



Dear Teacher,

Learning about ants is fun! With a little creativity there is no end to the learning opportunities which may be based around the theme of ants. Maybe it's their amazing societal structure, feats of strength or ability to survive almost anywhere on the planet that have caused children (and many adults!) to be fascinated by ants.

Fire ants are a hot topic! They are just one of thousands of species of ants now found in Australia and are equally as fascinating as other ants yet have the potential to destroy Australia's outdoor lifestyle, environment and agricultural production. In order to eradicate this new pest we need community support and your interest in raising fire ant awareness is appreciated.

To get you started, included in this kit are a range of activities and worksheets which may be used and adapted to your classroom situation. If you would like more ideas, information and pictures or would like to Email us your good idea, go to the DPI website listed below and follow the appropriate links or call us.

Website: www.dpi.qld.gov.au

DPI Call Centre: **13 25 23** (ask for the Fire Ant Control Centre Education & Training Officer)

INCLUDED IN UPPER PRIMARY/ LOWER SECONDARY TEACHER KIT:

- How to make a really cool ant hat
- Suggested Lesson Plan and activities
- Little Ant-Big Problem worksheet
 - Little Ant-Big Problem answers
- Fire Ant fact cards question sheet and
 - Answer sheet (for use in "Mix n Match" or "Learning on the Run" activity)
- Crossword
 - Crossword answers
- Find-a-Word
 - Find-a-Word Answers
- Ant words
- Build Your Own Ant (3 sheets) – Build Your Own Ant Teacher Instructions
 - Red Imported Fire Ant Blackline Master
 - My Red Imported Fire Ant Colouring Page
- Spot the Difference and Make Your Own Key (3 sheets) – Teacher Instructions
 - Ant ID worksheet
 - Ant ID W/sheet teacher copy



How to Make a Really Cool Ant Hat



What you need:

- A cap (make sure it has two small sewing holes at the front)
- 2 pipe cleaners
- 2 small pom-poms (optional)

Note: Pipe cleaners and pom-poms are available at most craft shops and discount stores (eg. Overflow, Dollars & Sense)

What to do:

1. Push the two pipe cleaners through the sew-holes on the cap
2. On the inside of the cap, tie the two ends of the pipe cleaners together
3. Bend the pipe cleaners to taste and wrap their tips around a pom-pom (optional)



SUGGESTED LESSON PLAN AND ACTIVITIES FOR SCHOOLS

Preparation and Materials needed:

Note: To request any of the worksheets and other materials listed below contact the DPI Fire Ant Control Centre on 13 25 23 and ask to speak to the Education and Training Officer.

1. Various worksheets (with answers) included in this pack
2. Brochures and posters of fire ants.
3. Games Materials: Popcorn; plastic buckets, pots or large cups, soil, plants or material (to represent transported materials); lollies/ prizes, whistle
4. *Optional*: CD-Rom developed by Windaroo Valley High School and DPI for follow-up/research activity
5. *Optional*: "Chip Test" materials: - Chips and other types of food.
- Graph paper
"Ant Trails" materials: - Chips and other types of food.
- Mud maps and/or instruction sheets to be made by teacher to suit location
- Fire ant (or general ant) fact cards (included in this pack)
6. *Optional*: Take photos of activities for use in school newsletter.

THREE FIRE ANT GAMES

1. Find the Fire Ant ... students find hidden items (badges or rubber ants) placed around room or playground by teacher. Prize awarded to best individuals or team.
2. Don't spread the fire ant. Called "Red Fire Ant Rover". A variation on the game where there are two teams. The object of the game is for each team in turn to deliver as many buckets of "high risk material" (eg. pot plants, sand, soil *or* objects to represent pot plants or soil – say cotton material, balls or scrap paper – use a bit of imagination and artistic licence if necessary) from one side of a field to the other without getting tagged by members of the opposite team. So each team may have (say) 3 turns at attempting to "spread" fire ant infested material from the original line to a bucket or bin at the other side. If a team member is tagged they must go to the side, then to the original line and wait for the next turn. If a team member is not tagged, they firstly deposit their "soil" into the bucket, then return to the original line for the next attempt at crossing. The winning team is the one which allowed the **least** delivery of materials by the opposing team to the other side.

3. **Kill the fire ant.** Students divide into different teams (say 2 – 6 teams). Teacher spreads uncooked popcorn around the playground and “Workers” from different teams find and collect “bait” (popcorn) to deliver back to the queen (“team leader”). Winner is the team with the most popcorn in bucket.

End of Games: Give out prizes.

Suggested structure for DISCUSSION:

Teacher: Tell me what you know about fire ants.
(Teacher then writes student comments on board)

***Why are Fire Ants a problem ?** Social, Environmental, Agricultural, Industrial impacts. Discuss impact of other introduced species (eg. cane toad).

***Where did they come from ?** South America, where they are not really a problem as they are in
their own environment. Discuss natural balance, predators, competitors.

