



Teaching unit for 1st and 2nd grades on

Ant Work

Unit developer

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General information



Unit Developer: Reihan Tischler Haimovitz

Date of development of the unit: March 2023

Field of knowledge: Science, language, arithmetic, art, life skills

Age group: Grades 1 – 2

Estimated time for learning: 5 lessons

Subject studied: Intensive work

Sub-theme: The features and characteristics of ants in science, literature, and in society.

Key concepts: ants, insect, the life cycle of the ant, interactions with the environment, diligence, cooperation, friendship

Learning environment: classroom, schoolyard



Reasons for choice of subject

Rationale for the teacher and the learning sequence

The "Ant Work" unit includes study, practice, research and action in various areas of knowledge: language, arithmetic, sciences, art and life skills in accordance with the literacy and mathematical skills required in the 1st and 2nd grades; The unit will offer teaching and learning processes about the role of ants in nature and their characteristics through scientific research, their mention in language and literature and the mathematical context.

General goals:

- The students will study ants through research and observation.
- Students will learn about ants using reading, writing, listening and speaking skills, creativity and mathematical skills.
- Students will learn, develop and practice personal and interpersonal skills, interactions and collaborations following the topic of the unit.



The *each* principles

How are *each* principles expressed in the teaching unit?

e — education & values

Through research, study and practice on ants and their characteristics, students will learn about the importance of the qualities of responsibility, hard work and diligence among humans; and the importance of partnership in the community, friendship, teamwork, kindness and contribution.

a— academy

The unit encourages interdisciplinary research on the ants and thus develops integrative study skills.

The following fields of thought are expressed in the unit:

- Language: Reading the story "Pistina, the Ant, and the couscous" by Yoav Katz, followed by discussion and creation; Reading the poem "The Ant" by E. Hillel, Writing and practice.
- Life skills: watching a video about the story "The Cricket and the Ant" with "Sabba Tuvia" and learning the morals it teaches.
- Sciences: Research and observation of the ant's body parts, its living environment; the ant's life cycle and its roles in the nest.
- Art: Preparing a creation of industrious ants from plasticine and leaves; making a poster that incorporates a feature, story or representation of ants.
- Arithmetic: Studying and practicing the number six and using number six in arithmetic and engineering in several ways following the six legs of the ant.

c—community

Following the lives of the ants and their role in the nest, the unit's learning teaching processes will promote values of cooperation, sharing, friendship and kindness. The unit will emphasize these values both in the subject studied and in the methods of research, practice and discussion in the group and in class.

h—high tech

The processes of teaching and learning the subject of the unit encourage interdisciplinary research and thus, practice skills required in our era of integrative thinking and learning among students; During the study of the unit, the students will practice the required skills of presenting the products in the classroom and in school, standing in front of an audience and working in groups.



Learning Resources

Learning and reference materials:

- Link to the videos: "[Fistina, the Ant and the Couscous](#)", "[The Cricket and the Ant](#)", "[Ants](#)" from BrainPOP website, the "[The Ant](#)" song
- Link to the game "[Candy Crush](#)", "[The Cricket and the Ant](#)"
- Creative materials: poster sheets, plasticine, leaves and natural materials from the schoolyard
- Magnifying glass and observation documentation worksheet

Learning products:

- Group preparation of a dish of couscous following the story "Fistina the Ant and the Couscous"
- Creating ants from plasticine in combination with leaves and natural materials from the schoolyard, presenting them as a display
- Writing a story about ants using writing exercise generators
- Creating a poster that combines a feature, story or representation of ants and presenting it to the school community



Lesson program/ study sessions

- **Lesson 1: Life skills: "The Cricket and the Ant"**
- **Lesson 2: Language: "Fistina the Ant and the Couscous"**
- **Lesson 3: Science: A study of the ant - Observation in the schoolyard**
- **Lesson 4: Writing: "The Ant" by O. Hillel**
- **Lesson 5: Arithmetic: Exploring the number 6 in different ways**



Program for Lesson 1

Subject: Life skills: "The Cricket and the Ant"

Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	The students will look at pictures of an ant and a cricket and work out what is the relationship between them.	Display a picture of a cricket and an ant			10 minutes
Practice and assessment	<p>The students will watch the dramatized story "The Cricket and the Ant" from "Saba Tovia"</p> <p>Following the viewing, the students will discuss in class:</p> <p>Did the cricket act correctly?</p> <p>Why didn't the cricket store food for the cold winter despite the ant's warnings?</p> <p>Did the ant act correctly when it did not help the cricket in a time of need?</p> <p>In the next step, the students will discuss in class:</p> <p>Did the ant benefit from the fact that the cricket spent its time singing?</p> <p>Is the outcome fair?</p> <p>Do you think the cricket will behave differently next winter?</p>	The students' answers according to the criteria for and against helping the cricket should be written on the board.	responsibility laziness diligence courtesy compassion help reward	Values: giving, cooperation, reward for helping a friend, diligence, responsibility - following the proverb: "Go to the ant, lazybones! Observe its ways and become wise."	20 minutes
Summary and reflection	<p>The students will play "Candy Crush" based on the story of "The Cricket and the Ant"</p> <p>The students will write their answer on the board or on paper and present their answer to the class</p>	<p>The game should be projected onto the board.</p> <p>All students should be allowed to participate.</p>		Academy: play as a way of evaluation for understanding the story, drawing conclusions and applying it to everyday life	15 minutes



Program for Lesson 2

Subject: Language: "Fistina the Ant and the Couscous"					
Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	The students will listen to the story " Fistina the Ant and the Couscous " by Yoav Katz	The story is also in a Youtube video. It can be projected on the board for the benefit of the students who need visual representations to understand.	Group division membership cooperative	Values: cooperation, sharing, friendship, teamwork Community: Learning about positive interpersonal interactions; practicing group discussion while maintaining the rules of respectful discourse; A goal-oriented shared experience in a group Academy: Practice reading an instructional text (a recipe)	10 minutes
Practice and assessment	The students will discuss the story about, Fistina the industrious ant. Students will discuss the story in groups using flashcards with questions: What would you do if you found a treasure? Would you keep the treasure for yourself or share it with others? The students will share insights from the group discussion in class.	Divide the students into groups, prepare cards with questions in advance and encourage group discussion. Students should be encouraged to incorporate examples from their daily lives into their discussions.			20 minutes
Summary and reflection	Following the story, The students will prepare a dish of couscous in collaboration in the group by reading the recipe that appears on the package. The class will have a joint meal of couscous.	Learn from an experience that connects the message of the story and the actions of the students in the group.			15 minutes



Program for Lesson 3

Subject: Science: A study of the ant - Observation in the schoolyard					
Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	<p>Students will look at a picture of an ant and describe its appearance.</p> <p>The students will watch a video about ants from the website, "BrainPop".</p>	<p>A clear, high-quality image of an ant should be projected.</p>	insect ants The life cycle of the ant Interactions	Academy: learning through observation, exploration, observation and research using visual aids and drawing conclusions; Extracting information from visual and auditory sources Developing skills of cooperative work and creativity	5 minutes
Practice and assessment	<p>The students will go out in groups into the schoolyard to observe ants.</p> <ul style="list-style-type: none"> The equipment for observation: a magnifying glass and an observation sheet. <p>The students will return to the class at the end of the time for observation and each group will describe to the class one interesting detail that they discovered.</p> <p>The students will learn about an ant's body structure, the adaptation of its parts and its life cycle.</p>	<p>Options for the observation page:</p> <ul style="list-style-type: none"> Adapted documentation page Free documentation in a science notebook in which the students can write what they saw during their observation of the ant. Documentation using an illustration. <p>(An image of the body structure of the ant is depicted on page 13)</p>			25 minutes
Summary and reflection	<p>The students will make a creation of ants from plasticine combining leaves and materials from nature.</p>	<p>The products will be displayed in an exhibition at the school (the image is attached on page 13)</p>			15 minutes



Program for Lesson 4

Subject: Writing: "The Ant" by O. Hillel

Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	The students will listen to the poem " The Ant " by O. Hillel.				5 minutes
Practice and assessment	<p>The students will listen to the teacher read the poem "The Ant".</p> <p>The students will mark the repeating sound in the song.</p> <p>The students will discuss and research the structure of the poem: rhyme, verse, length, lines.</p> <p>The students will describe the ant shown in the poem.</p> <p>Students will write a story about ants in a notebook .</p>	<p>(The poem "The Ant" is attached on page 13)</p> <p>To encourage writing a story, you should offer titles that generate writing, such as: The sad ant, The ant that fell into the pit, The ant with superpowers, etc. etc.</p>	<p>Repeated sound</p> <p>rhyme verses</p> <p>O. Hillel</p>	<p>Academy: discussion of the poem according to its literary characteristics;</p> <p>Extracting information from visual and auditory sources</p>	30 minutes
Summary and reflection	The students will prepare a poster that combines a feature, story or representation of ants and present them in the school.			Developing literacy skills, creativity, presenting products in front of an audience	10 minutes



