

Give students a chance to experience a different point of view! This fANTastic lesson on narrative style turns young readers into characters of Chris Van Allsburg's *Two Bad Ants*.

Learning Objectives

- Students will be able to identify characteristics of both first and third person narrative styles.

Materials and preparation

- [Two Bad Ants](#) book, by Chris Van Allsburg
- T-chart drawn on chart paper
- Class set of the [My View as an Ant](#) worksheet
- Class set of the [First Person](#) worksheet

Key terms

- first-person narrative
- third-person narrative

Attachments

- My View as an Ant (PDF)
- First Person (PDF)

Introduction (10 minutes)

- Ask the class to share what they know about ants.
- Display the cover of *Two Bad Ants* and ask students what they think the story will be about.
- As they share their thoughts, have them talk about things on the front cover that may have led to their predictions.
- Read aloud *Two Bad Ants*.

EL

Beginning

- Display an image of an ant. Ask questions, such as:
 - Where do ants live?
 - How do they survive?
 - When you see an ant or group of ants, what are they usually doing?*
- Provide sentence stems to answer the discussion questions, such as "Ants live _____. They survive by _____. When I see ants, they are usually _____."

Intermediate

- Provide student-friendly definitions and images during the read aloud of the following words: tunnel, scout, crystal, delicious, nest, journey, scoop, lake, crawl, tilt.
- Identify the terms for items and situations in the book that the ants do not understand. For example, the brown lake is coffee.

Explicit Instruction/Teacher modeling (15 minutes)

- Refer back to the predictions that were made. Give students an opportunity to reflect on them and compare them to the actual story.

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- Ask students to recall the adventures the ants embarked on. Some examples you can bring up are swimming in the brown lake and climbing near the waterfall.
- Record the main events on the chart paper.
- Explain that stories can be told in different ways. A **first-person narrative** is told from the point of view of a character. A **third-person narrative** is told from the point of view of someone outside the story.
- Ask the class what they think about the story's narrative style. Some great guiding questions are:
 - Which point of view are these events told in?
 - What evidence from the story led you to your answer?*
- Label the T-chart with "Point of View" on the left and "Evidence" on the right. Fill the columns with student responses.
- Tell students that you're going to pretend to be one of the ants. Demonstrate a first person account of something that the ants did.
- Explain that a first person narrative contains descriptions of things that "I" or "we" do. A third person narrative contains descriptions of things that "he," "she," "it," or "they" do.

EL

Beginning

- Provide a student-friendly definition of first-person narrative and third-person narrative. Include a visual and examples of familiar stories.

Intermediate

- Display sentence frames to answer the discussion questions, such as "The events are told in ____-person point of view. I know this because ____."
- Encourage ELs to verbally summarize the definition of third-person point of view and the text evidence.

Guided Practice (10 minutes)

- Show the class the My View as an Ant worksheet. Model the process of filling it out by describing, in first person, one of the ants' experiences in terms of all five senses.
- Write down your descriptions on the board, and circle all of the first-person pronoun clues (me, my, us, our, etc.).

EL

Beginning

- Group ELs with sympathetic non-ELs to discuss another ant adventure from the book.
- Provide learners with a partially completed Concept Web graphic organizer.

Intermediate

- Give students a Concept Web graphic organizer to record story details.
- Provide sentence stems for the discussion. For example, "I chose the adventure when the ants _____. If I were the ant, I would hear _____. I would feel _____."

Independent working time (20 minutes)

- Distribute a My View as an Ant worksheet to each student.
- Display the T-chart; ask students to refer to it and choose an event to write about for the handout. Allow them to view your book if they have trouble remembering the scenes.
- Have students work on the handouts independently. Monitor them and provide support when needed.

EL

Beginning

- Supply a word bank of adjectives, nouns, and verbs that are relevant to the EL's topic of choice. Include

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visuals to accompany the words.

- Allow learners to create sketches to accompany their sentences.

Intermediate

- Provide a student-friendly glossary of words, including: dangerous, journey, fell.
- Give a list of pronouns that should be used when writing from first-person point of view. (I, me, we, us, our)
- Allow ELs to work with a partner to complete the task.

Differentiation

Enrichment: Students who complete the My View as an Ant worksheet early can be assigned the First Person worksheet.

Support: Provide visual support for completing the handout by displaying images from the book. For struggling students, reduce the number of senses they need to write about to three.

Technology Integration

An interactive whiteboard can be used to display the illustrations from *Two Bad Ants*.

EL

Beginning

- Allow ELs to translate into their home language using technology.

Intermediate

- Allow students access to images and an online dictionary, such as wordsmyth.com, for unknown vocabulary.

Assessment (10 minutes)

- Assess students' degrees of comprehension as you monitor them, and think about any feedback that you can give.
- Review their handouts later to gauge their understanding of the lesson content.

EL

Beginning

- Have the ELs describe the ant's adventure in a teacher-led small group.

Intermediate

- Have the students orally describe the ant's adventure from the first-person point of view with a partner.
- Provide sentence frames for students to use as they describe the ant's adventure. For example, "On the adventure, I hear ____."

Review and closing (10 minutes)

- Ask for volunteers to share some of their descriptions with the rest of the class.
- Collect the handouts. If there's enough time remaining, read aloud a few of the students' descriptions and have the class guess which scenes they're associated with.

EL

Beginning

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- Provide sentence frames for students to use as they share some of their descriptions with the rest of the class.
- Challenge them to draw or act out the scene they are describing.

Intermediate

- Put students into partnerships to share their descriptions before sharing in front of the whole group.
- Encourage ELs to utilize their Concept Web graphic organizer or the My View of an Ant worksheet as references during the discussion.

Name: _____

My View as an Ant

Based on the story *Two Bad Ants* by Chris Van Allsburg, the main characters are seen getting into some mischief, as their curiosity sends them on several whirlwind adventures.

Directions: Select a scene from the story, and pretend you're one of the ants seeking an adventure. Use the five senses below to write the ant's point of view as a first person narrative.

Remember: First person narratives is when the character within the story retells his/her experiences and uses pronoun clues such as; *I, me, my, we, our, and ours.*

Write down the scene you'll be describing: _____

I hear _____

I feel _____

I see _____

I smell _____

I taste _____

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Name: _____

First Person Narrative

First person narrative is a narrative mode where a story is narrated by one character at a time, speaking for and about themselves. First person narrative may be singular, plural, or multiple, and represents the point of view in the writing.

“I” is used to talk about yourself. “I” is always singular. “We” is used to talk about a group in which “I” is a member. “We” is plural.

Examples:

“I want to go shopping.”

“We’re hungry!”

“We thought he was joking.”

“I wonder where she is.”

Directions: Use your knowledge of first person narrative to write 10 original sentences in first person narrative.

Sentences:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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