*** The DPI Three point strategy:** (Relate to 3 games)

1. **Find the Fire Ant.** *What do they look like and how do they behave ? (Show samples and pictures in brochures or on OHP)
 - Where are they in Brisbane ? (Show Distribution Map in brochure or on website)
 - Keep on the look out ... this is where KEEN YOUNG nature-lovers can really help !!
What do you do if you find a suspect nest ? ... ask parents to call DPI on 13 25 23 and ask parents to collect samples (if possible), state location found, contact details
2. **Don't Spread the Fire Ant.** Ways they spread... how to prevent spread
3. **Kill the Fire Ant.** How they reproduce; what DPI is doing... surveillance, baiting, management plans with high-risk business and Govt organisations; Should you spray a nest yourself? Should you disturb the nest? Why not ?

(**Note:** This is a suggested format. For more info and ideas, read the DPI Fire Ant brochures and view the DPI website: www.dpi.qld.gov.au or call us on **13 25 23**)

Question Time...

Complete worksheets (Included in this teacher pack)

Conclusion: Fire ants will affect ALL Australians. We need your help in **finding** fire ants and in helping to **stop their spread**. If you find any suspect ants, tell your parents and ask them to call

13 25 23. If you would like more info go to the DPI website: www.dpi.qld.gov.au

Optional Activities:

1. "Chip Test": In advance, set out some food sources (eg. chips, fruit, bread, meat) in the playground to attract ants, then go and collect samples with the class, noting which types of ants are attracted to different foods sources. **Caution !** This activity requires supervision as some ants inflict nasty bites and stings.

Optional Extra: Design a data table and record the numbers and types of ants in different locations and

attracted to different food sources. Graph the results.

2. "Learning on the Run - Ant Trails": Like a Treasure Hunt. Teacher hides cards with fire ant facts along a trail, then provides students with a mud-map and/or set of instructions to travel from point to point. Students have to find cards and record facts in order to earn points. Bonus points for first, second, third group to finish. (Note: Fire Ant Fact Cards are included in teacher kit).

3. "Ant Stories": Write a story (or a poem) about fire ants (eg. "The adventures of Anton the Fire Ant"). **Challenge:** Include as many "ant" words as possible in your story.

4. Fire Ant and General Ant Research Project: Teacher may set a research topic, utilising the Fire Ant CD-Rom and DPI website as resources.



FIRE ANTS: LITTLE ANT BIG PROBLEM - WORKSHEET

ORIGIN

1. a) What is the scientific name for Red Imported Fire Ants ?

- b) Where did these ants originally come from?

IMPACT

2. Name three ways that Red Imported Fire Ants could impact Australia.



HAVE YOU SEEN A FIRE ANT?

3. Using the following headings, describe some of the special characteristics* of fire ants:
 - a) The Aggression Test: _____

 - b) The Nest Test: _____

 - c) The Size Test: _____

 - d) Other characteristics: _____

*(Characteristics = special features that are different from other ants and living things)

WE NEED YOUR HELP !

There are two ways you can help the DPI fight the fire ant:

- A. Help us FIND the fire ant
- B. Don't SPREAD the fire ant



WHAT TO DO:

- 4. What should you do if you find a suspected fire ant nest?

- 5. What can you do to help prevent the spread of fire ants?

WHAT THE DPI IS DOING

- 6. List at least three things that the Department of Primary Industries is doing in order to eradicate fire ants:

WANT TO FIND OUT MORE ABOUT FIRE ANTS ?

You can:

Read the DPI fire ant brochures

Visit our website: www.dpi.qld.gov.au

Phone the DPI Call Centre on 13 25 23



FIRE ANTS: LITTLE ANT BIG PROBLEM - ANSWERS

ORIGIN

1. a) What is the scientific name for Red Imported Fire Ants?

Solenopsis Invicta ("Invicta" means invincible !!)

b) Where did these ants originally come from?

South America

IMPACT

2. Name three ways that Red Imported Fire Ants could impact Australia.



- Social – Affect our pets, outdoor way of life, sports, gardening, health – nasty stings, allergic reactions (death in rare cases)
- Environmental – Destruction of native species – animal and plant.
- Agricultural – sting animals such as cattle, horses, sheep – can cause blindness or even death. Eat some plants and plant seeds (eg. corn seeds) reducing crop yields. Deter hand labour.

HAVE YOU SEEN A FIRE ANT?

3. Using the following headings, describe some of the special characteristics* of fire ants:

a) The Aggression Test: Highly aggressive

b) The Nest Test: Usually no visible entry holes in dome. Honeycomb structure inside. Dome up to 40 cm high. Varies in size.

c) The Size Test: Workers vary in size from 2mm up to 6 mm. No bigger than 6 mm. (Contrast this with most other species of ants which have one fixed, uniform size for their workers)

d) Other characteristics:

-Reddish-brown in colour

-Inflict a fiery sting which usually causes a pussy blister (pustule)

-Abdomen is usually darker in colour than rest of body,

-Twin humps (petiole) between abdomen and thorax

Note: The only way to be certain about fire ant identification is to send a sample to the Fire Ant Control Centre, where the scientists will identify them under a microscope.

*(Characteristics = special features that are different from other ants and living things)

WE NEED YOUR HELP !

There are two ways you can help the DPI fight the fire ant:

- A. Help us FIND the fire ant
- B. Don't SPREAD the fire ant



WHAT TO DO:

4. What should you do if you find a suspected fire ant nest?

Tell your parent or a teacher. Ask them to inspect it and if they think it may be a fire ant nest, call the DPI call centre on 13 25 23. Avoid disturbing the ants and do not spray the nest – otherwise the underground workers could detect something wrong and may simply move the queen/s through the tunnels to start a new nest nearby.

