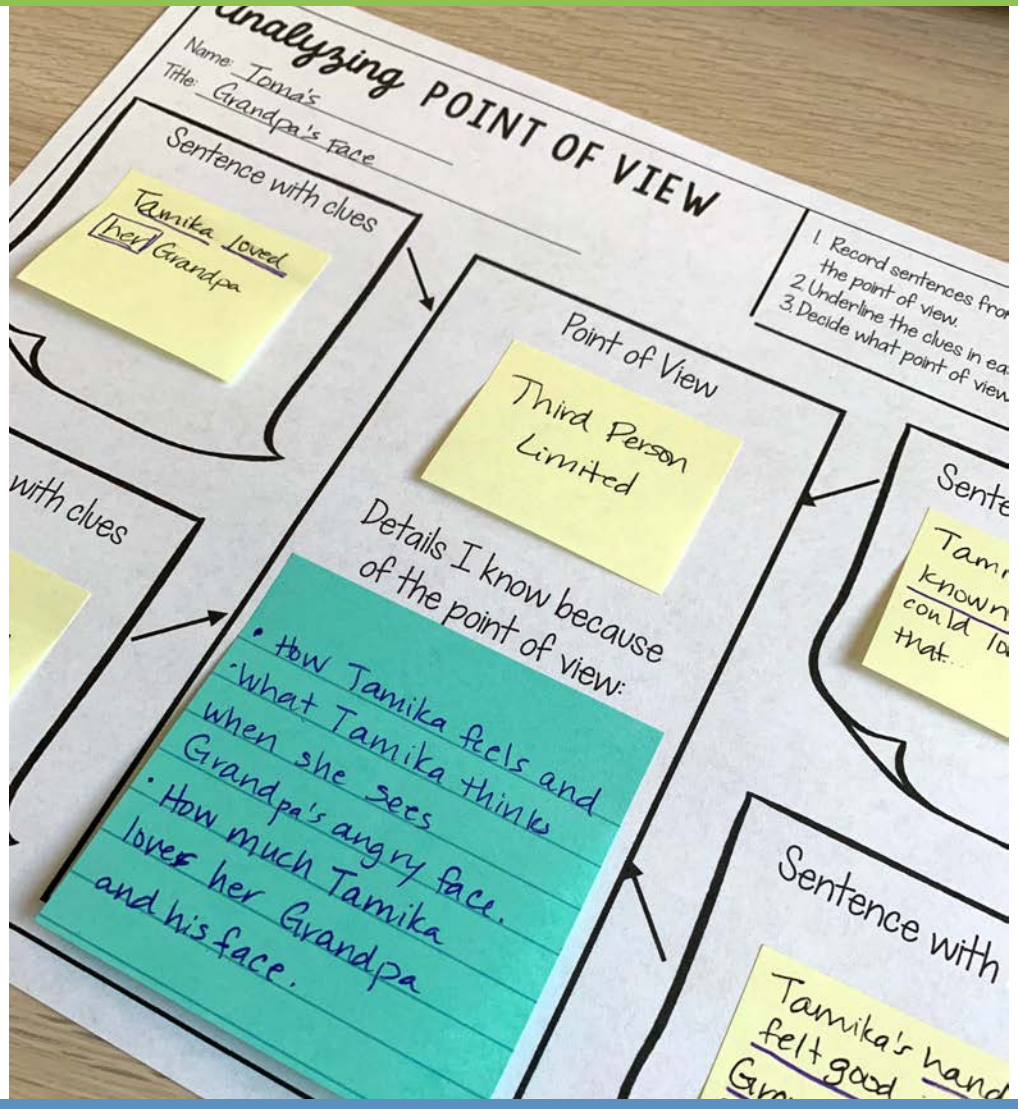
POINT OF VIEW LESSONS FOR 3-5



- Reading passage
- Differentiated task cards
- Hands-on activity & anchor chart

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ENGAGE + MODEL + PRACTICE

These lessons will help you...

