Ohio Standards Connection

Reading Applications: Literary Text

Benchmark D
Differentiate between the points of view in narrative text

Indicator 4
Identify the speaker and recognize the difference between the first and third-person narration

Writing Applications

Benchmark A
Write narrative accounts that develop character, setting and plot.

Indicator 1
Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.

Lesson Summary:
Establishing point of view is a new concept for fourth grade students. This lesson introduces and develops the concept and gives students the opportunity to both identify and to construct point of view in narratives. Additionally, students practice identifying and sequencing main events.

Estimated Duration: Six to seven 90 minute classes or nine hours

Lesson Commentary:
“This lesson moves from familiar material to less familiar as students develop valuable literary skills.”
Another reviewer noted the useful attachments and effective suggestions for implementing the lesson.

Pre-Assessment:
Choose a commonly known tale or fable that includes at least two clear and distinct points of view.

Instructional Tip:
Little Red Riding Hood, Rumplestiltzkin, Three Little Pigs, Snow White and Anansi tales are some examples of fables, fairy tales or folk tales that work well.

- Read a fairy tale or fable to the entire group.
- Place students in groups of four to five students. Instruct students to describe the main events of the story in their small groups.
- After five minutes, each group should choose a character from the story to assume a first or third person-role. Assign half of the groups to summarize the story in first person and the other half to summarize it in third person.
- Each student in the group recites a sentence of the summary. The summary includes the main idea, supporting events and a closing sentence.
- Send each group to the front of the room to present its summary.
Establishing a Point of View in Narratives – Grade Four

Scoring Guidelines:
To assess students’ understanding of point of view, score the summaries as advanced, proficient or beginning.

- **Advanced:** The group tells the story entirely in the required person, including all appropriate pronouns. Includes all main events.
- **Proficient:** The group tells the story entirely in the required person. Includes most of the main events.
- **Beginning:** The group tells the story with an inconsistent point of view. Includes some of the main events.

Post-Assessment:
This is a three-part assessment. All students begin with Part One and complete the task individually.

- **Part One:** Give students a handout with six brief passages showing different point of view and a chart, Part One: Choosing Point of View, Attachment A. Assign students the task of cutting out the passages. Tell students to classify the passages according to first or third-person point of view on chart.
- Upon completion, students see teacher for evaluation and guidance. Students who complete chart with 100% accuracy move on to Part Two.
- Assign remediation to students who do not move on to Part Two. Instruct students to select a book from a classroom collection to read silently, to identify point of view and to list five key words that support their identification.

- **Part Two:** Supply students with a brief narrative passage. See Part Two: Identify Narrative Perspective, Attachment B. After students read the narrative, they identify the point of view and copy five key words, which support the identification. Then, direct students to rewrite the passage using a different point of view.
- Upon completion, students submit work. Assign students who are proficient on Part Two to continue with Part Three. Assign non-proficient students to remediation. Instruct students to select a book from a classroom collection to read silently, to identify perspective and to list five key words that support their identification. This collection of reading books should be at or below reading level.

- **Part Three:** Supply students with Part Three: Establishing Point of View in a Narrative, Attachment C. This handout lists several topics for students to write a narrative; however, students may select a topic outside of this list. Direct students to write a narrative in first or third person. Tell students to identify the perspective of the narrative.

Scoring Guidelines:

- **Advanced:** Successful completion of Parts One, Two and Three
- **Proficient:** Successful completion of Parts One and Two
- **Beginning:** Successful completion of Part One
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**Instructional Procedures:**

**Part One**

1. To introduce first and third-person point of view to students, start with a whole class discussion. Ask students name well-known fairy tales or fables.

2. Take a fact from one story and state it in first and third person. Write these sentences so the whole class can see.
   - The sample is from *Little Red Riding Hood*.
   - **First-Person Point of View:** I ran ahead to grandma’s house and locked her in the closet.
   - **Third-Person Point of View:** The wolf decided to run ahead to grandma’s house and lock her in the closet.

