



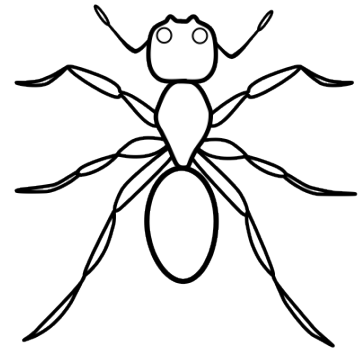
INSECTS

BIG IDEA

Exploration of living organisms helps children learn about their world. Children investigate in order to describe, organize, classify, and compare characteristics of insects.

Content objective(s):

The child will follow two-step and three-step oral directions to place colored insects in ordinal number sequence and count them using verbal ordinal terms.



Materials needed:

- ◆ Three ant outlines (Handout 1)—copy and cut out
- ◆ Arrow (Handout 2)
- ◆ First-, second-, and third-place ribbons (Handout 3)—copy and cut out
- ◆ Three matchbox cars (extension)

Lesson vocabulary:

- ◆ first—primero
- ◆ second—segundo
- ◆ third—tercero
- ◆ ant—hormiga
- ◆ arrow—flecha

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.

II.D.5. Child uses category labels to understand how the words/objects relate to each other.

Mathematics:

V.A.7. Child uses the verbal ordinal terms.

Physical Development:

IX.A.2. Child coordinates sequence of movements to perform tasks.

Activities:

1. The home educator models and demonstrates for the parent.



*Remember we're learning about insects. Tell me what you know about bees. **(Pause)** Tell me what you know about ladybugs. **(Pause)** Good! Today we'll be working with another insect: an ant. Have you seen ants crawling around outside? **(Pause)** Ants are very small insects. They live in a big group, usually in the ground.*

*Today we will be putting ants in order. We will figure out which ant is first, second, and third in line. First means it comes before all the others. Second means it is next in line after the first one. Third means it is just behind the second one. This is important because when you go to school you will be lining up in order in your classroom. Ants are a great example of lining up and following a line. Have you ever seen ants move in a line? **(Pause)** Well, today we will place three ants in a line.*

Work with the child to color the ants on the handout—color one red, one black, and one brown. Talk with the child about the color of the ants, the ant's body parts, and that they sometimes sting and bite. Assist the child in cutting out the ants.

Show the arrow (Handout 2).



*This is an arrow. It is a line with a point at the end that indicates which way to go. This arrow is telling us that the ants should make a line and go that way (point in the direction the arrow indicates). I will place the **red** ant first, before all the others. (Place the red ant on the arrow facing the direction of the point.) I'll place the **black** ant second, just behind the first. (Place the black ant behind the red ant, facing the point.) Then I'll place the **brown** ant third, just behind the second ant. (Place the brown ant behind the black ant.)*

2. The parent works with the child.



The parent will repeat the process but change which ant goes first, second, and third. As he/she places the ants, the parent will say,



*I will put the **brown** ant first; the **red** ant will go second; and the **black** ant will go third.*

Emphasize which way the arrow is going (ensure the arrow is pointed the same direction each time) before placing the ants on the line in the direction of the arrow.


3. The child works with the parent's help.

The parent says,




Now you will place the ants in order. Which ant do you want to place first?

The parent can encourage the child to select the black ant and place it first in the direction the arrow is pointing. Ask him/her to indicate the direction the arrow is going.

 *Which ant will be second in line?* (The parent should help the child select one of the remaining ants, name the color, and place in line.) *Which ant will go third? Let's place it in the line.* (Help the child place the remaining ant in line.)

Ask the child to reflect on his/her placement of the ants and whether he/she would like to make any changes.

Then have the child complete these sentences:

 *The _____ ant is _____ [first].*

The _____ ant is _____ [second].

The _____ ant is _____ [third].

The parent will gently correct or praise the child as appropriate.

4. The child works independently as the parent and home educator watch for learning.

Watch for understanding and comprehension of directions and sequential order. Redirect if help is needed.

Watch for increased use of verbal ordinal labels in other contexts.