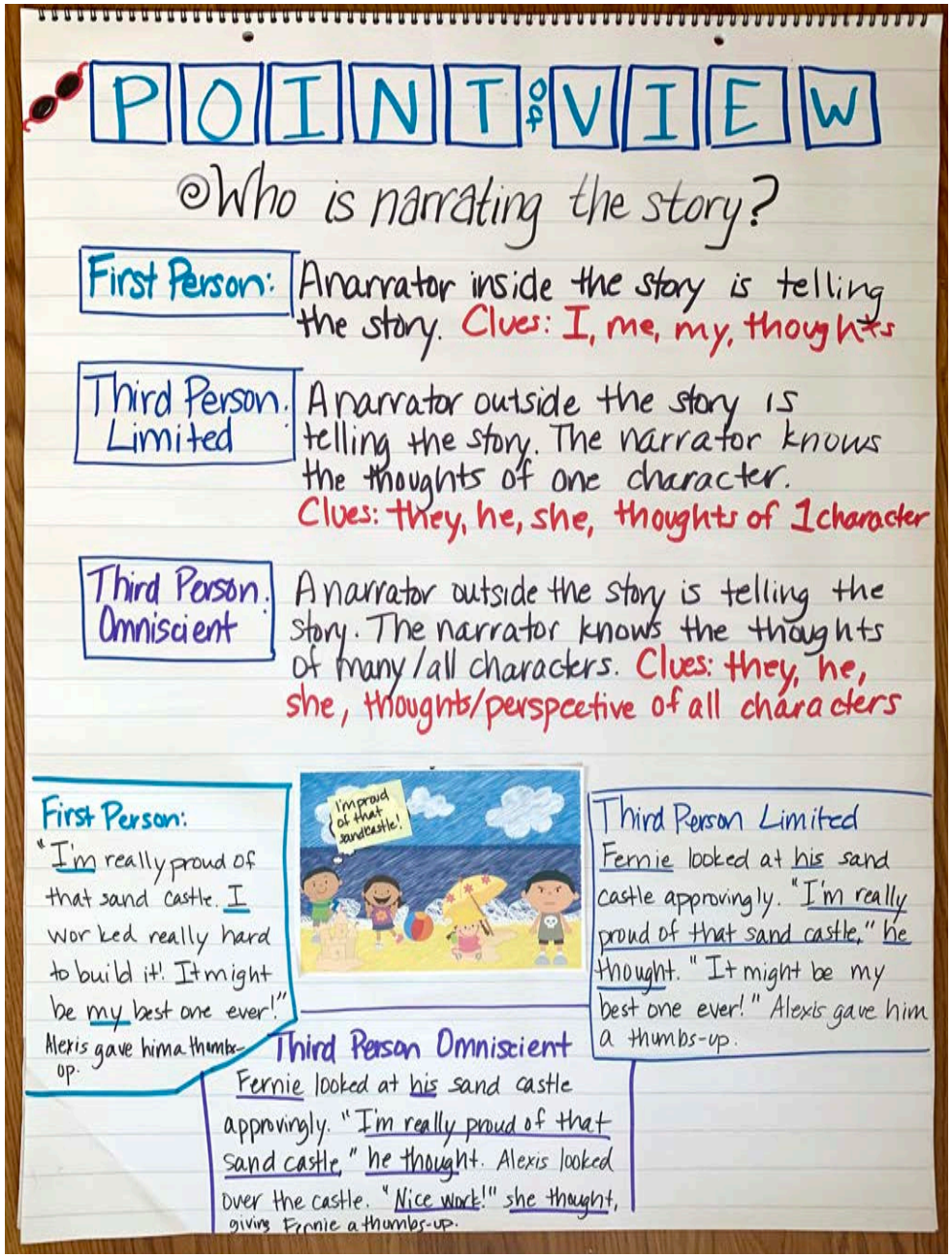
- ✓Introduce three different points of view
- ✓Model how to ask questions find clues to identify point of view
- ✓Help kids build comprehension through a hands-on activity
- ✓Practice identifying point of view
- ✓Connect to reading with graphic organizer and reading response



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Start with an engaging activity.

