oh please, don't make me die!” What do you think he feels right now (page 3)?</i> (Expected student responses: “The ant feels scared.” “The ant doesn't want t die.” The ant is sad.”) <i>What do you think the ant is feeling when he says, “You are very much like me?” Does he have his own opinion of himself (page 8)?</i> (Expected student responses: “He is feeling scared still.” “He is trying to making the kid not step on him.” “He thinks he is like the boy.”) <i>What is the ant's opinion of</i></li> </ol>

	<p><i>himself? How does he see himself (pages 11 &amp; 12)?</i> (Expected student responses: “He helps his family.” “The ant is strong.” “The ant likes to work.” “He doesn’t want to die.”) <i>How does the ant feel after he is called a crook by the boy? How does that make him feel (page 15)?</i> (Expected student responses: “He’s mad because he doesn’t like being called that.” “He is sad.” “He still doesn’t want to die.”) <i>Now the ant pretends he is big like the boy. How do you think the ant feels? What is his opinion of himself now (page 20)?</i> (Expected student responses: “The ant feels big.” “The ant feels like the boy.” “He wouldn’t step on the boy.” “He sees himself like the boy.”) . – approx. 20 minutes (Small Group)</p> <ol style="list-style-type: none"> <li>3. I will call the students back as a whole class and have them share their findings with the class. While they are sharing, I will write the ant’s feelings and opinions on an anchor chart for students to refer back to during the next activity. – approx. 15 minutes (Whole Group)</li> <li>4. I will pass out pre-cut construction pieces for students to create their own ant. I will have them watch me while putting their ant together. I will show them which parts are glued together and leave my sample on the board for students who may be behind. Once their ants are glued together, I will instruct them to write some of the ant’s feelings on their ant’s body with crayons. <i>Now that we have our cute little ants, we are going to write the ant’s feelings on them. We already shared the ant’s feelings and put them on this paper up here, so it would be smart to look at this and use some of the feelings from here, don’t you think?</i> – approx. 30 minutes (Individual)</li> <li>5. Once the ants are finished, I will ask the students to leave their ants by the window so they can dry. We will clean the glue off of our tables with sanitary wipes and put all of our crayons and glue away. – approx. 5 minutes</li> </ol>
Formative Assessment	Students will formatively be assessed on their participation during the anchor chart activity. They will also be assessed on how well they were able to transcribe the ant’s feelings onto their constructed ant, whether they copied from the anchor chart or found their own in the book.
	<b>TOTAL (15 max.)</b>