5. What can you do to help prevent the spread of fire ants?

Avoid transporting high-risk materials such as soil, pot plants, mulch, hay, or any other materials that could have been in contact with fire ant infested ground

WHAT THE DPI IS DOING

6. List at least three things that the Department of Primary Industries is doing in order to eradicate fire ants:

Public awareness – educating people on what to look for and what to do

Treatment – Spreading very low toxic baits up to four times a year in the treatment zone

Surveillance – Checking properties for fire ants

Management plans – working with businesses, government and other organisations (eg. nurseries, earth-moving contractors, Telstra) to reduce risk of fire ants spreading

WANT TO FIND OUT MORE ABOUT FIRE ANTS ?

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Visit our website: www.dpi.qld.gov.au

Phone the DPI Call Centre on 13 25 23



FIRE ANT FACT CARDS - QUESTION SHEET



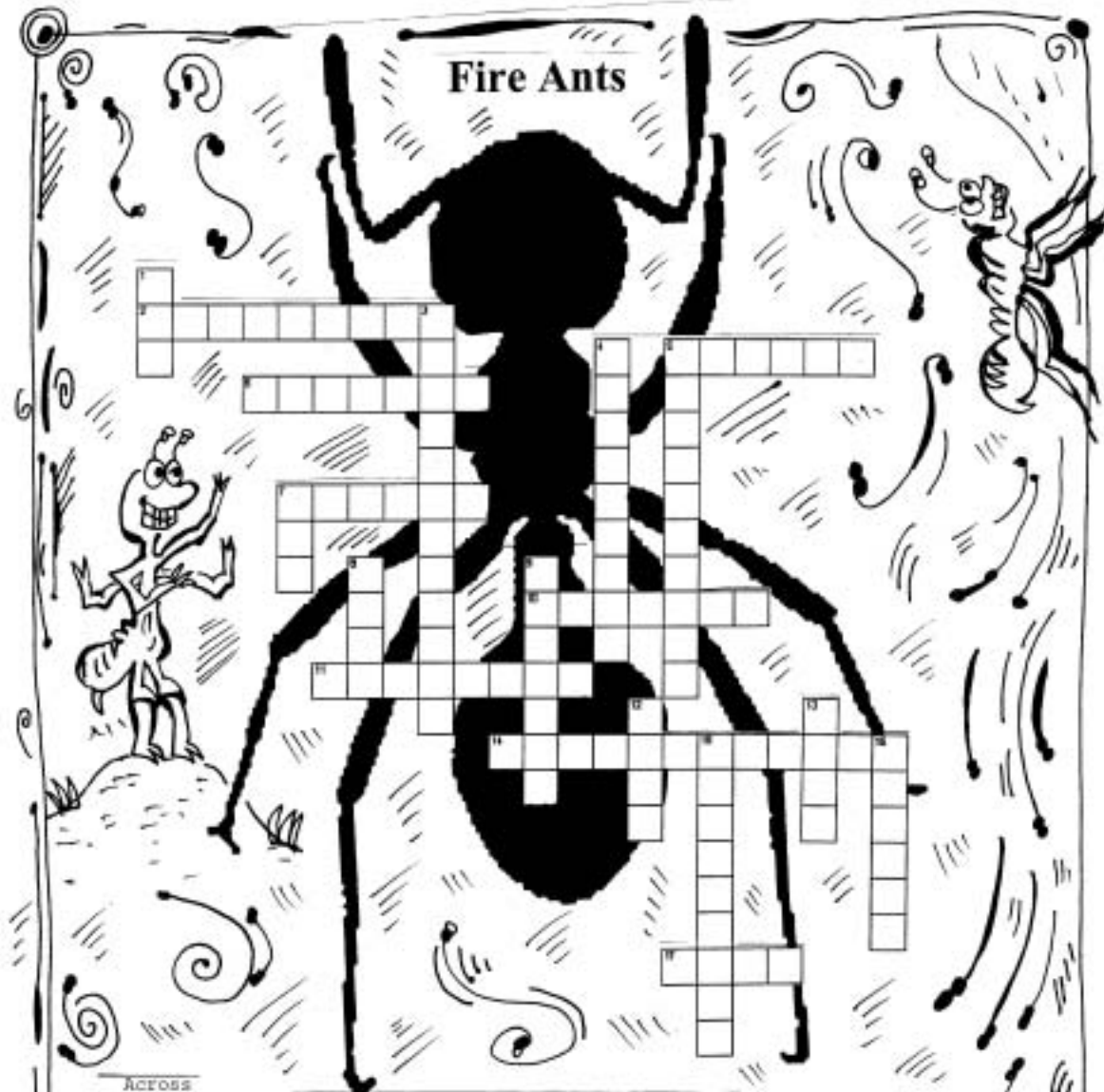
- Cut out these cards and use with the answer cards as an indoor "Mix n Match" activity (Where, as a group, students match the question cards with answer cards, engaging in discussion during the process) *or*
- Use these cards as an outdoor "Learning on the Run - Ant Trails" (*Treasure Hunt type*) activity – see suggested lesson plan (optional activities) for details
- For better results, photocopy answer cards onto colour paper, or glue question and answer cards onto different coloured cardboard (*or* be really enviro-friendly and use card from different cereal boxes !)
- Teacher may opt to use some or all of the cards as appropriate for age group