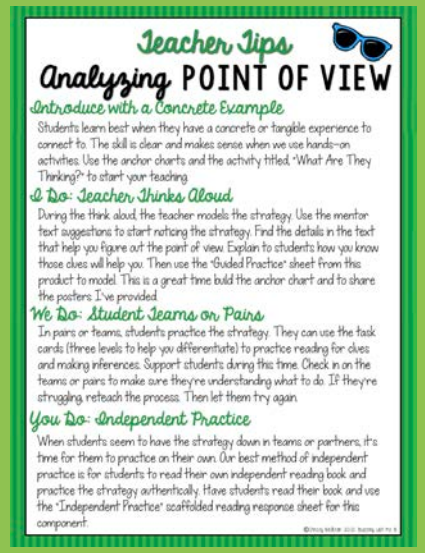


Students will…

- ✓ Learn the definitions of three different points of view
- ✓ Use pictures to write sentences from different points of view
- ✓ Communicate about points of view with their team

TEACHER TOOLS: A STEP-BY-STEP GUIDE

GRADUAL RELEASE MODEL



Teacher Tips

Analyzing POINT OF VIEW

Introduce with a Concrete Example

Students learn best when they have a concrete or tangible experience to connect to. The skill is clear and makes sense when we use hands-on activities. Use the anchor charts and the activity titled, "What Are They Thinking?" to start your teaching.

I Do: Teacher Thinks Aloud

During the think aloud, the teacher models the strategy. Use the mentor text suggestions to start noticing the strategy. Find the details in the text that help you figure out the point of view. Explain to students how you know those clues will help you. Then use the "Guided Practice" sheet from this product to model. This is a great time build the anchor chart and to share the posters I've provided.

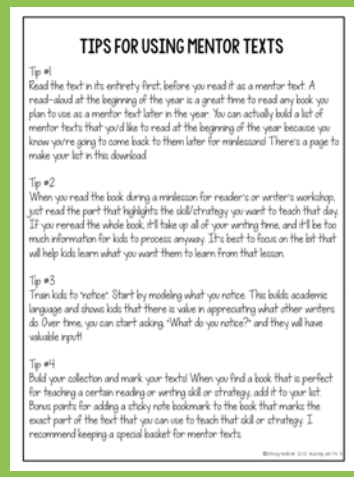
We Do: Student Teams or Pairs

In pairs or teams, students practice the strategy. They can use the task cards (three levels to help you differentiate) to practice reading for clues and making inferences. Support students during this time. Check in on the teams or pairs to make sure they're understanding what to do. If they're struggling, reteach the process. Then let them try again.

You Do: Independent Practice

When students seem to have the strategy down in teams or partners, it's time for them to practice on their own. Our best method of independent practice is for students to read their own independent reading book and practice the strategy authentically. Have students read their book and use the "Independent Practice" scaffolded reading response sheet for this component.

MENTOR TEXT LIST



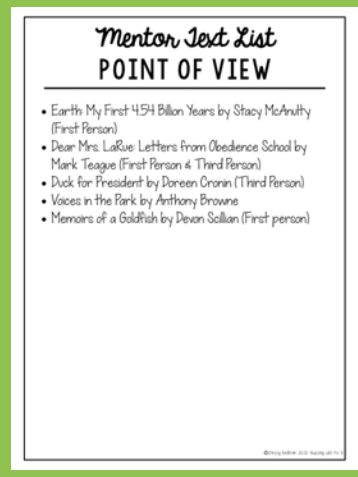
TIPS FOR USING MENTOR TEXTS

Tip #1
Read the text in its entirety first, before you read it as a mentor text. A read-aloud at the beginning of the year is a great time to read any book you plan to use as a mentor text later in the year. You can actually build a list of mentor texts that you'd like to read at the beginning of the year because you know you're going to come back to them later for minilessons! There's a page to make your list in this download.

Tip #2
When you read the book during a minilesson for reader's or writer's workshop, just read the part that highlights the skill/strategy you want to teach that day. If you reread the whole book, it'll take up all of your writing time, and it'll be too much information for kids to process anyway. It's best to focus on the bit that will help kids learn what you want them to learn from that lesson.

Tip #3
Train kids to "notice". Start by modeling what you notice. This builds academic language and shows kids that there is value in appreciating what other writers do. Over time, you can start asking, "What do you notice?" and they will have valuable input!

Tip #4
Build your collection and mark your texts! When you find a book that is perfect for teaching a certain reading or writing skill or strategy, add it to your list. Bonus points for adding a sticky note bookmark to the book that marks the exact part of the text that you can use to teach that skill or strategy. I recommend keeping a special basket for mentor texts.