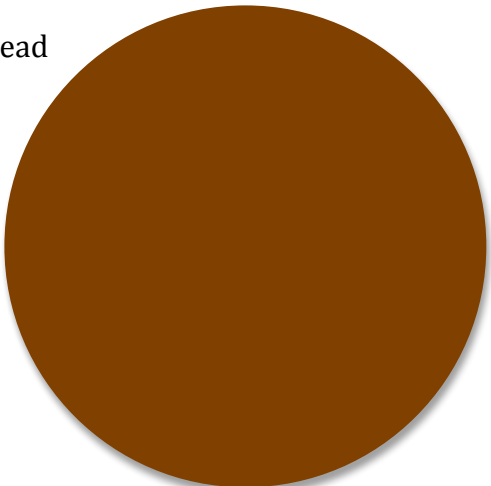


<b>Ant's Feelings</b>	<b>Ant's Opinions of Himself</b>
<p>Page 3:</p> <ul style="list-style-type: none"> <li>• The ant feels sad.</li> <li>• The ant is scared.</li> <li>• The ant doesn't want to die.</li> <li>• The ant doesn't want to get squished.</li> </ul> <p>Page 8:</p> <ul style="list-style-type: none"> <li>• The ant is scared.</li> <li>• The ant doesn't want to get squished.</li> </ul> <p>Pages 11 &amp; 12:</p> <ul style="list-style-type: none"> <li>• The ant is happy.</li> <li>• The ant loves his family.</li> <li>• The ant feels loved.</li> </ul> <p>Page 15:</p> <ul style="list-style-type: none"> <li>• The ant is mad.</li> <li>• The ant is sad.</li> <li>• The ant doesn't want to die.</li> </ul> <p>Page 20:</p> <ul style="list-style-type: none"> <li>• The ant feels powerful.</li> <li>• The ant feels big.</li> </ul>	<p>Page 3:</p> <ul style="list-style-type: none"> <li>• No opinions.</li> </ul> <p>Page 8:</p> <ul style="list-style-type: none"> <li>• The ant thinks he is like the boy.</li> </ul> <p>Pages 11 &amp; 12:</p> <ul style="list-style-type: none"> <li>• The ant thinks he's strong.</li> <li>• The ant thinks he is a hard worker.</li> </ul> <p>Page 15:</p> <ul style="list-style-type: none"> <li>• The ant doesn't think he's a crook.</li> <li>• The ant thinks he is a leader.</li> </ul> <p>Page 20:</p> <ul style="list-style-type: none"> <li>• The ant thinks he is like the boy.</li> <li>• The ant sees himself like a big person.</li> <li>• The ant doesn't think it's okay to step on ants.</li> </ul>

