



Point of View: A Close Reading of *Two Bad Ants* by Chris Van Allsburg

Resource ID#: 59841

Primary Type: Lesson Plan

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In this close reading lesson, students will delve deep into the text *Two Bad Ants* by Chris Van Allsburg. Students will practice reading comprehension, vocabulary, and point of view. They will determine the characters' points of view and how they differ from their own. Students will practice responding to text-based questions both orally and in writing, providing evidence from the text to support their claims.

Subject(s): English Language Arts

Grade Level(s): 3

Intended Audience: Educators **E**

Suggested Technology: Computer for Presenter, Internet Connection, LCD Projector, Document Camera, Microsoft Office

Instructional Time: 3 Hour(s)

Freely Available: Yes

Keywords: point of view, perspective, Chris Van Allsburg, Two Bad Ants, close reading, context clues, text evidence, text dependent questions, illustrations

Instructional Component Type(s): Lesson Plan, Worksheet, Assessment, Text Resource, Formative Assessment, Learning Goal

Resource Collection: [CPALMS Lesson Plan Development Initiative](#)

LESSON CONTENT

- **Lesson Plan Template:** General Lesson Plan
- **Formative Assessment**

The teacher and students will use the Learning Goal and Scale to help determine where each student falls on the continuum of understanding for the main standard of the lesson (LAFS.3.RL.2.6). The teacher will refer back to the scale throughout the lesson to look for growth. He/she can use the Student Learning Goal Reflection Sheet to assist with assessing student understanding and progress.

Teachers will also assess student learning and progress through student responses (both written and oral) to text-dependent questions throughout the lesson. The Student Graphic Organizer and Sample Response Teacher Key will assist the teacher in assessing student mastery of the standards. This will help guide the teacher to determine if more (or less) support is needed for each student. The Text-Based Written Response Rubric will assist the teacher in assessing written responses.

- **Feedback to Students**

Students will receive feedback throughout the lesson. As the teacher introduces and revisits the Learning Goal and Scale, students can gauge their learning and growth multiple times throughout the lesson. Students will use the Learning Goal Reflection Sheet to assist with self reflection. Students will also receive feedback, both written and orally, in response to their routine writing tasks and oral answers to the text-dependent questions that are on the Student Graphic Organizer.

- **Summative Assessment**

The completed Student Graphic Organizer will serve to inform the teacher about student learning and progress.

The Culminating Activity will serve as a final evaluation of student understanding. This activity will be done individually by students and be written on a separate sheet of paper (not on the graphic organizer page, as students need practice writing complete text on their own).

Student Prompt:

Write to explain how the text and illustrations in Chris Van Allsburg's book *Two Bad Ants* show the difference in the point of view between the two ants and the reader (you).

The teacher can use the Culminating Activity Sample Response to help guide their teaching and scoring of the activity. There are two possible rubrics to use. The Culminating Activity Rubric A allows the teacher to score each event that the students write about separately (multiple main ideas). I recommend using this rubric. The Culminating Activity Rubric B will allow the teacher to score the papers with a format of one main idea followed by different events. Both rubrics will guide the teacher to easily score the papers; the teacher will just need to decide which format they prefer for the students to use. Be sure to tell the students which format you will use ahead of time. The sample response is written in the same format as Rubric A.

- **Learning Objectives: What should students know and be able to do as a result of this lesson?**

Students will be able to:

- Distinguish their own point of view from that of the narrator or those of the characters.
 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - In writing, use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - In writing, develop the topic with facts, definitions, and details.
 - Engage in collaborative discussions building on others' ideas and expressing their own clearly.
- **Guiding Questions: What are the guiding questions for this lesson?**
 - Why is it important to identify the points of views of others and how they are alike or differ from our own?
 - How can we use context clues to determine meanings of unknown words in a text?
 - How can illustrations contribute to the meaning in a story?
 - **Prior Knowledge: What prior knowledge should students have for this lesson?**

Students should be able to:

- Ask and answer text-dependent questions.
- Identify different points of view.
- Explain how illustrations contribute to a text.
- Write informative text using grade-level organization, grammar, and conventions.

- Engage in collaborative discussion about text.

This lesson will be most successful if students have prior knowledge of writing a proper claim or main idea, as well as providing text evidence to support the claim. If students have not had experience with this type of writing, the teacher may want to have the students practice this format orally first, then model, before beginning written response practice. If students are really lacking in this area, my suggestion would be to first practice this type of writing with an easier text before beginning a more complex Lexile level, as in *Two Bad Ants*.

The teacher should ensure that students understand that a main idea (or claim) has two parts. The first part is the topic, and the second part is the point that the author wants to make about it.

For example:

- Main Idea: Dogs make the best family pets.
- Topic: dogs
- The point the author wants to make: make the best family pets
- **Teaching Phase: How will the teacher present the concept or skill to students?**

Close Reading #1: Students will individually read *Two Bad Ants* by Chris Van Allsburg. Teachers should not give support at this time, as students need a chance to grapple with complex text. The goal of this read is for students to infer meaning from the text.