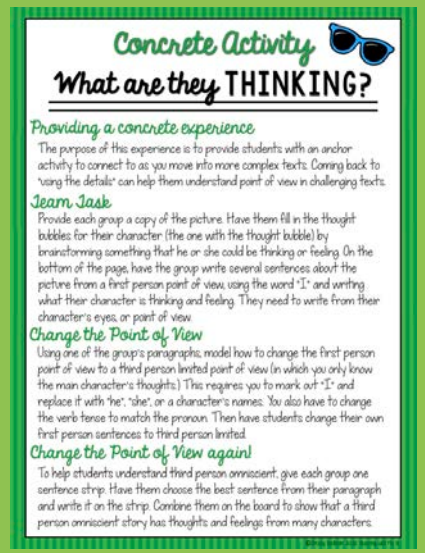


Mentor Text List

POINT OF VIEW

- Earth: My First 4.54 Billion Years by Stacy McAnulty (First Person)
- Dear Mrs. LaRue: Letters from Obedience School by Mark Teague (First Person & Third Person)
- Duck for President by Doreen Cronin (Third Person)
- Voices in the Park by Anthony Browne
- Memoirs of a Goldfish by Devon Sullian (First person)

HANDS-ON ACTIVITY



Concrete Activity

What are they THINKING?

Providing a concrete experience

The purpose of this experience is to provide students with an anchor activity to connect to as you move into more complex texts. Coming back to "using the details" can help them understand point of view in challenging texts.

Team Task

Provide each group a copy of the picture. Have them fill in the thought bubbles for their character (the one with the thought bubble) by brainstorming something that he or she could be thinking or feeling. On the bottom of the page, have the group write several sentences about the picture from a first person point of view, using the word "I" and writing what their character is thinking and feeling. They need to write from their character's eyes, or point of view.

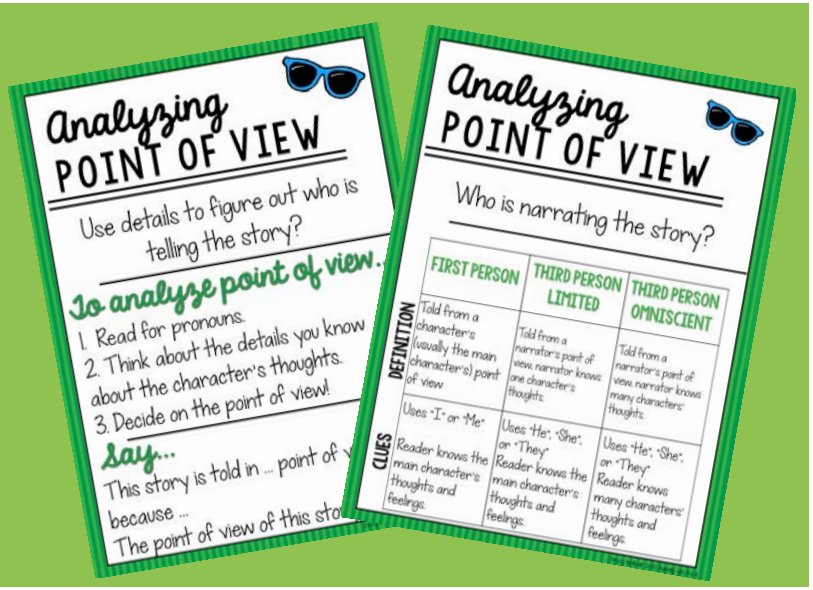
Change the Point of View

Using one of the group's paragraphs, model how to change the first person point of view to a third person limited point of view (in which you only know the main character's thoughts.) This requires you to mark out "I" and replace it with "he", "she", or a character's names. You also have to change the verb tense to match the pronoun. Then have students change their own first person sentences to third person limited.

Change the Point of View again!

To help students understand third person omniscient, give each group one sentence strip. Have them choose the best sentence from their paragraph and write it on the strip. Combine them on the board to show that a third person omniscient story has thoughts and feelings from many characters.