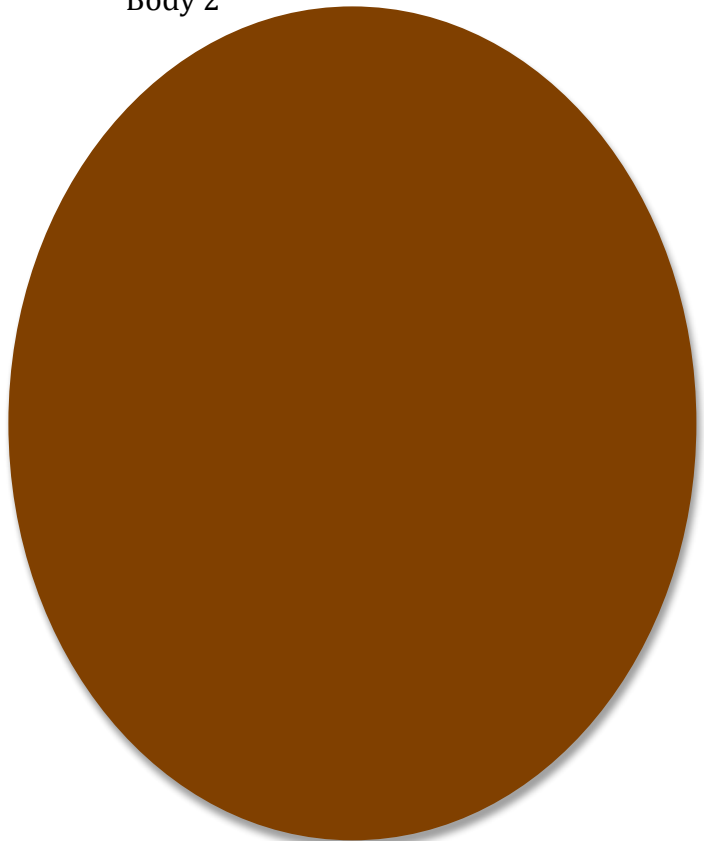
Body 1



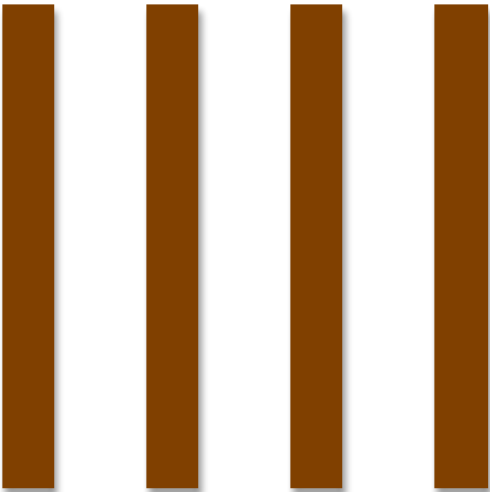
Head



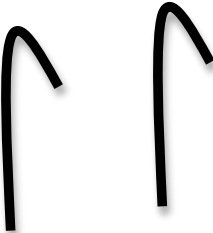
Body 2



Legs



Eyes



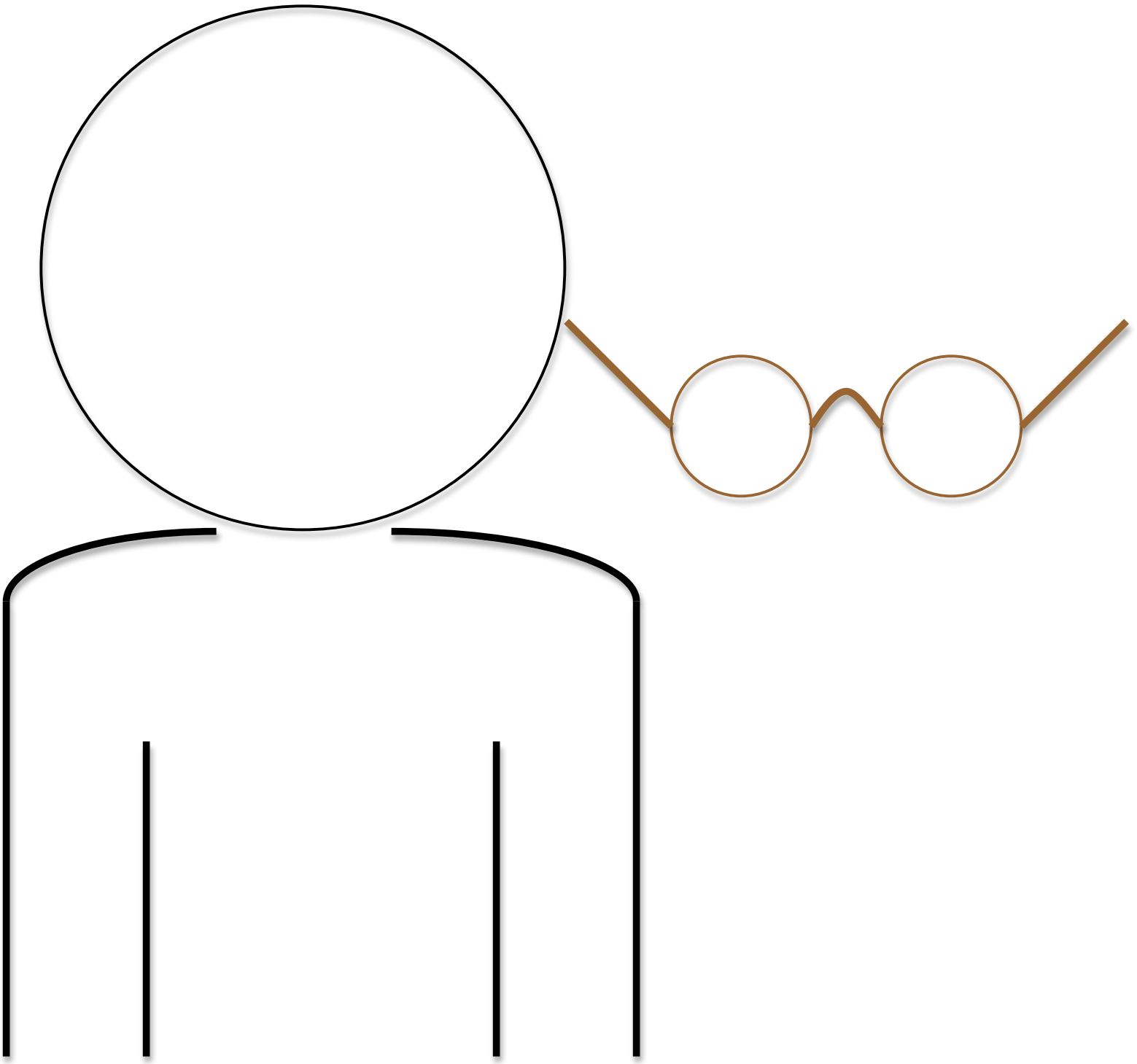
Antennas

Lesson # of 4: 3 Time frame of lesson: [ x ] K-3 90 minutes [ ] Gr. 4-8 60 minutes

