



Tiny or Small Lesson Plan



Advanced Objective:

Explain that tiny, small, and similar descriptions are dependent on point of view.

Example: Two Bad Ants, I Can't Said the Ant

COS Objective:

- Compare size, shape, structure, and basic needs of living things (Science #6)
- Use words that describe and represent real-life objects and actions (ELA #4).

Resource: Van Allsburg, C., Two Bad Ants

Blymire, L, Jones, C, Brunner, T., Knauer, D. A.C.T. 1 Affective Cognitive Thinking: Thinking Strategies for the Gifted

Materials: Coloring pages, crayons

Activity:

1. Read Two Bad Ants
2. Ask, “What if you suddenly became the size of the bunny on our coloring page (see below)? How would that change the way the classroom looks? How would things change if you suddenly became the size of an ant? ” Turn and talk.

3. Put the following sentences on the board:

- If I were an ant, my chair would be _____. I would have to _____.
- If I were a bunny, my chair would be _____. I would have to _____.
- If I were an ant, my teacher would be _____. I would have to _____.
- If I were a bunny, my teacher would be _____. I would have to _____.

Allow students to fill in the blanks, pointing out the difference between big and huge, and the difference between small and tiny.

4. Divide children into tiered or interest groups. Students will choose either an ant or a bunny and illustrate their ideas of how things would look from the creature's point of view. The teacher will assist students in writing captions for their stories.

5. After children complete their pictures, they will share their illustration with their small group peers and explain the problem and the solution.

Assessment:

Use a checklist to assess student work.

1. Drawings show the difference between tiny and small.
2. Students will explain how things would be different in relation to size.

