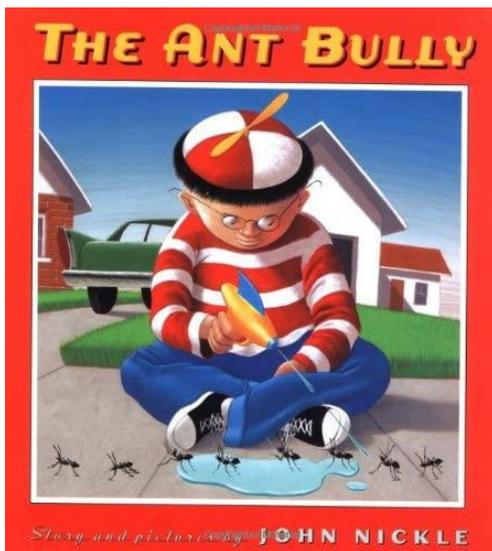


Lesson Plan 08

Don't Be an Ant Bully

Goal(s):

Understanding shared perspectives and the impact of bullying.



Objectives:

At the end of this lesson, students will be able to:

1. Identify the themes of both stories.
2. Identify the consequences of bullying, using text to support their response.
3. Compare and contrast the characters' points of view in the stories, using text to support their ideas.

4. Create a written response using text evidence to support their answer.
5. Demonstrate and explain the super strength of an ant.

Subject(s):

Health, Language Arts, Social Emotional Learning

TEKS:

Health (b)(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to: (D) distinguish between healthy and harmful influences of friends and others;(E) describe the characteristics of healthy and unhealthy friendships;(F) describe the value of respectful communication;(G) discuss how others may experience situations differently than oneself; and(H) demonstrate strategies for resolving conflicts. (13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to: (A) describe how to effectively respond to bullying and cyberbullying of oneself or others.

LA 3 (6)Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:(B) generate questions about text before



during, and after reading to deepen understanding and gain information;(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

LA 3 (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Math (b) Knowledge and skills.(1) (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.

Time:

Total Time: 120-180 minutes

Lesson: Three 30-45 minute sessions

Assessment: One 30-45 minute sessions
(*Time estimates are approximate*)

Materials:

- Teacher copy of the book “The Ant Bully” by John Nickle
 - [Find this book on Amazon](#)
 - [Find this book on YouTube](#)
- Teacher copy of the book “Hey Little Ant” by Phillip M. Hoose
 - [Find this book on Amazon](#)
 - [Find this book on YouTube](#)

- Device for each student, or the teacher may present or project to the class
- Teacher copy of Discussion Questions 08.1
- Print a class set of The Ant Bully Discussion | Lesson 08.1 Worksheet
- Teacher copy of Hey Little Ant Discussion Questions 8.2
- Print a class set of Hey Little Ant Discussion | Lesson 08.2 Worksheet
- Print a class set of Ant Strength Group Activity | Lesson 08.3 Worksheet (1 per group of 4 students)
- Several bed sheets or beach towels for Activity 3 (1 per group of 4 students)
- Large classroom books or other safe heavy classroom objects for Activity 3
- Class set of pencils and crayons (or markers/colored pencils)
- Print a class set of Ant Bully Poster | 08.4 Assessment

Vocabulary:

Bully - a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.

Defend - resist an attack made on (someone or something); protect from harm or danger.

Intimidate - frighten or overawe (someone), especially in order to make them do what one wants.

Stunned - so shocked that one is temporarily unable to react; astonished.



Activity 1:

Use the Discussion Questions 08.1 for this lesson plan to generate ideas before, during, and after reading the book or watching the video with the class.

Distribute the class set of the The Ant Bully Discussion | Lesson 08.1 Worksheet for students to fill out and complete during the activity.

Read the [book](#) aloud or, using a device applicable to your classroom, play the [video](#) “The Ant Bully” by John Nickle.

After reading, continue the class discussion.

Activity 2:

Use the Discussion Questions 08.2 for this lesson plan to generate ideas before, during, and after reading the book aloud to the class.

Distribute the class set of Hey Little Ant Discussion | Lesson 08.2 Worksheet for students to fill out and complete during the activity.

Read the [book](#) aloud or play the [video](#), “Hey Little Ant” by Phillip M Hoose.

After reading, continue the class discussion.

Activity 3:

Divide the students into groups of 4 for the following activity.

Distribute the class set of the Ant Strength Group Activity | Lesson 08.3 Worksheet

(1 worksheet per group), a bed sheet or beach towel (1 per group), and several large classroom books or other safe heavy classroom objects enough for each group to have several.

Instruct each group to lay their bedsheet or beach towel out flat. Students should then Place a heavy object on the bedsheet or towel and try lifting it on their own. Have the groups record their attempts on the worksheet.

For each attempt, have the students add more weight to the bedsheet or towel and try lifting it individually or together as a group. Add more heavy objects to the sheet until students can no longer raise it independently. When the students get to the point where they can no longer lift the objects, see if they can redistribute the objects on the sheet/towel and see if that helps make a difference.