PRINTABLE POSTERS



Analyzing POINT OF VIEW

Use details to figure out who is telling the story?

To analyze point of view...

1. Read for pronouns.
2. Think about the details you know about the character's thoughts.
3. Decide on the point of view!

Say...

This story is told in ... point of v

because ...

The point of view of this sto

Analyzing POINT OF VIEW

Who is narrating the story?

	FIRST PERSON	THIRD PERSON LIMITED	THIRD PERSON OMNISCIENT
DEFINITION	Told from a character's (usually the main character's) point of view	Told from a narrator's point of view; narrator knows one character's thoughts	Told from a narrator's point of view; narrator knows many characters' thoughts
CLUES	Uses "I" or "Me" Reader knows the main character's thoughts and feelings.	Uses "He", "She", or "They" Reader knows the main character's thoughts and feelings.	Uses "He", "She", or "They" Reader knows many characters' thoughts and feelings.

GET ALL THE TOOLS YOU NEED TO TEACH ABOUT QUESTIONING!

- ✓One page passage focused on locating clues to identify point of view
- ✓Guiding questions & answer key
- ✓Focus on thinking about how point of view affects the story
- ✓Project or copy for each student

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Model with a think aloud



Guided Practice

Analyzing POINT OF VIEW

It seems like I just can't catch a break. No matter what I do, I always end up behind bars. I thought I'd make it out a few weeks ago. A lovely family picked me up and said I was just right. Not too big, not too small. Fur just the right length. A happy little tail, happy ears. They marched right up to my cage and said, "This one!" I couldn't believe my ears! I'd been waiting for so long.

It only took a few minutes for them to sign the papers. The mom put a collar on me and attached a long purple leash. I wasn't too crazy about purple, but I could live with it if it meant getting out of the pound! We headed towards the car. I sat in the backseat with the two little boys. They pet me the whole way. It was great. "Patches," they called me. I could live with Patches.

But then, I made a pretty big mistake. I mean, it wasn't really my fault. Nobody told me I wasn't supposed to dig up the flowers in the backyard. How was I supposed to know? Mom was pretty mad about that. She came home from work and found me sitting on the top of a big pile of dirt, freshly dug, and surrounded by petals and leaves. It wasn't a pretty sight.

So that's how I ended up behind bars again. At least this time I'm in a kennel in a nice, toasty house. Maybe Mom will let me out tomorrow morning and I can go play outside. I promise I won't dig up any more flowers... I'd rather chew on that new garden hose, anyway.

