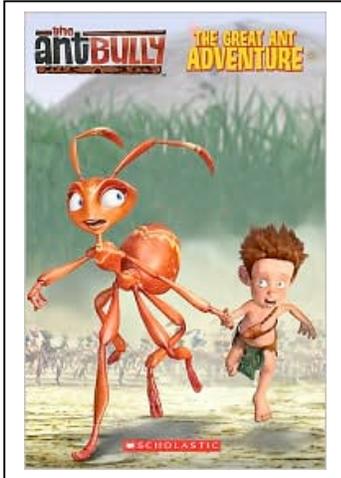


The Ant Bully: The Great Ant Adventure
Adapted by Quinlan B. Lee
Based on the Screenplay by John A. Davis



Grade/Class/Subject: 3-5 Language Arts

Content Standards:

- LA.C.1.2 The student uses listening strategies effectively.
- LA.3.1.6.3 Students will use context clues to determine the meaning of unfamiliar words.
- LA.3.2.22 the student uses information from the text to answer questions related to explicitly state main ideas or relevant details.

Content Objective(s):

Meets Broward County Public Schools Anti-Bullying Policy 5.9

- 1.) Students will identify the main ideas and supporting details about the basics of ant life.
- 2.) Students will sequence the main events in the story.

Language Objective(s): Students will list examples of scouting, foraging, and surviving.

Grouping Configurations: Whole class, small cooperative groups

Story Synopsis: This story is about a Bully named Lucas Nickle, a young boy who enjoys stomping ants. All of the ants live in fear of him until they develop a magical potion. While he is sleeping the ants put a couple drops of the magic potion in his ear and he is reduced to their size. Once he appreciates their lifestyle, he realizes that he must stop the exterminator that he previously call called.

<u>Key Vocabulary</u>		
Bully	scouting	hang gliding
panicked	foraging	whirring
wizard	surviving	“mother lode”
potion	exterminator	
Queen bee	contract	

<u>Supplementary Materials</u>
Flipchart of key vocabulary words
Sequence cards

Lesson Sequence:

Introduction: Building Background

- 1) Hold up a copy of the book and ask students to make predictions based on the title and pictures printed on the cover of the book.
- 2) Read the first page of the story. Ask students, “What did the author mean when he said, ‘Lucas Nickle was a Bully’?”
- 3) On chart paper write the word **BULLY**. Complete the chart by listing bully facts and examples next to each of the letters that spell the word **BULLY**
 Chart may look like this:
B-elieves it is OK to pick on you or hurt you.

U-ses force to persuade you to do things you do not want to do.

L-ies about their actions to grown-ups.

L-ikes to make fun of people and call them names.

Y-ells at you and makes you feel afraid.

Modeling/Guided Instruction:

1) Print new vocabulary words on chart paper or a Promethean flipchart. Write the letters **D-A-N** in front of each word. Ask students to make predictions about each word. Students will classify each word as a **D**escribing word, an **A**ction word, or a **N**aming word.

2) Circle the corresponding letter **D**, **A**, or **N** to code the category that get the most votes.

3) Read the story, asking students to listen for the new words and decide if their predictions make sense based on context clues found in the story.

4) Divide students into small cooperative learning groups and have them revisit the words on the flipchart to see if the predictions they made about the words were correct. Bring the groups together and based on their conclusions, change the words that were coded incorrectly.

5) Finally, ask students to define the new words.

Review/Assessment: Using story sequence cards, students will retell the story by correctly arranging the main events of the story listed on the sequence cards.