1. What is the scientific name for Red Imported Fire Ants ?	7. What is one special feature of fire ant nests ? (To do with the entry hole)	13. Fire ants have this special feature on the end of their antennae.
2. Where did Red Imported Fire Ants originally come from?	8. What does the inside of a fire ant nest look like ?	14. Fire ants have this feature between their abdomen and thorax.
3. What is one way that fire ants could impact Australia ?	9. How do fire ants usually behave when disturbed ?	15. Fire ants may be transported in this type of material.
4. What is the unique feature of fire ant size ?	10. What type of venom do fire ants inject ?	16. If you find a fire ant nest you should ask your parents to call this number.
5. What sizes are fire ants ?	11. What is the order of insects to which ants, bees and wasps belong ?	17. Why are fire ants called fire ants ?
6. What colour are fire ants ?	12. A fire ant sting will usually cause this.	18. Fire ants may harm these.

FIRE ANT FACT CARDS - Answers

<p>The scientific name for Red Imported Fire Ants is <i>Solenopsis invicta</i>.</p>	<p>Fire ant nests usually have no obvious entry hole.</p>	<p>Fire ants have a "double club" on the end of each antenna.</p>
<p>Red Imported Fire Ants originally came from South America.</p>	<p>The inside of a fire ant nest has a honeycomb structure.</p>	<p>The feature between a fire ant abdomen and thorax is a "twin petiole" (a waist with two humps).</p>
<p>Fire ants could impact Australia by disrupting our outdoor activities such as picnics and sports</p>	<p>Fire ants usually behave very aggressively when disturbed.</p>	<p>Fire ants may be transported in soil (as well as mulch, pot plants and anything which has been in contact with the ground).</p>
<p>The unique feature of fire ant size is that the worker ants come in VARIOUS sizes, unlike most other ants where the workers come in one uniform size.</p>	<p>Fire ants inject an alkaloid venom using a stinger in their "tail end" (abdomen).</p>	<p>If you find a fire ant nest you should ask your parents to call the DPI on 13 25 23.</p>
<p>Fire ants range in size from 2 – 6 mm.</p>	<p>Ants, bees and wasps belong to the order of insects called hymenoptera.</p>	<p>Fire ants are called fire ants because they inflict a fiery, burning sting.</p>
<p>Fire ants are copper-brown in colour.</p>	<p>A fire ant sting will usually cause pussy blisters (pustules) on a person's skin.this.</p>	<p>Fire ants may harm our native plants and animals.</p>

CROSSWORD



Across

2. Fire ants can be transported in these(2 words)
5. Fire ants can _____ and injure our pets
6. A distinctive feature of fire ants is that they come in _____ sizes
7. Don't _____ fire ants!
10. Fire ants inflict a painful, _____ sting
11. Some people may have an allergic _____ to stings
14. The colour of fire ants
17. The shape of the nest

Down

1. Department of Primary Industries
3. Fire ants are native to this continent
4. Fire ants can be carried on _____ and equipment
5. Fire ants are very _____ in their behaviour
7. Fire ants are no more than _____ millimetres in length
8. Fire ant nests usually have no entry _____
9. Fire ants inject their venom using a sting on their _____
12. Help _____ fire ants!
13. If you are stung apply a _____ compress
15. The appearance of the inside of the nest
16. Fire ants damage _____ Australian plants and animals

CROSSWORD – ANSWERS

ANSWERS
 (OR ANT-SERS)

Fire Ants

Across

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HELP FIND FIRE ANTS: FIRE ANTS FIND-A-WORD

We're all on the same team when tackling fire ants.



Find each of the following words:

Abdomen	Machinery	EntryHole	Solenopsis	Allergic	ReddishBrown
Attack	DPI	SouthAmerica	Blisters	Honeycomb	Environment
Painful	FireAnts	Compress	Invicta	Spread	Native
PottingMix	Dome	Aggressive	Various	Agriculture	Sting

A	B	E	N	V	I	R	O	N	M	E	N	T	F	F	I	D	G	Z	Y
B	F	R	F	M	A	C	H	I	N	E	R	Y	D	X	N	R	X	B	F
N	D	U	S	X	G	Y	I	Z	B	V	F	S	R	F	V	F	R	Y	A
W	E	T	R	S	B	N	F	X	F	I	R	T	X	N	I	Z	F	B	R
O	V	L	E	X	E	B	I	F	F	T	S	N	S	R	C	B	S	S	A
R	I	U	T	S	S	R	B	T	B	A	F	A	B	C	T	R	Y	B	S
B	S	C	S	F	E	B	P	X	S	N	Q	E	Z	I	A	X	D	X	T
H	S	I	I	R	M	S	B	M	R	S	X	R	Y	G	B	O	A	F	R
S	E	R	L	S	O	L	E	N	O	P	S	I	S	R	M	R	E	B	L
I	R	G	B	R	D	S	E	B	S	C	R	F	S	E	B	L	R	S	U
D	G	A	S	B	M	O	C	Y	E	N	O	H	N	L	E	X	P	Z	F
D	G	I	P	D	R	S	S	P	B	F	R	H	X	L	Y	Z	S	B	N
E	A	S	R	S	A	B	F	D	S	X	D	Y	Z	A	S	R	B	R	I
R	S	E	N	T	R	Y	H	O	L	E	Z	S	R	K	C	A	T	T	A
B	D	N	X	F	Y	A	C	I	R	E	M	A	H	T	U	O	S	R	P
S	P	O	T	T	I	N	G	M	I	X	X	S	U	O	I	R	A	V	T