3. Ask students how these two examples are similar and different.
   - Guide the discussion so that students discover that in the **first-person point of view** example, the wolf character speaks, and that in the **third-person point of view** example, a narrator tells the story.

4. Clarify that when an outside narrator tells a story, this is third person point of view.
   - However, when one of the characters in the story tells it from his or her point of view, this is first-person point of view.

5. Continue in this fashion to provide different points of view using fairy tales.

**Instructional Tip:**
Be careful not to use quotations from characters because this could lead to confusion between the concepts of quotations and point of view. (Avoid for example, “I’ll huff and I’ll puff and I’ll blow your house down.”)

6. Assign students to work in pairs and to brainstorm a list of five first-person sentences and five third-person sentences. Do not limit these sentences to fairy tales.

7. Instruct pairs to pick favorite first and third-person sentences. Allow each student to read the sentence to the class without telling the point of view. The class should identify the point of view by holding up one finger for first-person point of view and three fingers for third-person point of view.

**Instructional Tip:**
Alternately, students can identify point of view by a using two-sided cards. For example, the blue side represents first person and the red side represents third person.

**Part Two**

8. Students rotate through two activities: Activity A, a first-person point of view activity, and Activity B, a third-person point of view activity. Depending on the size of the class, establish several first-person and third-person locations and book collections.

**Instructional Tip:**
Group book collections according to reading level.
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- **Activity A**

  Laminate a manila envelope with directions written on it. In bold letters write FIRST PERSON – A character tells the story. Write the directions as follows: Look through this first-person point of view collection of books and select three to five books. Assign students to record information on *Point of View Activity Chart*, Attachment D.

- **Activity B**

  Laminate a manila envelope with directions written on it. In bold letters write THIRD PERSON – A narrator tells the story. Write the directions as follows: Look through this third-person point of view collection of books and select three to five books. Assign students to record information on the *Point of View Activity Chart*, Attachment D.

**Part Three**

9. Direct students to fill in *Graphic Organizer Story Map*, Attachment E, to help them plan a narrative later.
10. Assign students to write a brief summary of the narrative in first person on another piece of paper using the *Graphic Organizer Story Map*, Attachment E.
11. Assign students to write a brief summary of the narrative in third person on another piece of paper using *Graphic Organizer Story Map*, Attachment E.

**Part Four**

12. Use the following questions for whole class discussion and paired discussion later.
   - Which point of view might make for a better story? Why?

   **SAMPLE DISCUSSION:** There is no right answer. When writing a mystery story, if I use the first person point of view then it will be more mysterious and surprising. First person always makes the action immediate in a mystery/action adventure story. The reader only knows what the character knows.
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- Which would point of view would be easier to write? Why?

  SAMPLE DISCUSSION: I want to write an action story with a pirate. However, I have never been one so it would be difficult to write it in first person. Therefore, I should write it in third person. However, I know a lot about skateboarding so I could write a story about skateboarding in first person.

- Would changing the point of view make it more or less easy for the story to proceed? Why?

  SAMPLE DISCUSSION: As the story unfolds, the writer may find one point of view conflicts with the development of events. If you want a surprise ending, an outside narrator may not be the best choice.

13. Place students in pairs and ask them to get out their narrative sketches. Tell students to discuss the above questions with their paired partner.
14. Direct students to choose one of the two narrative sketches to develop to a polished piece.

Instructional Tip:
Act as coach and circulate the room to help students select their best story as they work in pairs.

Part Five
15. Assign students to continue writing a narrative in the chosen point of view. Discuss with students how to start developing authorial point of view.

Part Six
16. Go to [http://www.ode.state.oh.us/proficiency/diagnostic_achievement/materials.asp](http://www.ode.state.oh.us/proficiency/diagnostic_achievement/materials.asp) for the rubric used on the 4th grade writing achievement test. (Click on Administration Manual for the Grade 4 Writing Practice Test.) Distribute this rubric as a check sheet for self-reflection of narrative.
17. Assign students to edit, revise and check narrative. They may type on a classroom computer or hand write.
18. Direct students to turn in polished narrative. Assess narratives using the rubric in step 16.

