

# THE ANT AND THE GRASSHOPPER

## THE ANT AND THE GRASSHOPPER

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Ages: 3 - 6; Grades: PreK - 2

Themes: Music, Friendship, Feelings, People at Work

Running Time: 8 minutes

### SUMMARY

A hard-working ant hears wonderful music coming from the distance. Although she knows that she should keep working, she can't help but try to find out where the joyful sounds are coming from. She discovers a funky grasshopper and his band making music with complete abandon. As she is enveloped in the groovy beats, she feels the weariness leave her body. She is delighted when the band accompanies her back to her colony, with the music making her heavy load seem lighter.

### OBJECTIVES

- Students will listen to and describe different types of music.
- Students will discuss character change.
- Students will write continued endings to the story.

### BEFORE VIEWING ACTIVITIES

Have the students listen to different genres of music, from classical, to rock, to jazz, to Latin, to swing, to country. For each type of music, give students a short survey about how the music makes them feel. Compile the results with the class, keeping a tally chart of how many people like each type of music. For each genre of music, make a poster that says: "Jazz makes us feel..." Record the students' responses on the poster. Discuss with students how the same music has very different effects on different people. Encourage students to listen for the same genres of music in the movie.

Preview and develop some of the vocabulary words from the movie. Words to consider are: *boulevard, struggling, remnants, weary, persevere, thwart, humid, burden, antennae, colony*. After choosing 3-4 words, use the following steps to introduce the words and their definitions:

1. Fold a paper into thirds (one paper for each word).
2. Write the word in the left hand column. Read the word aloud.
3. Tell a story, dramatize, or give an example to explain the meaning of the word.
4. Ask students, What do you think this word means, based on the story/dramatization/example?
5. Give students time to discuss their ideas with partners. Then, have students share out ideas.
6. Scribe students' ideas in the middle column.
7. Using students' ideas, craft a definition of the word. Write that in the middle column also.
8. Ask students what kind of drawing could be used to represent the meaning of the word. Draw one or two of their ideas in the third column.

Depending on students' independent writing ability, they can make their own 3-fold definition papers, or simply write the word and draw a picture.

### AFTER VIEWING ACTIVITIES

Lead a discussion about how the ant's feelings changed from the beginning to the end of the movie. Begin by brainstorming feelings words with students. List the words that they come up with, along with a visual that shows the feeling. For more support, consider using a pre-made feelings chart. Then, replay, or read the beginning of the story. Ask:

- How does the ant feel?
- What in the movie/book shows you or tells you how she feels?
- Why does she feel that way?

After discussing, write on chart paper: *In the beginning of the story, the ant feels \_\_\_\_\_ because \_\_\_\_\_.* Then replay, or read, the middle of the story. Ask the same questions and write: *In the middle of the story, the ant feels \_\_\_\_\_ because \_\_\_\_\_.*

Repeat the activity for the end of the story. Summarize with a statement: *The ant's feelings change from \_\_\_\_\_ to \_\_\_\_\_ because \_\_\_\_\_.*

Use music as a way to relax, motivate, and inspire creativity. Some ideas include:

- Play quiet instrumental music while students are reading independently, journal writing, or working on math problems.
- Play different kinds of music during art and encourage students to draw or paint visuals that express how the music makes them feel.
- Play upbeat music during transitions and encourage students to dance to release physical energy before focusing on their next task.
- Encourage students to play, sing, or choreograph a dance to music that they love. Give them time to present to the class.

Do a shared writing activity with the students to write a continued ending to the story. Ask students what they think might have happened when the band went into the colony. Reread or replay the end of the story when the ant invites the band underground: "*It's cool under the ground in our colony. Please come and share your music, and we'll have a party!*". Write this line on chart paper. Then have students work together to build the ending. Scribe their answers, adding ideas of your own and thinking aloud as you write. When the ending has been written, give students time to illustrate a scene from their new ending.

### OTHER THEME-RELATED TITLES FROM WESTON WOODS

- **Arnie and the Doughnut** by Laurie Keller
- **Bing and Gollie** by Kate DiCamillo and Alison McGhee, ill. by Tony Fucile
- **Bugs! Bugs! Bugs!** by Bob Barner
- **Emily's First 100 Days of School** by Rosemary Wells
- **The Pigeon Finds a Hotdog!** by Mo Willems

### OTHER TITLES BY REBECCA EMBERLEY AND ED EMBERLEY:

- **Drummer Hoff**
- **Chicken Little**
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