Close Reading #2: The teacher will read aloud *Two Bad Ants* by Chris Van Allsburg while students follow along. He/she models fluency and prosody. This step will serve to give struggling students access to the complex text. The goal of this read is for students to increase their understanding of the text.

Close Reading #3: In this reading, the teacher will direct students back to portions of the text. He/she will guide the students to understand LAFS.3.RL.2.6 (point of view) through the carefully written text-dependent questions that start small and slowly lead the students to a larger understanding of point of view. (Other standards are also included.)

- The teacher will use the [Student Graphic Organizer for Written Response](#) to lead the discussion and learning. Students should answer questions either orally, in writing, or both. Please note that you may not want to have the students write the answer to every single question as it may become tedious and/or take away from the enjoyment of the text. The teacher is the best judge of the ability and needs of their class.
- When answers are given orally (and possibly also sometimes in writing), teachers should use the Think-Pair-Share format. See the link to a description of this teaching format in the Special Materials section. Think-Pair-Share will give all students opportunity to practice speaking and listening while increasing

engagement of all students. Based on student answers, the teacher will determine if students need more or less support (scaffolding).

1. Show students the article [88 Brilliant Examples of Forced Perspective Photography](#).

- Look at some of the photographs on the website. Talk about how the perspective of the photo changes the way that we see it. Just like in these photos, different people or characters in a story have differing perspectives or points of view. They see things differently than someone else. We as readers also have a point of view that may or may not be the same as the characters.
- Authors use the point of view of different characters to make a story unique or interesting, or to create problems, which also makes the story more interesting. Over these next few days as we continue to do a close reading of the book *Two Bad Ants* by Chris Van Allsburg, we are going to be taking a deeper look at point of view.

2. Before the teacher begins this directed close read, he/she should refer to the [Learning Goal and Scale](#).

- Read the learning goal: "I can distinguish my own point of view from that of the narrator or those of the characters."
- Share the scale with the students. Note that a level 3 is mastery of the standard (that is why it is in green), and therefore the goal of the lesson. Let students know that it is okay if they are not at a level 3 yet. The lesson will help them to achieve a level 3. However, they are responsible to do their part to reach that level. If they are already at a level 3, they should strive for a level 4 by the end of the lesson. Tell students that you will be revisiting the Learning Goal and Scale throughout the lesson to help them evaluate their progress.
- Students should record their current self-assessment score on the [Learning Goal Reflection Sheet](#).
- Note that this lesson will also help the students to answer the guiding questions:
 - Why is it important to identify the points of views of others and how they are alike or differ from our own?
 - How can we use context clues to determine meanings of unknown words in a text?
 - How can illustrations contribute to the meaning in a story?

3. Let's think back to a familiar story to help us begin thinking about point of view!

- Remind students of the story *Goldilocks and the Three Bears*. In that story, the different characters have very different points of view.
 - Goldilocks begins exploring the bears' house. What is her point of view about what she is doing? (Answers may include looking for something to eat and a comfy place to take a nap, and that she has the right to do so.)

- What are the bears' points of view about Goldilocks being in their house? (Answers may include that they feel violated, are angry, and that she is a thief.)
 - You may also have your own point of view about the events in the story. It may be the same or different than the points of view of the characters.
 - Just as we determined the points of view of the characters in the story *Goldilocks and the Three Bears*, we should apply the same type of thinking about point of view to other texts that we read. Today we will practice that with the text *Two Bad Ants*.
- **Guided Practice: What activities or exercises will the students complete with teacher guidance?**

The teacher will use the [Student Graphic Organizer for Written Response](#) (and [Teacher Key with Sample Responses](#)) to guide instruction and discussion. As noted in the Teaching Phase section under Close Reading #3, the teacher should choose if each question will be answered orally, written, or in both formats. Teachers will also use the Think-Pair-Share format for student responses (link to directions in the special materials section). Use the following text-based questions (on student handout):

1. What is the meaning of the word "scout" as it is used in the story? (p. 4 and p. 6)
2. Van Allsburg is a talented author who chooses his words carefully. Record the senses below that Van Allsburg uses to describe the setting and situation on the pages below.
3. Use text evidence to support the following claim: "The illustrations and the text on page 10 tell two different things."
 - Note: review Learning Goal and Scale here.
4. The ants go after crystals, or what Van Allsburg calls a "tasty treasure," on page 15. Using the text and the illustrations, from your point of view, what do you believe these crystals to be? Support your answer with evidence from the text.
5. On page 17, Van Allsburg says, "The ants were wide awake when the scoop turned, dropping them from a frightening height." This statement shows the difference in perspective between the person and the ants. Write to describe each party's perspective.
 - Note: review Learning Goal and Scale here.
6. Whose perspective is the illustration on page 20 drawn to show? Use evidence to explain your reasoning.
7. On pages 18 and 19, the text shows the ants' point of view by saying that they were in a body of water that was a hot brown liquid. From the reader's point of view, we see that the ants are actually in a cup of coffee. Describe the difference between the ants' and the reader's (your) point of view on pages 22 and 23.