Instructional Tip:
Collect all student work and organize in a booklet by point of view. Distribute to parents and have available for open house.

Part Seven
19. Give students Post-Assessment.
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Differentiated Instruction:
Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- The Pre- and Post-Assessments have differentiated instruction built in.
- For Day Two’s activity, group books by higher or lower reading levels.
- Tell students to keep a personal diary for the duration of the lesson. Then, assign higher-level students to rewrite it in third person point of view.

Extension:
Assign students to select a piece of literature. Orally, students present it in another point of view.

Home Connection:
Ask students to bring in books or magazines from home illustrating examples of different points of view. Parents may assist students in finding the books or magazine articles.

Interdisciplinary Connections:
Content Area: Social Studies
Standard: History
Benchmark: B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.

Assign students to take on the perspective of a person during the time period of 1787-1820. Choose the perspective of an early Ohio settling townsperson or frontier farmer. Complete research on the chosen perspective and then write a letter back home that explains the changes and describes the differences in day-to-day existence.

Materials and Resources:
The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site’s main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

For the teacher: book collections, manila envelopes, two sided cards, and materials for group visual presentation (black board, dry erase board, document camera, overhead, Liquid Crystal Display, etc)

For the students: paper, pencil
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Vocabulary:
- first-person point of view
- narrative
- perspective
- point of view
- third-person point of view

Technology Connection:
Students may research the terms on the Internet or publish their narratives using the word processor.

Research Connections:

- Identifying similarities and differences enhances students’ understanding of and ability to use knowledge. This process includes comparing, classifying, creating metaphors and creating analogies and may involve the following:
  - Presenting students with explicit guidance in identifying similarities and differences
  - Asking students to independently identify similarities and differences
  - Representing similarities and differences in graphic or symbolic form
- Cooperative learning grouping has a powerful effect on student learning. This grouping includes the following elements:
  - Positive interdependence
  - Face-to-face interaction
  - Individual and group accountability
  - Interpersonal and small group skills
  - Group processing


CLASSROOM STRUCTURES
- Small group activities
  Cooperative learning has been described by William Glasser (1990), David and Roger Johnston (1991), Yael and Shlomo Sharan (1992) and Robert Slavin (1985) among others.
  Manifestations
  - Partner/Buddy reading
  - Peer Response and Editing
  - Group Investigations
  - Centers
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**Attachments:**
Attachments A and A1, *Part One: Choosing Point of View*
Attachment B, *Part Two: Choosing Point of View*
Attachment C, *Part Three: Establishing Point of View in a Narrative*
Attachment D, *Point of View Activity Chart*
Attachment E, *Graphic Organizer Story Map*
Establishing a Point of View in Narratives – Grade Four

Attachment A
Choosing Point of View
Part One

Name_________________________________________  Date__________________________

Directions: Cut apart the reading selections in the six boxes. Read each reading selection carefully and classify the passages according to first or third person point of view on the chart.