Now find the answer to this riddle: *What is the largest type of ant in the world?*

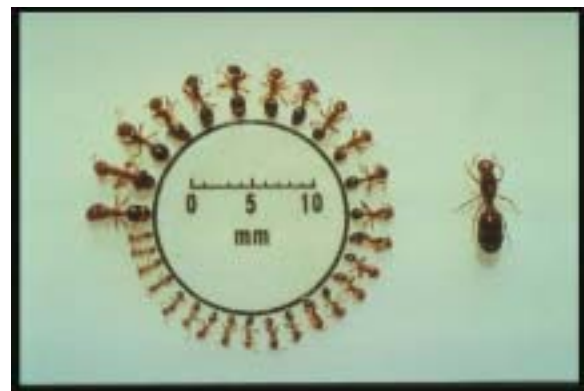
First, colour in all the words that you have found.

Next, colour in all the letters B,D,F,R,S,X,Y,Z

Read the leftover letters to find the answer !!



Microscopic close-up of a fire ant



One of the key features of fire ants is that *the workers come in a VARIETY of sizes.*
Pictured above are workers on the left and a queen on the right



(Football comic character and size variety photo courtesy Texas A & M University. Close-up photo courtesy BioTrack.)



HELP FIND FIRE ANTS: FIRE ANTS FIND-A-WORD ANSWERS

Abdomen	Machinery	EntryHole	Solenopsis	Allergic	ReddishBrown
Attack	DPI	SouthAmerica	Blisters	Honeycomb	Environment
Painful	FireAnts	Compress	Invicta	Spread	Native
PottingMix	Dome	Aggressive	Various	Agriculture	Sting

a		E	N	V	I	R	O	N	M	E	N	T			I		g		
		R		M	A	C	H	I	N	E	R	Y			N				
N		U	S		G		i			V		S			V				a
W	E	T	R	S		N				I		T		n	I				
O	V	L	E		E		I			T		N			C				A
R	I	U	T			R		T		A		A			C	T			B
B	S	C	S		E		P		S	N	Q	E			I	A		D	t
H	S	I	I		M			M				R		G		O	A		
S	E	R	L	S	O	L	E	N	O	P	S	I	S	R	M		E		L
I	R	G	B		D		e			C		F		E		I	R		U
D	G	A		B	M	O	C	Y	E	N	O	H	N	L	e		P		F
D	G	I	P	D				p				h		L			S		N
E	A				a									A					I
R		E	N	T	R	Y	H	O	L	E				K	C	A	T	T	A
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	P	O	T	T	I	N	G	M	I	X		S	U	O	I	R	A	V	t

Now find the answer to this riddle: *What is the largest type of ant in the world?*

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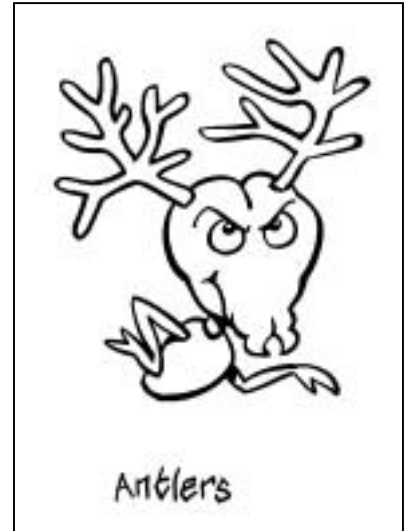
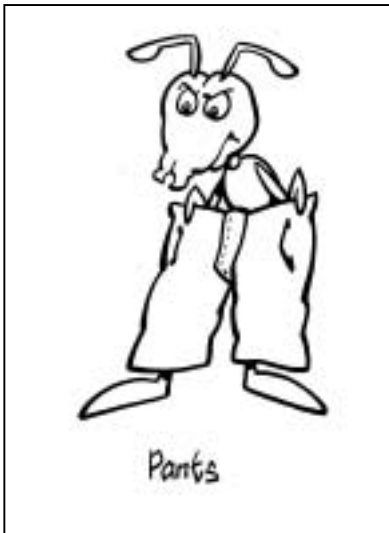
Read the leftover letters to find the answer !! **Answer: A giant elephant**





ANT WORDS

Name: _____



1. Write down a list of at least 10 "ant" words. Be careful not to include any "ent" words (such as bent). The first two are done for you.

fantastic _____

giant _____

2. Select at least two of your "ant" words and draw funny pictures to go with them. Use the examples above to give you an idea of what to do.

