The Writing Process
1st & 2nd Grades

Purpose:
The students will illustrate and write a story in first person about a day in the life of an ant. It will include jobs, houses, family and community involvement, etc.

Standards:
1. Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks.
2. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks.
3. Write a story that has a beginning, middle and end and use descriptive words or phrases to develop ideas and advance the characters, plot and setting.

Method of Instruction: Flip-Flopping

Procedure:
1. The teacher will read Chris Van Allsburg's Two Bad Ants
2. Students will observe how ordinary objects look from an ant's perspective.
3. Teacher will lead a classroom discussion of what their homes and classroom might look like to the ants that enter them.
4. Students will illustrate and write a story in first person about a day in a life of an ant.
5. Strategies used: literature based instruction, modified speech, and creative writing.

Behavioral Objective and Assessment:
1. After reading a story and participating in whole group discussion, students will write a sequentially appropriate 3 sentence story about a day in the life of an ant.
2. After reading a story and participating in whole group discussion, students will sequentially illustrate a story about a day in the life of an ant.

Extension:
A diorama can be made of the ant house that they live in. The story could also cover areas of feelings, jobs, family communication, etc.

Checklist for Effective Reading Instruction:
1. The students see me engaged in reading for pleasure and for information. We are learning about ants and we gather our knowledge from our books.
2. Throughout the unit, students would have a wide variety of materials to choose from. They would also have time to read the books.
3. Students have the opportunity to talk about what they have read and the ideas they hope to express in their writing.
4. There is evidence that students' writing is influenced by what they read by incorporating the ideas from the books that they have read about ants.

Resources:
Two Bad Ants by Chris Van Allsburg