<table>
<thead>
<tr>
<th>Freddy heard his mother calling, &quot;Freddy, come home! It's time for you to fly.&quot; Freddy shrank deeper into the shadows, willing his mother to give up. Freddy was a bat and knew that he should be looking forward to his first flight but he was not. He was scared to death.</th>
<th>Sarah walked nervously down the hallway. Would the kids be nice? Sarah had not wanted to leave Washington Elementary. She knew that her dad's new job was good for her family but she missed her friends and school. Relax, Sarah told herself. She tried to feel confident but knew she was failing miserably.</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Yippee!&quot; I cried, &quot;Today's my birthday.&quot; I had waited a long time to turn 10. I knew what my math teacher would say as soon as I walked into class. She would say, &quot;Happy birthday and welcome to double-digit land! I hope you're here for 89 years.&quot; I could not wait, happy birthday to me.</td>
<td>It was loud and exciting at the carnival. David was riding the big kid rides for the first time. He had hardly been able to sleep last night. He had worried that he might not have grown enough over the winter. He had not really relaxed until the ride operator had measured him with his stick. &quot;You're in,&quot; the man had muttered.</td>
</tr>
<tr>
<td>I swallowed hard and tried to concentrate. I was sure that if I tried hard enough, I would be able to remember my locker combination. My mom had advised me to write the numbers down, but I had been sure that I could remember them. Was it 24-5-19 or 24-9-15?</td>
<td>I remember learning how to ride a bike. My dad and mom were outside helping me. &quot;Maybe training wheels weren't so bad after all,&quot; I thought to myself. I started pedaling and found myself going faster and faster. &quot;Let go!&quot; I cried, &quot;No, wait!&quot; But it was too late.</td>
</tr>
</tbody>
</table>
Establishing a Point of View in Narratives – Grade Four

Attachment A (Continued)
Choosing Point of View
Part One

Name________________________________ Date________________________

**Directions:** After cutting the passages into six blocks, classify each passage as first or third person point of view. Then, attach each passage to the chart.

<table>
<thead>
<tr>
<th>First Person</th>
<th>Third Person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Establishing a Point of View in Narratives – Grade Four

Attachment B
Choosing Point of View
Part Two

Name____________________________________  Date________________________________

Part A
Directions: Read the following story to discover its point of view. As you read, look for clues that suggest the point of view.

It was the first of April, and even though I was on my way to school, I was so happy that I felt like skipping. My mom and dad had just told me the night before that we would be going on an ocean cruise at the end of the school year. I had always dreamed of going on one of those big boats, but this was going to be something even more special. We were going on a sailing boat into the ocean off the coast of Alaska! In college, my mother had studied the science of the ocean, and my dad works for a local zoo. My parents thought this summer would be fun to show me some of the things that they studied. I just knew that this summer would be one I would always remember.

Circle the correct point of view:  
first person  or  third person

Write down five words that helped you decide the point of view of the story:  ________________ ________________________________________________

Part B
Directions: Rewrite the story you have just read so that it is in the opposite point of view. If you need more space to write, continue on back.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

______________________________________________________________________________
Establishing a Point of View in Narratives – Grade Four

Attachment C
Establishing Point of View in a Narrative
Part Three

Name_________________________________________ Date__________________________________

Directions: Choose a topic to write a narrative or create a topic on your own.
Topics:
vacations       animals       sports
pets           accidents     hobbies
holidays       friends       games

Topic Choice________________________________________

Directions: Choose a point of view to write a narrative.

Point of view________________________________________

Directions: Write a narrative using the chosen topic and point of view.

________________________________________________________________________

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Attachment D
Point of View Activity Chart

<table>
<thead>
<tr>
<th>Name ______________________________</th>
<th>Date __________________________</th>
</tr>
</thead>
</table>

**Directions:** Fill in the story map graphic organizer. Use the written information to write a narrative.

### Activity A

<table>
<thead>
<tr>
<th>1. Book title one ____________________________</th>
<th>Key words that show first person:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe why this shows first person.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Book title two ____________________________</th>
<th>Key words that show first person:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe why this shows first person.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Book title three ____________________________</th>
<th>Key words that show first person:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe why this shows first person.</td>
</tr>
</tbody>
</table>

### Activity B

<table>
<thead>
<tr>
<th>1. Book one title ____________________________</th>
<th>Key words that show third person:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe why this shows third person.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Book two title ____________________________</th>
<th>Key words that show third person:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe why this shows third person.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Book title three ____________________________</th>
<th>Key words that show third person:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe why this shows third person.</td>
</tr>
</tbody>
</table>
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Attachment E
Story Map Graphic Organizer

1. Setting
   - Where
   - When

2. Main Character
   - Physical attributes
   - Actions
   - Personal background

3. Conflict
   - 
   - 
   - 

4. Resolution
   - 
   - 
   - 