Summary/ Purpose	In this lesson, students will learn about the feelings and opinions of one character: the boy.
Common Core ELA	RL.1.1 Ask and answer questions about key details in a text. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RFS.1.4 Read with sufficient accuracy and fluency to support comprehension. RFS.1.4.a Read grade-level text with purpose and understanding.
Understandings	Students will already have an understanding of opinions. They will have prior knowledge that the boy wants to step on the ant and has his own opinions towards the ant.
Learning Outcome	Students will be able to identify what an opinion is. Students will be able to read with a purpose. Students will be able to locate key details in a text to identify words or phrases that show feelings.
Materials/ Resources	25 student-copies of <u>Hey, Little Ant</u> by Phillip and Hannah Hoose Anchor chart Marker for anchor chart Pre-cut construction paper Pencil Crayons
Opening	1. I will begin by reviewing what we did in class yesterday. <i>We read <u>Hey, Little Ant</u> again yesterday and focused on one thing. Who can tell me what that was?</i> (Expected student responses: “We read about the ant.” “The ant.”) <i>What did we do with the ant yesterday?</i> (Expected student responses: “We made an ant.” “We talked about the ant’s feelings.” “The ant has opinions.”) <i>Great! Today, we are going to read this book again, but we aren’t going to look at the ant. Can anyone guess what we will focus on today?</i> (Expected student responses: “The boy.” “The kid.”) – approx. 5 minutes
Procedures (Sequence of Explicit Instruction)	1. I will instruct the students to stay with their reading groups/tables since I will not be conducting a read-aloud. <i>We are going to do some guided reading today. In your groups, I want you to take turns reading <u>Hey, Little Ant</u>, page by page, and focus on what the boy says and how he feels throughout the story. Do not stop to talk about the boy until you are finished reading.</i> I will sit with the lowest group and ask them questions about the boy on each page to ensure they focus on the boy for this activity. While I am doing this, the middle and high groups will work together to find the boy’s feelings and opinions. I will provide the middle group with a list of questions to look at while talking about the boy’s feelings and opinions once they are finished with the story. The high group will not have any guiding questions. <i>How do you think the boy feels? What is his opinion of the ant? Remember that an opinion is what he thinks (page 2).</i> (Expected student responses: “The boy feels mad.” “The boy wants to squish the ant.” “The boy thinks he should squish the ant.”) <i>What is the boy’s opinion here? Look at the last line on the page (page 5).</i> (Expected student responses: “He doesn’t like the ant.” “He doesn’t think

	<p>the ant won't feel him step on him." "It won't hurt the ant.") <i>How does the boy feel on these pages? What does he think of the ant (pages 9 &amp; 10)?</i> (Expected student responses: "He thinks the ant is crazy." "He doesn't think he is like the ant." "He feels angry." "He says nobody would care if he stepped on the ant.") <i>What does he think of the ant here? How do you know that (page 13)?</i> (Expected student responses: "He doesn't like the ant because the ant takes their food." "He thinks the ant is a crook." "He thinks it is good to step on the ant.") <i>Do you think the boy might feel embarrassed if he doesn't squish the ant? Do you think he will be made fun of by his friends (pages 17 &amp; 18)?</i> (Expected student responses: "Yes because he won't be playing the game with them." "No. His friends will still like him." "Yes. His friends think the ant should be squished and will be mad if he doesn't squish the ant.") – approx. 25 minutes (Small Group)</p> <ol style="list-style-type: none"> <li>2. I will call the students back as a whole class and have them share their findings with the class. While they are sharing, I will write the boy's feelings and opinions on an anchor chart for students to refer back to during the next activity. – approx. 15 minutes (Whole Group)</li> <li>3. I will pass out pre-cut construction pieces for students to create their own boy. I will have them watch me while putting their boy together. I will show them which parts are glued together and leave my sample on the board for students who may be behind. Once their boys are glued together, I will instruct them to write some of the boy's feelings on their boy's body with crayons. <i>Now that we have our boys, we are going to write the boy's feelings on them. We already shared the boy's feelings and put them on this paper up here, so you can use this to help with your boys.</i> – approx. 30 minutes (Individual)</li> <li>4. Once the boys are finished, I will ask the students to leave them by the window so they can dry. We will clean the glue off of our tables with sanitary wipes and put all of our crayons and glue away. – approx. 5 minutes</li> </ol>
Formative Assessment	Students will be assessed on their participation during the anchor chart activity. They will also be assessed on how well they construct and transcribe the boy's feelings onto their constructed boy, whether they copied from the anchor chart or found their own in the book.