1. What pronouns is the author using in the first paragraph?

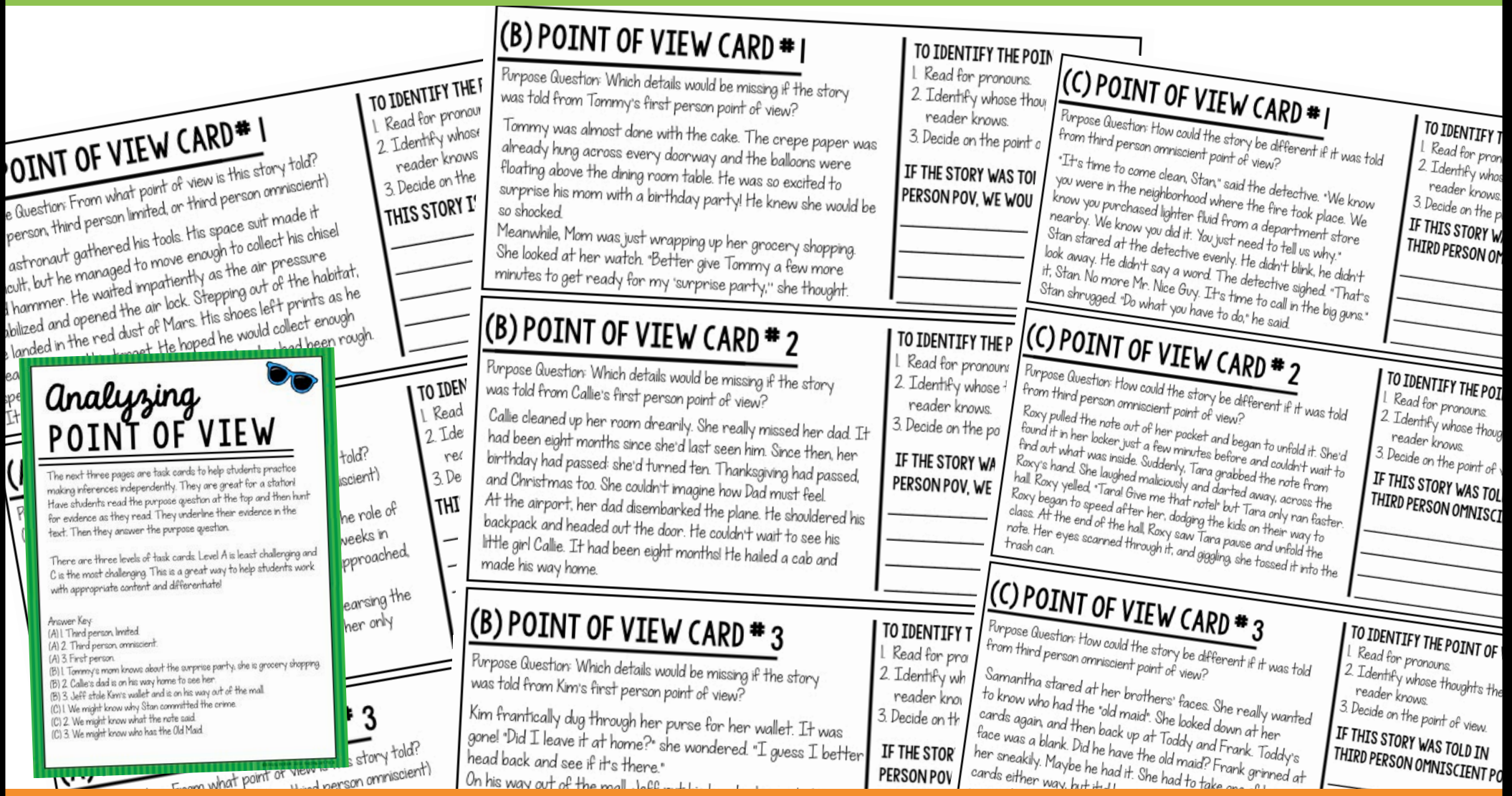
2. Whose point of view is the story told from? Is it first person, third person limited, or third person omniscient?