Note: Written responses can be assessed using the [Written Response Rubric](#).

- **Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?**

The completed Student Graphic Organizer will serve to inform the teacher about student learning and progress. The [Culminating Activity](#) will serve as a final evaluation of student understanding. This activity will be done individually by students and be written on a separate sheet of paper (not on the graphic organizer page, as students need practice writing complete text on their own).

Student Prompt:

Write to explain how the text and illustrations in Chris Van Allsburg's book *Two Bad Ants* show the difference in the point of view between the two ants and the reader (you).

The teacher can use the [Culminating Activity Sample Response](#) to help guide their teaching and scoring of the activity. There are two possible rubrics to use. The [Culminating Activity Rubric A](#) allows the teacher to score each event that the students write about separately (multiple main ideas). I recommend using this rubric. The [Culminating Activity Rubric B](#) will allow the teacher to score the papers with a format of one main idea followed by different events. Both rubrics will guide the teacher to easily score the papers. The teacher will just need to decide which format they prefer for the students to use, and be sure to tell the students ahead of time. The sample response is written in the same format as Rubric A.

- **Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?**

At the end of the lesson, the teacher will revisit the Learning Goal and Scale. Students will self-assess with the scale. They should reflect on where they started and where they ended. Teachers should have the students use the Learning Goal Reflection Sheet to guide them in this step.

ACCOMMODATIONS & RECOMMENDATIONS

- **Accommodations:**
 - For the second reading, the teacher will read aloud the text while the students follow along. This will help struggling students access the entire text.
 - Teachers can have students work with a partner or small group to assist them with accessing the text and formulating an answer (either written or oral).
 - As students complete individual practice, the teacher can pull individual or a small group of struggling students to provide support for written responses.

- Teachers could have struggling students provide only one piece of evidence (rather than two) in routine written response questions (including the culminating activity).
- Teachers could assist students in writing a main idea or claim and choose to have them work to find the evidence.
- Struggling students can be provided with a writing frame for the culminating activity.
- The number of text-dependent questions and method for answering them can be varied based on student needs.

• **Extensions:**

- *Two Bad Ants* is a perfect book to address central message (LAFS.3.RL.1.2). If time allows, I would highly suggest adding in some text-dependent questions about the central message of the story.
- Continue point of view practice with another text.
- The character perspective chart in this Read-Write-Think lesson may be useful: <http://www.readwritethink.org/classroom-resources/lesson-plans/charting-characters-more-complete-267.html>
- After reading p. 13, have the students write their own descriptive paragraph for the sense of taste!
- Students that are doing well with the standard LAFS.3.W.1.2 should be asked to choose more events to write about in the culminating task than the other students. They could also be instructed to write an essay that addresses all subparts of the standard.

• **Suggested Technology:** Computer for Presenter, Internet Connection, LCD Projector, Document Camera, Microsoft Office

• **Special Materials Needed:**

- [Written Response Rubric](#)
- [Student Graphic Organizer for Written Response](#)
- [Teacher Key with Sample Responses](#)
- [Learning Goal and Scale](#)
- [Learning Goal Reflection](#)
- [Culminating Activity](#)
- [Culminating Activity Sample Response](#)
- [Culminating Activity Rubric A](#)
- [Culminating Activity Rubric B](#)
- Think-Pair-Share explanation: <http://www.readingquest.org/strat/tps.html>
- Copies of the book *Two Bad Ants* by Chris Van Allsburg. (It would be a bonus if you had the ability to project the book on the board.)

• **Further Recommendations:**

Think-Pair-Share explanation: <http://www.readingquest.org/strat/tps.html>

Additional Information/Instructions

By Author/Submitter

Two Bad Ants has a 780 Lexile level. This lesson covers several standards, but the main focus of the lesson is LAFS.3.RL.2.6 (point of view). This lesson addresses subpart a of LAFS.3.L.3.4, subpart d of LAFS.3.SL.1.1, and subpart b of LAFS.3.W.1.2.

As a close reading activity, this lesson focuses on the application of targeted skills, not as an introduction.

SOURCE AND ACCESS INFORMATION

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Name of Author/Source: Michelle Platzer

District/Organization of Contributor(s): Osceola

Is this Resource freely Available? Yes

Access Privileges: Public

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Related Standards

Name	Description
LAFS.3.RL.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

	<ul style="list-style-type: none"> c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
<p>LAFS.3.RL.4.10:</p>	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>
<p>LAFS.3.W.1.2:</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<p>LAFS.3.L.3.4:</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<p>LAFS.3.RL.2.6:</p>	<p>Distinguish their own point of view from that of the narrator or those of the characters.</p>
<p>LAFS.3.RL.3.7:</p>	<p>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>