3. Make an "Ant Words" book as a whole class. Put all of your ant words and funny pictures together in one book. See if your class can include in the book at least one word beginning with each letter of the alphabet! Your teacher will help the class do this.

4. On a separate page make a word find puzzle using your "ant" words. Try to make the page look good by including a page border and some pictures. Try to do a top job !! Your teacher may photocopy some good puzzles to give to the rest of the class.

**Did you know? A queen fire ant is like an egg factory !!
She can lay around 800 eggs per day!**



Build Your Own ANT

Teacher's Instructions

Purpose: To learn the anatomy of the Red Imported Fire Ant while reviewing addition and subtraction facts.

Before You Start: Photocopy one *My Red Imported Fire Ant* coloring page for each student and one *Red Imported Fire Blackline Master*. Locate dice and other needed materials.

Time: 30 minutes

Materials: One pair of dice per group

Red Imported Fire Ant Blackline Master, one per group

My Red Imported Fire Ant coloring page, one per person

Crayons or markers, one set per group

Doing the Activity:

- 1) Review the basic anatomy of ants by showing students the drawing of the Red Imported Fire Ant. Discuss that all insects have three main body sections — the head, abdomen and thorax; they also have six legs and two antennae. Discuss what anatomical parts make Red Imported Fire Ants unique — the stinger and the tooth.
- 2) Explain the game rules to the students.

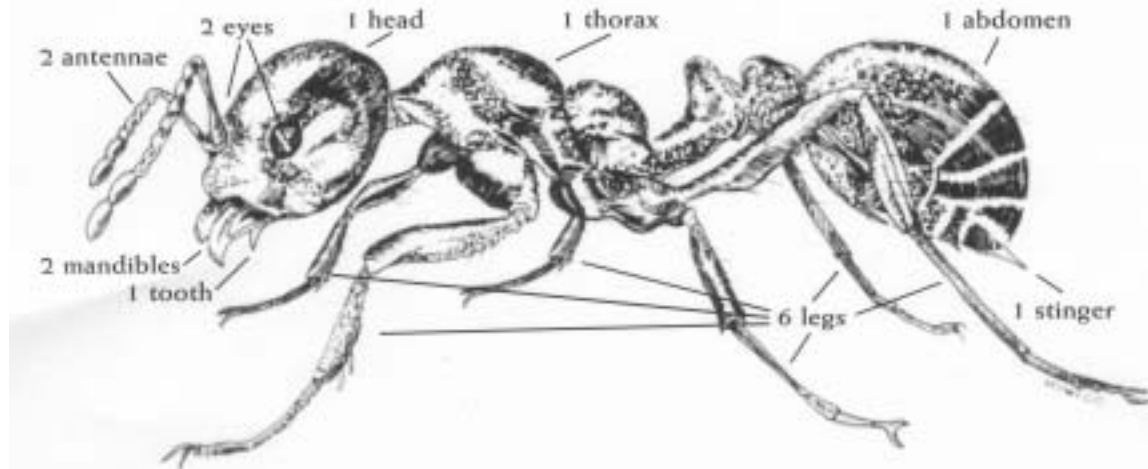
Game Rules

- Form teams of 2-4 players. Distribute a *My Red Imported Fire Ant* coloring page to each player. Each team should have one pair of dice, one set of coloring crayons or markers, and one *Red Imported Fire Ant Blackline Master*.
- Roll one dice to see who goes first. The person who rolls the highest number will go first. The players take turns clockwise.
- First player rolls a pair of dice. Player can either add or subtract the numbers on the dice to get a total. Using the key on the *My Red Imported Fire Ant* coloring page, the player determines which part of the ant can be colored on his/her page. The player must verbalize the addition or subtraction problem and announce to the group which part will be colored. The other players should verify the answer before the player colors in the section of the ant.
- Play continues with each person. The first person to completely color in his/her ant is the winner!

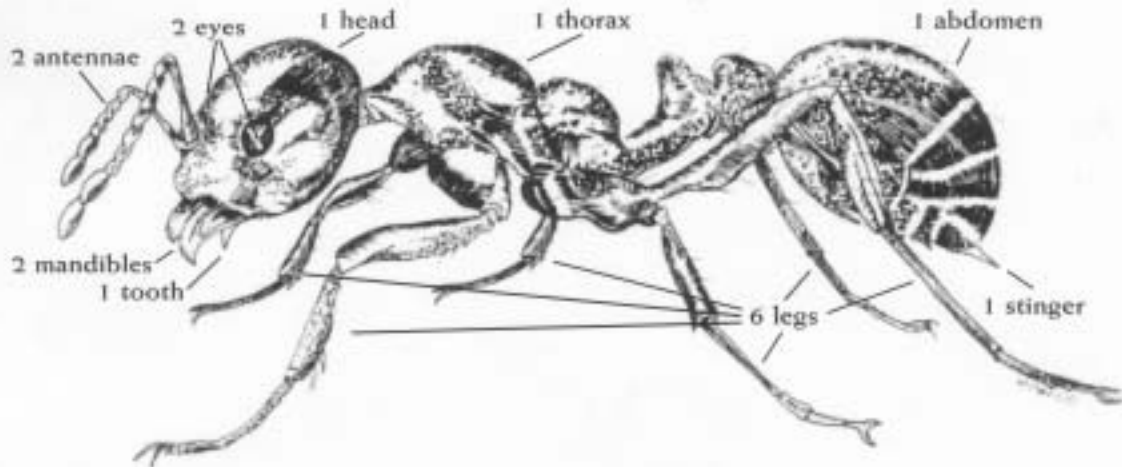
- 3) After the game, display the colorful ant pictures.