<b>Boy's Feelings</b>	<b>Boy's Opinions of the Ant</b>
<p data-bbox="191 296 326 331">Page 2:</p> <ul data-bbox="240 342 732 485" style="list-style-type: none"> <li data-bbox="240 342 626 378">• The boy feels mad.</li> <li data-bbox="240 388 732 485">• The boy wants to squish the ant.</li> </ul> <p data-bbox="191 541 326 577">Page 5:</p> <ul data-bbox="240 588 716 730" style="list-style-type: none"> <li data-bbox="240 588 716 623">• The boy feels powerful.</li> <li data-bbox="240 634 602 669">• The boy feels big.</li> <li data-bbox="240 680 574 716">• The boy is mad.</li> </ul> <p data-bbox="191 835 440 871">Pages 9 &amp; 10:</p> <ul data-bbox="240 882 651 917" style="list-style-type: none"> <li data-bbox="240 882 651 917">• The boy feels angry.</li> </ul> <p data-bbox="191 1136 347 1171">Page 13:</p> <ul data-bbox="240 1182 716 1274" style="list-style-type: none"> <li data-bbox="240 1182 716 1274">• The boy is mad that the ant steals food.</li> </ul> <p data-bbox="191 1434 461 1470">Pages 17 &amp; 18:</p> <ul data-bbox="240 1480 760 1724" style="list-style-type: none"> <li data-bbox="240 1480 760 1623">• The boy might feel embarrassed if he doesn't squish the ant.</li> <li data-bbox="240 1633 716 1724">• The boy might be made fun of by his friends.</li> </ul>	<p data-bbox="797 296 932 331">Page 2:</p> <ul data-bbox="846 342 1349 434" style="list-style-type: none"> <li data-bbox="846 342 1349 434">• The boy thinks he should squish the ant.</li> </ul> <p data-bbox="797 541 932 577">Page 5:</p> <ul data-bbox="846 588 1333 772" style="list-style-type: none"> <li data-bbox="846 588 1333 680">• The boy doesn't think it will hurt the ant.</li> <li data-bbox="846 690 1333 772">• The boy thinks that ants can't feel.</li> </ul> <p data-bbox="797 835 1040 871">Pages 9 &amp; 10:</p> <ul data-bbox="846 882 1365 1079" style="list-style-type: none"> <li data-bbox="846 882 1365 974">• The boy doesn't think the ant is like him</li> <li data-bbox="846 984 1365 1079">• The boy thinks the ant is a speck.</li> </ul> <p data-bbox="797 1136 953 1171">Page 13:</p> <ul data-bbox="846 1182 1365 1379" style="list-style-type: none"> <li data-bbox="846 1182 1365 1274">• The boy thinks the ant is a crook.</li> <li data-bbox="846 1285 1365 1379">• The boy thinks it would be good to squish the ant.</li> </ul> <p data-bbox="797 1434 1062 1470">Pages 17 &amp; 18:</p> <ul data-bbox="846 1480 1101 1516" style="list-style-type: none"> <li data-bbox="846 1480 1101 1516">• No opinion.</li> </ul>



Lesson # of 4: 4 Time frame of lesson: [ x ] K-3 90 minutes [ ] Gr. 4-8 60 minutes

