

BLANK TEMPLATE

Title		Grade		Unit		Date		Total Time	
Comprehension Strategy				Purpose					
SSB Qualities									
Pre-reading					Cool Words				
Group Discussion									

Post-reading			
Materials and Prep Items		Volunteer Tasks	

SAMPLE LESSON PLAN

Title	Two Bad Ants	Grade	1	Unit	Building Community	Date		Total Duration		
Comprehension Strategy	visualizing			Purpose	Practice visualizing and teach point of view					
SSB Qualities	Responsible: take care of the world around us									
Pre-reading	Day 1: Review cool words				Cool Words			Incidental Words		
					Point of view					

	<p>Visualization: Have students visualize a scene in which they are an ant. Describe rich details of a scary location for an ant.</p> <p>Point of View: We will read a story about ants. Ask: Do ants have the same point of view as people? Why not? Say that they will be visualizing during the story to understand the ants' point of view.</p>	<p>Crystal</p> <p>Kingdom</p> <p>Journey</p> <p>Twilight</p>	
<p>Read-aloud</p> <p><u>Key</u></p> <p>Questions = Q</p> <p>Think-Pair-Share = TPS</p> <p>Act Out – AO</p> <p>Shout Out = SO</p> <p>Choral Reading = CR</p> <p>Fill in the Blank – FIB</p>	<p><i>Page numbers – Questions/activities/actions</i></p> <p><i>Ex. Pg 13 – Q: “What’s the shiny curved wall?”</i></p> <p><i>Pg 27 – TPS about...</i></p> <p>Read <i>Two Bad Ants</i> by Chris Van Allsburg</p> <p>Day 1:</p> <p>Read to page 16, when the ants fall asleep in the crystals.</p> <p><i>I am confused about the order here: (p 16 then p 13...)</i></p> <p>Tell the students you want them to review the beginning of the story. Ask them where the story began and where the ants went.</p> <p>Tell students that you are going to think out loud as you visualize the ants’ journey. Do a think aloud, describing what you see.</p> <p>P. 13 Ask students to visualize as you read.</p> <p><i>Do you want kids to visualize or are you doing a think aloud.</i></p> <p>I can imagine how the ants feel as they climb up the side of this building. They must be very confused!</p>		

	<p>Because they have a very different point of view from humans, this is not just the side of a building, but a giant curved, shiny wall, that makes them think that the sky has disappeared. How would you feel if you were the ants in a new strange world?</p>		
<p>Post-reading</p>	<p><i>Confirm purpose</i></p> <p><i>Explain/teach activity (high, mid, and low level)</i></p> <p>Day 1:</p> <p>In this story, Chris Van Allsburg describes a setting without actually telling us where the ants are (the kitchen). What are some of the things he had us visualize? What are they in the human perspective, or point of view? What are they in the ant perspective? (Ex. Coffee was a boiling brown lake. Write answers on the board.) Pair students up to fill out a chart. On one side, students write what some items in the classroom look like from a human point of view, and on the other side, students will write what it looks like from an ant's point of view.</p>		
<p>Early Finishers</p>			
<p>Materials and Prep Items</p>	<p>Human vs. Ant Perspective sheet</p>	<p>Volunteer Tasks</p>	