3. This story is written in first person point of view in order to give you specific details. What are they?

4. How would this story be different if it was told in third person point of view?

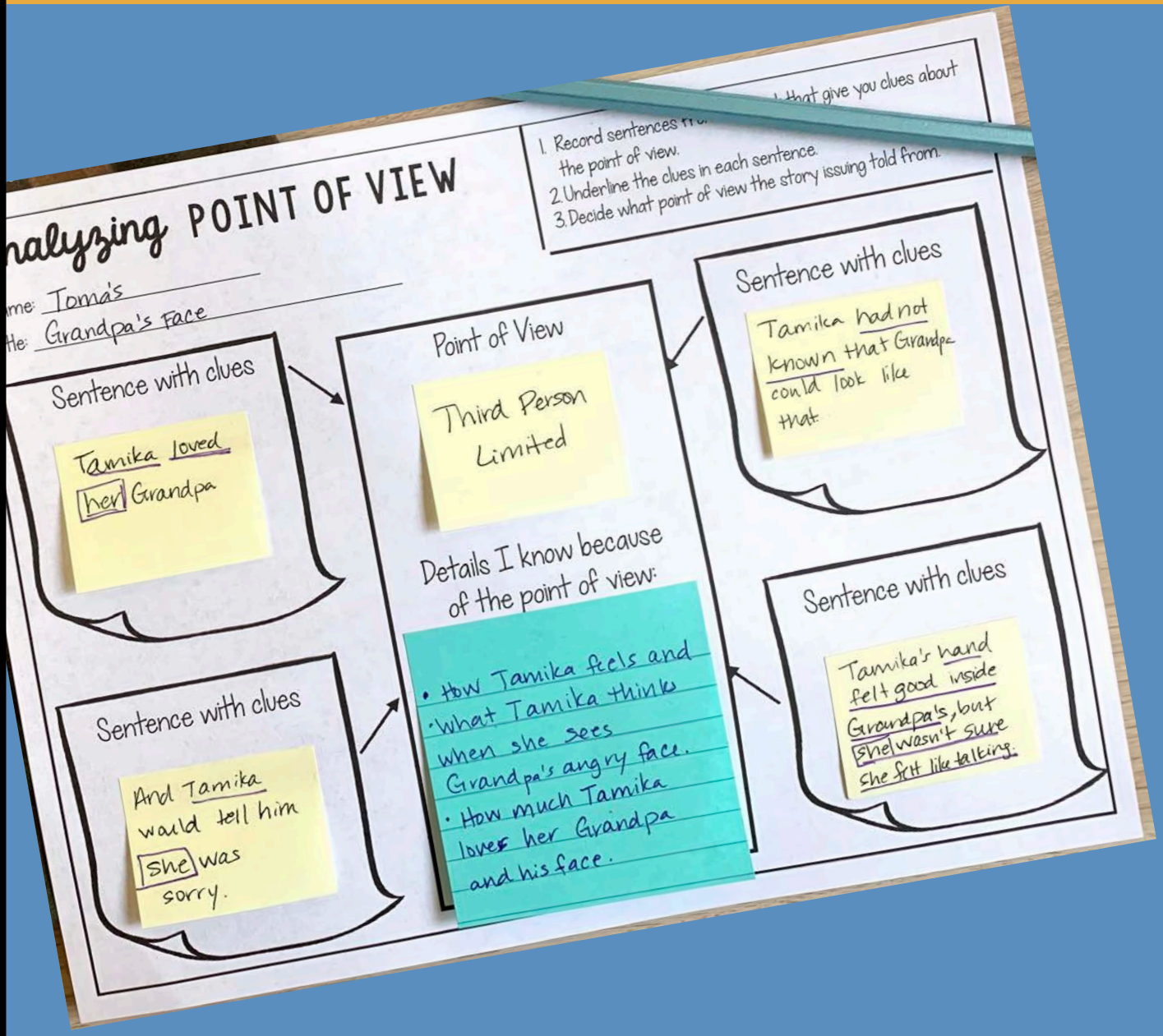
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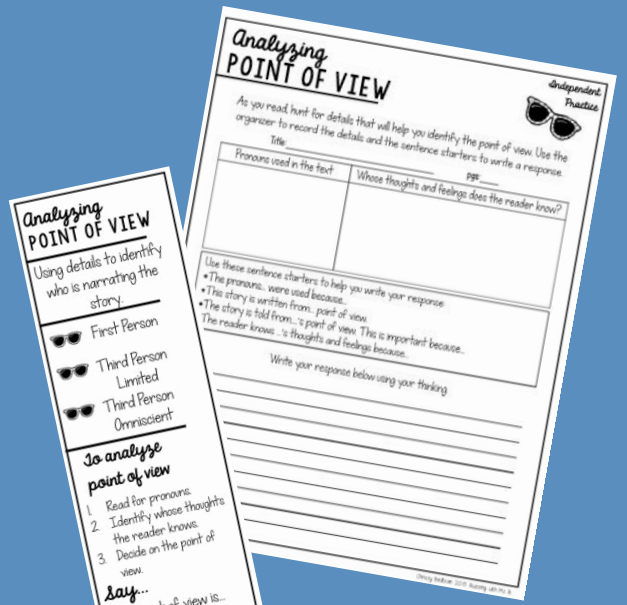
DIFFERENTIATED TASK CARDS