Summary/ Purpose	In this lesson, students will learn about how opinions can be influenced by another individual's feelings.
Common Core ELA	RL.1.1 Ask and answer questions about key details in a text. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RFS.1.4.a Read grade-level text with purpose and understanding.
Understandings	Students will already have an understanding of opinions. They will possess prior knowledge about the feelings and opinions of the two characters in the story.
Learning Outcome	Students will be able to identify what an opinion is. Students will be able to identify how an individual's feelings influence another's opinion. Students will be able to read with a purpose. Students will be able to locate key details in a text to identify words or phrases that show feelings.
Materials/ Resources	Teacher-copy of <u>Hey, Little Ant</u> by Phillip and Hannah Hoose 25 student-copies of <u>Hey, Little Ant</u> by Phillip and Hannah Hoose "Yes" or "No" handout with space for picture Pencil Crayons 25 copies of multiple-choice comprehension test
Opening	<ol style="list-style-type: none"> <li>1. I will call students to the reading rug, tell them to bring their own copies of the book with them, and make sure they sit in their assigned squares. I will move students if necessary. – approx. 3 minutes</li> <li>2. I will ask the students what we did the past couple of days. <i>We have been reading <u>Hey, Little Ant</u> all week. Who can tell me what we've been doing?</i> (Expected student responses: "Reading the book." "Making an ant and a boy." "Talking about the ant." "Talking about the boy.") <i>As we read today, we are going to focus on both characters: the ant and the boy. Let's see if the boy's opinions of the ant changes at all.</i> – approx. 5 minutes</li> </ol>
Procedures (Sequence of Explicit Instruction)	<ol style="list-style-type: none"> <li>1. I will conduct one more read-aloud of <u>Hey, Little Ant</u> while the students follow along. I will not stop at any pages, but I want the students to be thinking about the ending question: What do you think that kid should do? <i>As I read, please follow along in your own book. I am going to read the last page to you first so we can think about some things. "Should the ant get squished? Should the ant go free? It's up to the kid, not up to me. We'll leave the kid with the raised-up shoe. What do you think that kid should do?" Now, as we read together, I want you to think about what you think that kid should do. Remember everything we have done this week. We looked at the ant's feelings and opinions and the boy's feelings and opinions. Here we go.</i> – approx. 15 minutes.</li> <li>2. After reading, I will informally ask the class some questions. <i>Do you think the boy still wants to step on the ant?</i> (Expected student responses: "Yes." "No.") <i>Did the boy's opinions of the ant change throughout the story?</i> (Expected student responses: "No, he still wants to squish the ant." "No, he still doesn't like ants." "Yes, he likes the ant now." "Yes, he wants to be</li> </ol>

	<p>friends with the ant.”) <i>If you said the boy’s opinions changed, how do you know? What in the story told you that the boy likes the ant or wants to be friends?</i> (Expected student responses: “The boy doesn’t want to get stepped on.” “The boy wants his family to eat.” “The boy does it because it’s a game.”) – approx. 10 minutes</p> <ol style="list-style-type: none"> <li>3. I will send the students back to their tables and hand out a sheet that asks, “Do you think the kid should step on the ant?” – approx. 2 minutes</li> <li>4. <i>I just gave everyone a piece of paper that asks, “Do you think the kid should step on the ant?” You are going to circle “yes” or “no.” After you circle one of those, you will explain why you would or would not step on the ant. Write some reasons down. After that, you will draw a picture that shows what the ant looks like at the end, depending on what your answer is. Make sure your pictures are colorful and show the ant and the boy. If you have any questions, raise your hand. I will only help you if your raise your hand.</i> – approx. 20 minutes.</li> <li>5. Students will share their answers with the class and turn them in once they shared. I will compare these answers with my checklist from Lesson #1 to see if their opinion changed. – approx. 7 minutes</li> <li>6. Students will take a multiple-choice comprehension test. – approx. 25 minutes</li> </ol>
Formative Assessment	Students will turn in their “Yes” or “no” handouts. This will be their formative assessment so I can evaluate how well they were able to provide reasons for their answers and draw a picture to match it.



Name \_\_\_\_\_



Do you think the kid should step on the ant?    Yes        No

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Hey, Little Ant Comprehension Test

1. Are the boy and the ant friends?

a. Yes

b. No

2. Does the ant want to get squished?

a. Yes

b. No

3. The boy...

a. is afraid of the ant.

b. doesn't think it will hurt the ant.

c. thinks he is like the ant.

4. The ant...

a. doesn't think he is like the boy.

b. tells the boy to listen to his friends.

c. steals food from the boy's picnic.

5. Does the boy squish the ant?

a. Yes

b. No

c. We don't know.

6. What is an opinion?

a. what somebody thinks

b. the truth