5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

Follow-up questions to deepen the child's thinking:



1. *Can you think of a time when you would like to be first in line?* (E.g., to get ice cream, to get on a ride at a carnival)
2. *Can you think of a time when you would not like to be first in line?* (E.g., to get a shot, to see something scary)
3. *When do we line up in order?* (E.g., at the movies, at the grocery store, at the bank)
4. *Have you been in a race? (Pause) Did you come in first, second, or third?*

Ways to extend the lesson concepts:



1. Have the child place him-/herself, the parent, and home educator in ordinal numbers. Take turns being first, second, and third.
2. Use other objects and place them in ordinal number sequence.
3. Have a matchbox car race. The parent, child, and home educator can participate in racing matchbox cars to a specific spot. Have the child identify who came in first, second, and third. Provide first-, second-, and third-place ribbons.



4. Visit the public library and check out books about ants. Examples: *Ant Cities*, by Arthur Dorros; *Are You an Ant?*, by Judy Allen; *Antics!*, by Cathi Hepworth. Read the books aloud to the child.

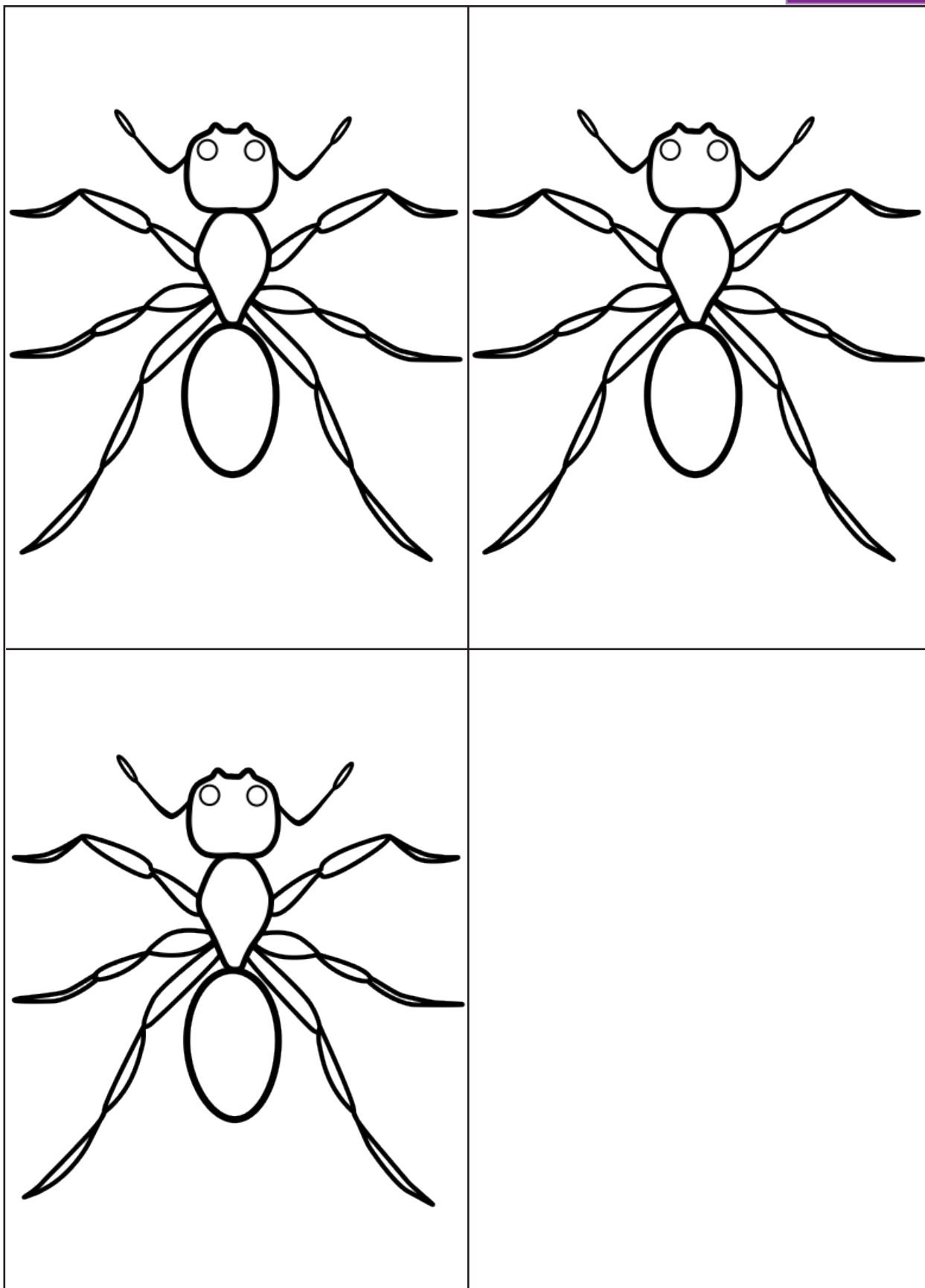
Modifications:

If the lesson activity is too hard—

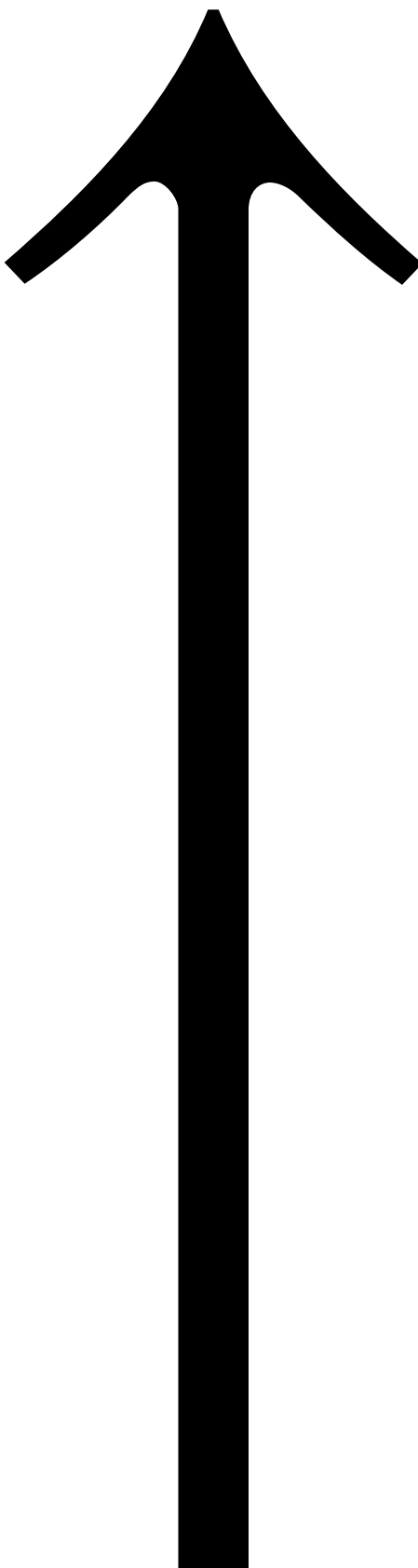
1. Discuss only “first” and “second.”
2. Repeat the activity with other objects.