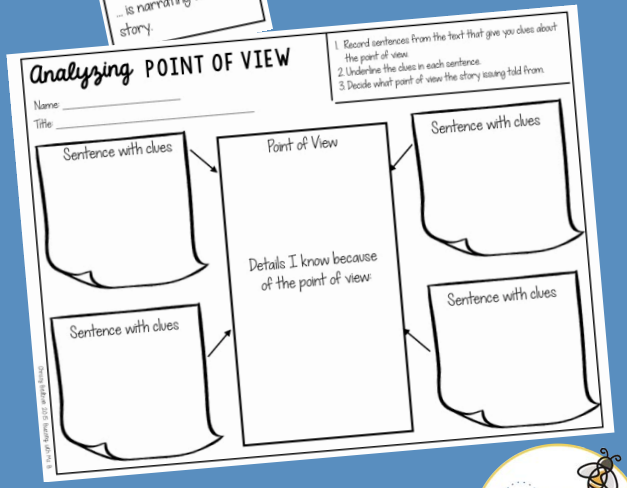


THREE DIFFERENT LEVELS WITH ANSWER KEYS

Graphic organizer & reading response







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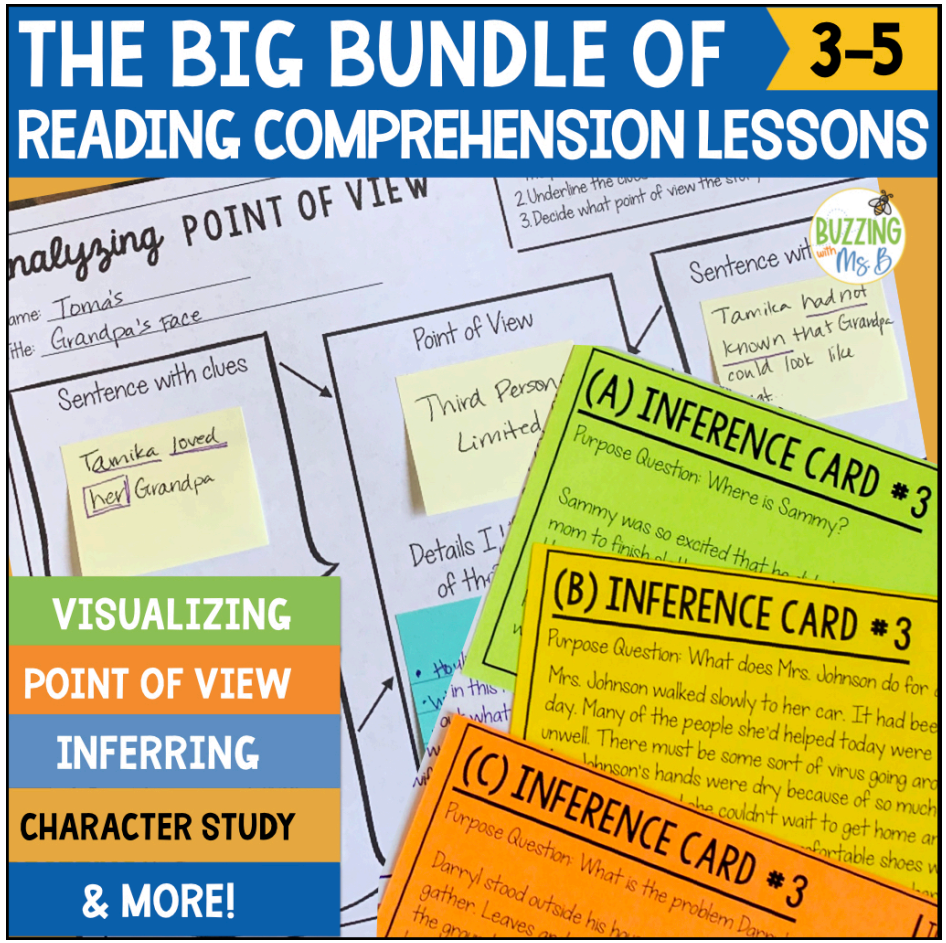
WHAT TEACHERS ARE SAYING

"My students were fully engaged and enjoyed the stories and would also share what they learned with peers outside the class."

"Another awesome resource! I have all of your strategy packs! Love them! They're clear and easy to teach. They don't take up too much time, and my students learn the concept. Love it! Thank you!"

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Get this in the Reading Strategy Lessons Bundle!!



This bundle includes...

- ✓Analyzing Characters
- ✓Asking Questions
- ✓Making Inferences
- ✓Visualizing Sensory Details
- ✓Author's Purpose
- ✓Story Elements
- ✓Main Idea & Details
- ✓Cause and Effect
- ✓Fact and Opinion
- ✓Point of View
- ✓Sequencing Events
- ✓Nonfiction Text Structure

GET THE READING STRATEGY LESSONS BUNDLE!!