Science/
Mathematics
Activity

Red Imported Fire Ant



Red Imported Fire Ant

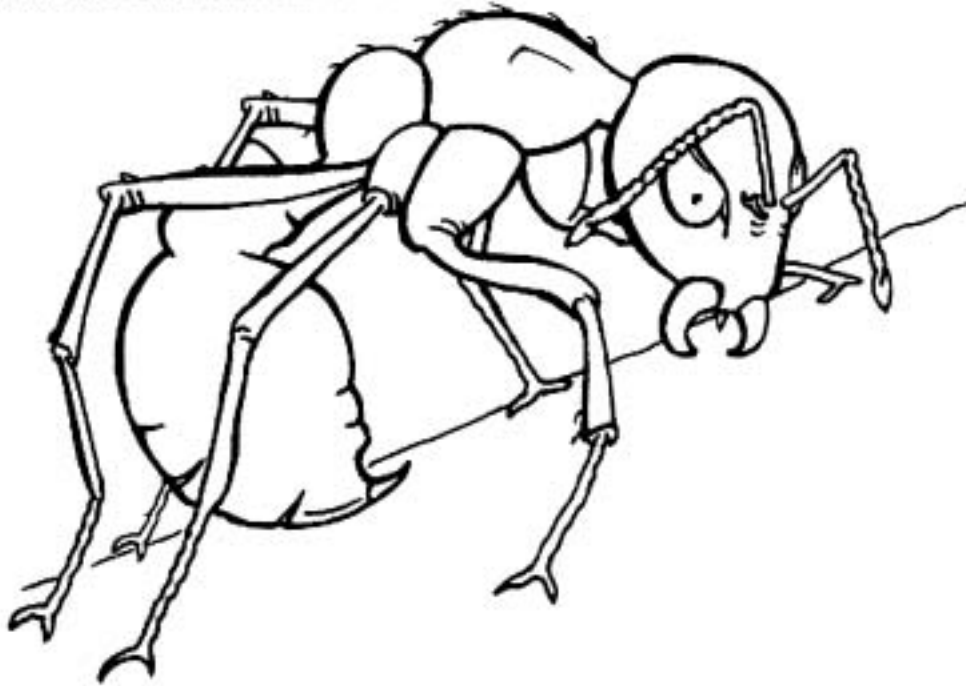


Courtesy California Department of Food and Agriculture

Name _____

My Red Imported Fire Ant

Directions: Take turns rolling the dice. Add or subtract the numbers on the dice to get a total. Use the key at the bottom of the page to see what part of the Red Imported Fire Ant you can color. Whoever colors their ant first is the winner! Have fun!



If you add or subtract and get the total of:	You may color in one:	To complete your ant, you must color in:
1	Abdomen	1 Abdomen
2	Leg	6 Legs
3	Thorax	1 Thorax
4	Antenna	2 Antennae
5	Mandible	2 Mandibles
6	Eye	2 Eyes
7	Tooth	1 Tooth
8	Stinger	1 Stinger
9	Head	1 Head

Courtesy California Department of Food and Agriculture



Spot the Difference and Make Your Own Key!

(or Make Like a Scientist !) Teacher Instructions



What to do:

PART 1: SPOT THE DIFFERENCE !

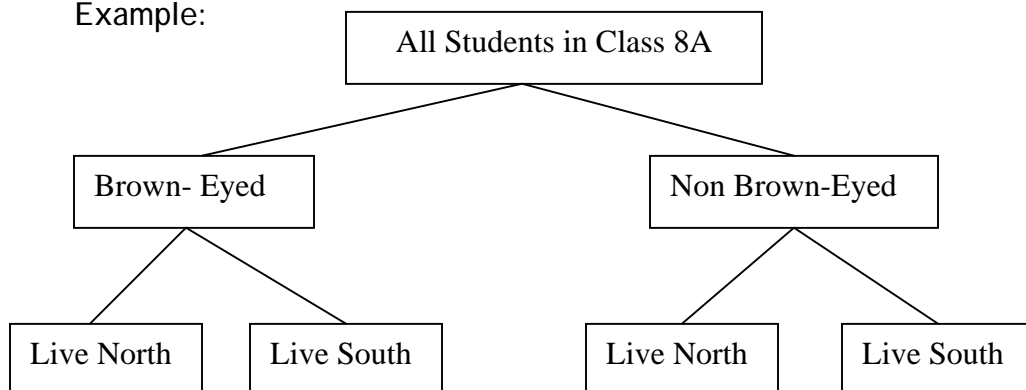
1. Teacher provides students with Ant ID Worksheet *or* cuts up pictures of ants From DPI brochure and removes names of ants
2. Working individually at first, students closely observe pictures and write down on scrap paper as many identifying features as possible
3. Students report findings back to small group
4. Make a competition to see which group can find the most differences amongst the ants
5. Small group representatives then report back to whole class and teacher writes list on board



