# **UNIT: Study Skills Grade 2**

**ACTIVITY: Book: “I Can’t”, Said the Ant Lesson** 3

**Academic Standards:**

A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in

school across the life span.

**Competencies:**

A:A1 Improve academic self-concept

**Indicators:**

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.5 Identify attitudes and behaviors that lead to successful learning

Materials

* I Can’t Said the Ant, book by Polly Cameron
* 3x3 Sticky note for each student
* Elmo
* “Encouraging Words, Before and During” sheet
* marker board for recording T-chart information
* markers for board

Vocabulary

* encouragement -- Something which is said or done that makes us want to keep trying when something is hard
* self-encouragement – something you say to yourself that makes you want to keep trying when something is hard

Gathering

Ask students to think of any time in a story where a character had to try hard when something wasn’t easy. (Be prepared to suggest specifics, like Charlottes Web, or other familiar stories.)

Review Agenda/Before the Lesson

“Today we continue our Study Skills Unit by learning a skill called encouragement. What does it mean to encourage someone?”

During the Lesson

Draw a T-chart on the board.

“There are two kinds of encouragement. The first is what we say to others to help them to keep trying.

(List **Encouraging Words We Say to Others** as the heading of the first column on the T-chart.) If I was trying my best to shoot a basket, but kept missing, what would you say to me to encourage me to keep trying?” (Accept several ideas and record them in the first column of the T-chart.)

“The second kind is what we say to ourselves so we keep trying when something is hard. We call this second kind, self-encouragement. (List **Self-Encouraging Words** as the heading of the second column on the T-chart.) If I was trying my best to shoot a basket, but kept missing, which of these could I say to myself that would help me? *This is too hard, I’ll never get it!, or, I think I can!*”

“Right! (List *“I think I can!”* in the second column.) What do you think self-encouragement has to do with study skills?”

“I am going to read you a book called I Can’t, Said the Ant. Listen carefully for words that sound encouraging. When you hear one, hold up both hands. Keep them on your desk the rest of the time.” (Read the entire book.)

After the Lesson

Hand out a sticky note to each student.

Display the “Encouraging Words, Before and During” sheet with the Elmo

Give the students a minute to look them over quietly, then have them choose their favorite to copy onto the sticky note. Students should affix the note to the corner of their desktop to be reminded of what self-encouragement is.

Checking Out What You Learned/Assessment

* Invite students to think about the encouragement the ant received in the story.
* Popcorn additional encouraging words from the story to add to the T-chart.
* Revisit the “Encouraging Words, Before and During” list of words. Which might have been helpful for the ant? How could these words/phrases be turned in to self-encouraging words?

Closing

Ask the kids to practice their self-encouragement and put a small mark on their sticky note each time they do.

Notes

You may choose to make transparencies of the sheet and T-chart in this lesson and use an overhead projector instead of the Elmo.

**Encouraging Words**

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| Please try! | Breathe! | Try it again! |
| Just think you can! | You can figure it out. | There’s more than one right way! |
| Will you look at that? | Aren’t you smart! | There’s hope! |
| Give it time! | You haven’t lost yet | You’ll fix it! |
| You’ll get it! | Way to keep cool! | You’re doing it! |
| You can do it! | Relax! | Stop and think! |
| You’ve gone far! | It’s a breeze! | That’s good! |
| That’s the way! | You must try! | You can! |
| Fear not! | Just keep cool! | Great! |
| It’s OK to ask for help! | That was alright! | Way to work hard! |
| Don’t give up! | What power! | I’m on the right track! |