If the lesson activity is too easy—

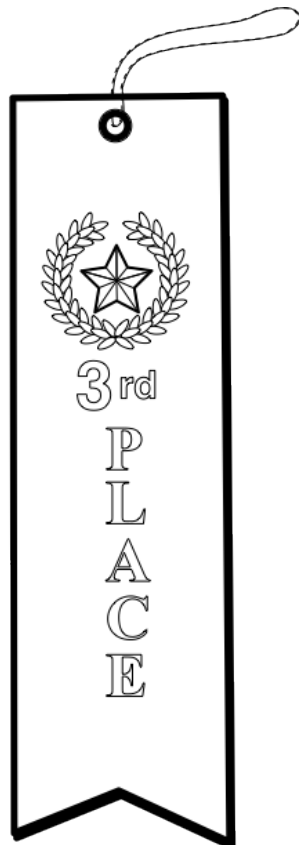
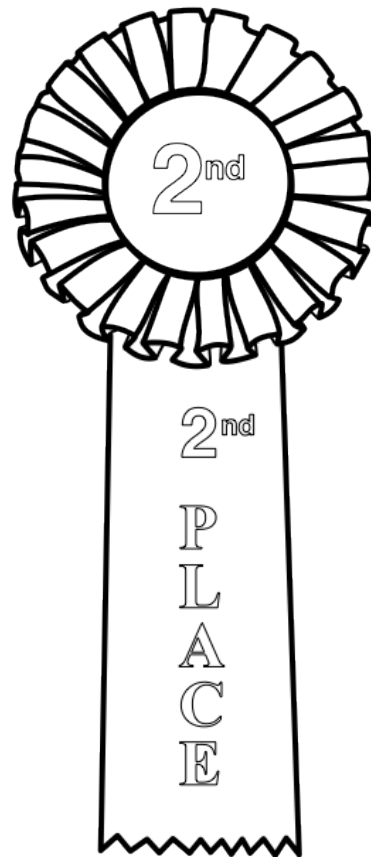
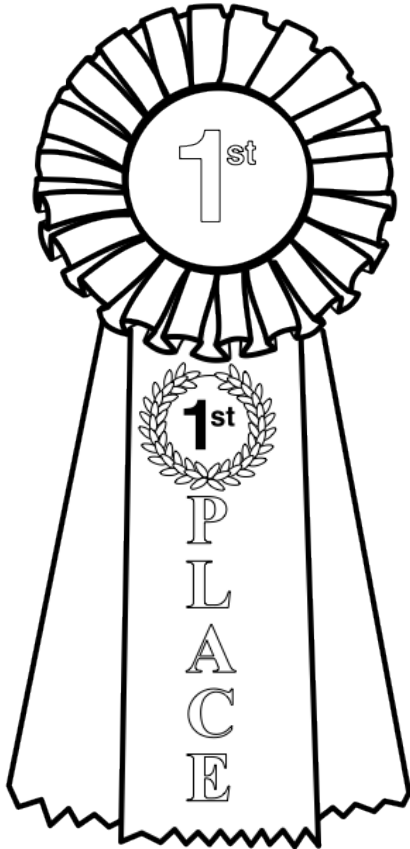
1. Use more ants and discuss the terms “fourth” and “fifth.”
2. Introduce the term “last,” and repeat the activity to help the child understand the concept of “last.”
3. Play a game. Put the ants in a line. Then have the child cover his/her eyes while one ant is removed. Have the child identify (in ordinal terms) which ant is missing (e.g., *The second ant is missing*).
4. Turn the arrow around, but leave the ants where they are. Ask the child to describe the new order of the ants.



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INSECTS (LESSON 7)

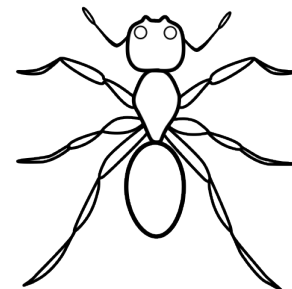
PARENT PAGE

What we are learning:

Your child will follow two-step and three-step oral directions to place colored insects in ordinal number sequence and count them using verbal ordinal terms.

Words to know:

- | | |
|------------------|----------------|
| ◆ first—primero | ◆ ant—hormiga |
| ◆ second—segundo | ◆ arrow—flecha |
| ◆ third—tercero | |



What to ask:

1. *Can you think of a time when you would like to be first in line?* (E.g., to get ice cream, to get on a ride)
2. *Can you think of a time when you would not like to be first in line?* (E.g., to get a shot, to see something scary)
3. *When do we line up in order?* (E.g., at the movies, at the grocery store, at the bank)
4. *Have you been in a race? (Pause) Did you come in first, second, or third?*

What else to do:

1. Have your child place him-/herself and other family members in ordinal numbers. Take turns being first, second, and third.
2. Use other objects and place them in ordinal number sequence.
3. Have a matchbox car race. Your child and other family members can race matchbox cars to a specific spot. Have your child identify who came in first, second, and third. Provide first-, second-, and third-place ribbons.
4. Visit the public library and check out books about ants. Examples: *Ant Cities*, by Arthur Dorros; *Are You an Ant?*, by Judy Allen; *Antics!*, by Cathi Hepworth. Read the books aloud to your child.

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