Program for Lesson 5

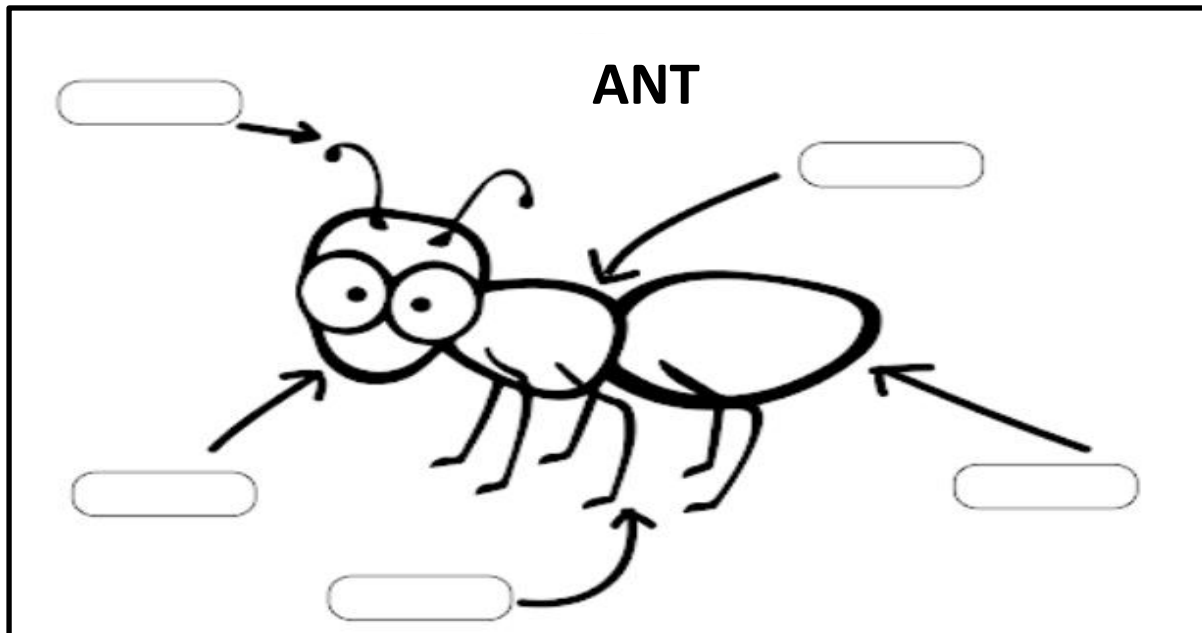
Subject: Arithmetic: Exploring the number 6 in different ways					
Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	Students will look at a drawing of an ant with six legs.	The image of the ant should be linked to the knowledge acquired about an ant's body in science class.		Academy researching a number of ways of developing and mathematical thinking at different levels of thinking.	5 minutes
Practice and assessment	Studying the number 6 as a number and as a factor: <ul style="list-style-type: none"> "House of numbers": the composition of the number "6" through addition and subtraction operations, a whole and its parts "6" as a factor and as a number: even or odd, previous or subsequent numbers The decimal structure: exercises that combine the number "6" Geometry: drawing a hexagon, coloring vertices and sides; Creating a hexagon from strips, measuring the length of the sides, calculating the perimeter. 	The study of the number should be suggested and allowed in a variety of ways	even number odd hexagon previous and next number decimal structure	thinking at different levels of thinking.	30 minutes
Summary and reflection	The students will present to the class one representation of the number "6": (exercise, hexagon in longitudinal strips or in a drawing, representation of 6 using objects or a creative way of their choice)			Developing literacy skills, creativity, presenting products in front of an audience	10 minutes

◀ Examples of learning products

An example of creating ants from plasticine and leaves



Practice sheet - illustration of the body structure of the ant



The poem "The Ant" by O. Hillel

