

Lesson Plan
By Ryan Adams
Thursday, February 10, 2011

Lesson: *Two Bad Ants* by Chris Van Allsburg

Length: 9:45-10:00 (15 minutes) & 10:30-11 (30 minutes)

Age or Grade Level Intended: 3rd

Academic Standard(s):

English 3.3.3—Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

Performance Objective(s):

After reading *Two Bad Ants*, students will write two sentences describing one character in the story.

After reading *Two Bad Ants*, student will write three sentences describing the point view of the ants.

Assessment:

Students will use paper to describe the characters within the story.

Advance Preparation by Teacher:

- Read *Two Bad Ants* by Chris Van Allsburg prior to the lesson
- Identify Stopping locations within the text within the text
- Have background information and differ viewpoints

Procedure:

Introduction/Motivation:

1. Have students report to the reading rug.
2. Today we are going to read *Two Bad Ants* by Chris Van Allsburg and focus on learning about different points of view. Does everyone view an object the same way? The teacher should hold up the book and ask students to listen carefully about how ants view items differently than human. Also, tell students to play close attention to the illustrations within the story.

Step-by-Step Plan:

3. Start reading the story aloud to the students. While reading the story, make sure students are paying attention and sitting “criss cross apple sauce.” After reading three pages stop and ask students to summarize what the story is about. Also, ask students different comprehension questions along the way. Continue to ask students questions throughout the whole book. After reading the story, discuss the point of view at which the story was written with the students. Also, talk with the students about how human would view items in the story differently than ants. While discussing the books be sure to talk about how the author portrayed the ants in words and illustrations.
4. After the discussion, move the Popsicle sticks and tell each group where they will be reading during the remainder of the workshop..

5. At the end of reader's workshop, have students return to their seats and fill out their reading logs.

Closure:

Remind students that it is very important to be able to identify the point of view that authors use when writing stories. Ask students "What point of view is the author using in the books that you are reading?" Tomorrow we will read another story and compare the point of views between each book.

Adaptations/Enrichment:

Learning Disability: This student will participate in reader's workshop and may need to have an adult reading with him. (This student typically comes into the classroom in the middle of reader's workshop because he special education leaves at the time.)

Self-Reflection:

1. Did students comprehend the story?
2. Did students understand the concept of different viewpoints?
3. What parts of the lesson needs improved?

Notes from Supervising Instructor: William Neale :

In the class observed, Ryan gathered the students together to the "rug" area and made some introductory comments about the story to be read. 'Two Bad Ants' was read to the students. Ryan asked a series of questions during the reading and the students responded to each question. Many of the questions dealt with situations in the book. The students were attentive during the reading of the story. Some of the questions were at the comprehension level and included how humans and ant's view the world differently. There were mostly general response questions with some directed response. Some positive comments such as "good job" were used to reinforce the analysis of the story's details. The students were also asked to infer what might happen next in the story's sequence. (I suggested that Ryan use more directed response questions to students he knows who might not have as good as deductive reasoning skills as the majority of the class.

The second activity consisted of the students being provided a half sheet of paper to write sentences. The popsicles sticks were used to determine the area the students were to work in. During the writing exercise, Ryan circulated among the students encouraging them and redirecting those who were not quite on target for successfully completing the assignment.

The execution of the lesson plan accomplished the stated objective. The only suggestion is a very minor one. Try and vary your voice inflection a little more when reading a story.

A good observation.