

Insect Rescue

Promoting Humane Attitudes Towards Animals Through Children's Literature

Grades: K - 2

Objectives:

Affective:

- Students will develop empathy while putting themselves in someone else's circumstances.

Academic:

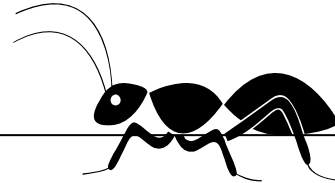
- Students will comprehend the story and its messages about peer pressure, empathy, and compassion for all living beings.
- Students will demonstrate an understanding of a Venn diagram to compare and contrast ants and humans.
- Students will follow directions to assemble insect rescue kits.

Materials:

Hey, Little Ant, chart paper, Venn diagram cards, materials for insect rescue kit (clear plastic cups, index cards, and zip lock plastic bags, white label stickers, colorful insect stickers), toy insect

Motivation:

Read aloud: *Hey, Little Ant*



Hey, Little Ant by Phillip and Hanna Hoose

Just as a boy is about to squish a little ant, the ant talks back! This book is a wonderful dialogue between the boy and the ant. The ending is open-ended, providing a forum for discussion for children and adults alike.

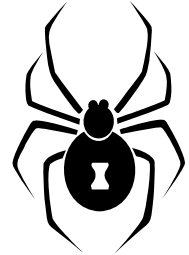
Procedure:

- 1) Ask students: "If you were the boy what would you do?"
- 2) Have students predict how the story will end.
- 3) Ask students if they learned anything new about ants and write responses on chart paper.
- 4) Ask additional questions to elicit empathic responses. Some questions may include:
 - Did your feelings about ants change after listening to the story? Why?
 - Would you rescue ants? Why?
 - Should you respect ants? Why?
- 5) Tell students that since we learned about ants from the book, we are going to compare how the ant and boy were alike and different.
- 6) Draw a Venn diagram on chart paper with "ant" on one side and "boy" on the other side. Then put "ant & boy" in the middle where the Venn diagram intersects.

- 7) Taking turns, have students pick a Venn diagram card and determine if it applies to the ant or the boy or both. Then have the student tape it in the appropriate place.
- 8) Have students brainstorm additional items for the Venn diagram.

Summary:


- 1) Demonstrate how to rescue insects using the insect rescue kit and the toy insect (see instructions for “Insect Rescue Service”).
- 2) Have students create their own “rescue kit” in class to bring home. Supply students with a clear plastic cup, an index card, and a zip lock plastic bag to store it in. If you have a label sticker, you can have the students Write “Bug Rescue Kit” or similar title and decorate it. To personalize their kit, students can decorate their cups with insect stickers or decorate the index card. Have students write instructions in their own words for saving an insect on an index card to include in the kit.



Follow-Up Activities:

- Have students illustrate their endings for the story.
- When students are rescuing an insect (or other invertebrate) have them take a moment to observe and draw a quick sketch of the creature. After they relocate the insect they can use books and/or the Internet to identify the insect.
- Have students create Venn Diagrams to compare and contrast two or more of the rescued creatures.
- Keep monthly records of the different types of invertebrates rescued. Tally and graph the data to see which invertebrates are found most often in the classroom. (This is a great opportunity to integrate technology! Primary grades can graph the data using *The Graph Club* or similar software.) Students can then interpret the data in the graphs or write questions for other students to answer based on the graph.
- Read aloud a book about insects or empathy.

Literature Connections



★ *The Lady and the Spider*
by Faith McNulty

★ *Insects Are My Life*
by Megan McDonald

★ *The Ant Bully* by John Nickle

★ *On Beyond Bugs* by Dr. Seuss

★ *Night Letters* by Normand Chartier

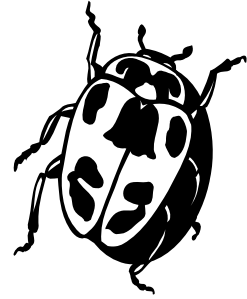
★ *My Father's Hands* by Joanne Ryder

New York State Standards Addressed:

ELA Standard 3 - *Language for Critical Analysis and Evaluation* – Students will read, write, listen, and speak for critical analysis and evaluation.

Listening and Reading

Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.



ELA Standard 4 - *Language for Social Interaction* – Students will read, write, listen, and speak for social interaction.

Listening and Speaking

Oral Communication in formal and informal settings require the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

MST Standard 4 – *Science* – Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

The Living Environment

Living things are both similar to and different from each other and nonliving things.