PART 2: MAKE YOUR OWN KEY

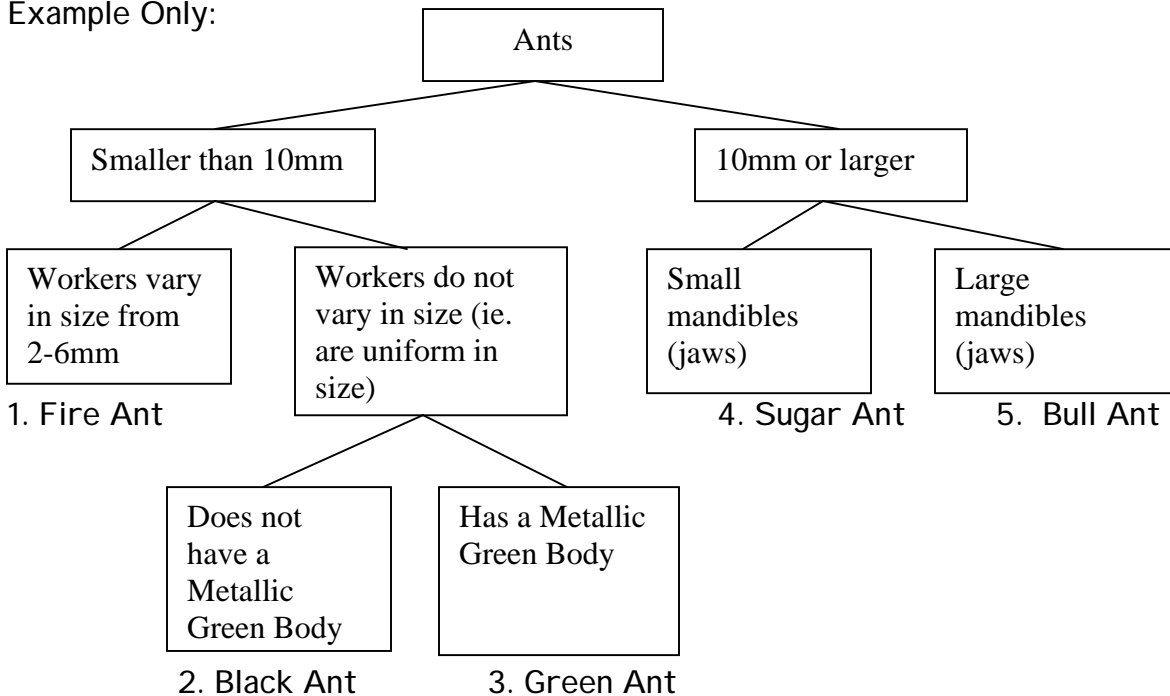
1. Teacher demonstrates example of a key.
 - a) Divide and sub-divide class into groups using different features. (Example: Students with brown eyes move to front of room, students with any other colour move to back. Then students living north of school move to left, students living south of school move right. . .now the class is divided into four groups . . continue dividing until there are 8 or perhaps 16 groups)
 - b) Draw the example of the class key on the board. Students should write this down

Example:



- Teacher reveals actual names of ants and students write these on their Ant ID Worksheet.
- Using the differences between the ants identified in Part 1, students (in groups or individually) develop their own simple keys for the ants provided (Note: There is no "right" answer, students should be encouraged to develop their own)

Example Only:



3. Discuss how keys are useful to scientists - you may like to visit the CSIRO Australian Ants Online website and view the key for ant classification: <http://www.ento.csiro.au/science/ants/>

●●● OPTIONAL EXTRA ●●●

"You and I – Similar yet different!" Language Activity








Task: Students write a story to demonstrate the differences and similarities between Red Imported Fire Ants and other ants.

EXAMPLE: Ms Fire Ant is similar to Ms Black Ant as they both have six legs. However, their antennae are different. Ms Black ant's antennae are longer and like a bow in contrast to Ms Fire Ant whose antennae are shorter and kinked in the middle.

Students should use words/phrases like **whereas**, **in contrast to**, **however**, **this is similar to**, **this is different to**, **in comparison**.

Stories may also be drawn up as comic strips. *(Football comic character courtesy Texas A&M University)*






Ant ID Worksheet

Ant ID Number	<u>Actual Length</u>	Image	Ant Common Name (Complete this column when your teacher tells you)	Ant Scientific Name * (Complete this column when your teacher tells you)
1	2-6 mm			
2	4 mm			
3	5 mm			
4	9 mm			
5	15 mm			

* *Optional*

(Images courtesy of Biotrack)

Ant ID Worksheet – Teacher Copy

Ant ID Number	<u>Actual Length</u>	Image	Ant Common Name (Complete this column when your teacher tells you)	Ant Scientific Name * (Complete this column when your teacher tells you)
1	2-6 mm		<u>Fire Ant</u>	Solenopsis Invicta
2	4 mm		Black Ant	Iridomyrmex 'rufoniger'
3	5 mm		Green-Headed Ant or Green Ant	Rhytidoponera 'metallica'
4	9 mm		Sugar Ant	Camponotus species
5	15 mm		Bull Ant	Myrmecia species

* *Optional*

(Images courtesy of Biotrack)