Then ask each group member to take a corner and lift the objects together.

When ants cannot lift something independently, they work together as a team to get the job done.

After completing the activity, have each group answer the remaining questions on the worksheet.

Assessment:

Distribute the class set of Ant Bully Poster | 08.4 Assessment and crayons (or markers/colored pencils) to the students.





Instruct students to draw and create a poster to help stop bullying! Their poster must have a title, a slogan, and three tips or advice on how to stop bullying.

Teacher Tip:

Have students write in the journal how they feel after completing this lesson. Has it changed their thoughts on bullying?



Lesson Plan 08

Discussion Questions 08.1

Activity 1 | “The Ant Bully” Discussion Questions

Before Reading

1. Read the title, author, and then show the cover.
2. What do you think this book is about?

During Reading

1. Lucas is squirting the ants. (p. 6) Why is Lucas bullying the ants? Does Lucas look happy about what he is doing?
2. The judge gives Lucas a sentence. (p. 13) What is Lucas guilty of?
3. How must Lucas feel now that he isn't much bigger than the ants?
4. Lucas, Speedy, and Rene walk across the yard. (p. 23) Lucas tells the ants about Sid the bully. What do the ants say back to him?
5. The Queen sets Lucas free. (p. 29) Why does the Queen give Lucas his freedom?
6. Lucas hold a tiny Sid on his finger. (p. 32) What did the ants do to Sid? Why?

After Reading

1. What is the author's message about bullies?
2. If you see bullying, would you say something to an adult after reading this book?

The Ant Bully Discussion | Lesson 08.1 Worksheet

Name _____ Date _____

Answer the questions below in complete sentences while listening, reading, and discussing “The Ant Bully” by John Nickle with the class.

1. **Lucas is squirting the ants. (p. 6) Why is Lucas bullying the ants? Does Lucas look happy about what he is doing?**
2. **The judge gives Lucas a sentence. (p. 13) What is Lucas guilty of?**
3. **How must Lucas feel now that he isn’t much bigger than the ants?**
4. **Lucas, Speedy, and Rene walk across the yard. (p. 23) Lucas tells the ants about Sid, the bully. What do the ants say back to him?**
5. **The Queen sets Lucas free. (p. 29) Why does the Queen give Lucas his freedom?**
6. **Lucas holds a tiny Sid on his finger. (p. 32) What did the ants do to Sid? Why?**
7. **What is the author’s message about bullies?**
8. **If you see bullying, would you say something to an adult after reading this book?**



Lesson Plan 08

Discussion Questions 08.2

Activity 2 | “Hey Little Ant” Discussion Questions

Before Reading

1. Read the title and author, and then show the cover.
2. What do you think this book is about?

During Reading

1. Have you ever done something because your friends are doing it?
2. In the poem, what name does the boy call the ant?
3. What is the name of the game the kids play?
4. How does the ant ask the kid to walk in his shoes?

After Reading

1. What do you think the boy should do?
2. Should the ant get squished, or should the ant go free?
3. What would you do if you were the boy?

Hey Little Ant Discussion | Lesson 08.2 Worksheet

Name _____ Date _____

Answer the questions below in complete sentences while listening, reading, and discussing “Hey Little Ant” by Phillip M Hoose with the class.

1. **Have you ever done something because your friends are doing it? Describe it.**
2. **In the poem, what name does the boy call the ant?**
3. **What is the name of the game the kids play?**
4. **How does the ant ask the kid to walk in his shoes?**
5. **What do you think the boy should do?**
6. **Should the ant get squished, or should the ant go free?**
7. **What would you do if you were the boy?**



Ant Strength Group Activity | Lesson 08.3 Worksheet

Names: _____

	How many objects?	Lifted by each individual person successfully? Yes or No?	Were you able to successfully lift by moving the objects around on the sheet/towel? Yes or No?	Lifted by the entire group together successfully? Yes or No?
1 st Attempt:				
2 nd Attempt:				
3 rd Attempt:				
4 th Attempt:				
5 th Attempt:				

Answer the following questions based on your answers from the graph you have filled out as a group above.

Names: _____

1. Which attempts were you able to lift the objects successfully as individuals, and how many objects were you able to each lift?

2. Which attempt were you able to lift the objects successfully as a group, and how many objects were you able to lift as a group?

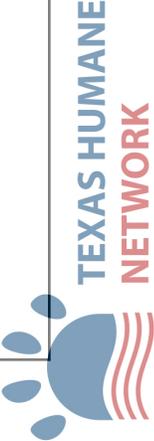
3. Why do you think teamwork for ants is so important?

Ant Bully Poster | 08.4 Assessment

Name _____

Date _____

Create a poster to help put a stop to bullying! Your poster must have a title, a slogan, and three tips or advice on how to stop bullying. Include all of the necessary elements when you draw and color what your poster will look like in the space below:





AWAREness Journal

NAME _____

SKETCH

Draw the animal covered in your lesson.



FAVORITE

What was your favorite part of this lesson?



WRITE

Answer your teachers writing prompt following the lesson you just completed.