

MINI LESSON

Point of View



Objective: SW be able to determine the point of view of a text.

Materials: A copy of the story *True Story of the Three Little Pigs* - Scieszka/Smith and a variety of texts such as; children's books, articles, text books, magazines, etc..., smart board or projector, I.S.N.'s and pencils

"I do": TW read the story, *True Story of the Three Little Pigs* aloud to the class. TW ask the students what they already know about point of view and who is the point of view in the story, *True Story of the Three Little Pigs*, told from? How does it change the story? After a brief discussion TW show the [point of view power point](#) to the class and discuss. TW then present the [point of view power point activity](#). TW allow groups to answer as a team and the team with the most answers correct wins.

"We do": SW take notes on [point of view power point](#) and discussion. Using the [point of view worksheet](#), TW cut it up into strips. TW pass out one example of a narrative perspective passage to each set of partners. Together, they will determine the point of view of the passage. TW have designated areas around the room that are labeled by each point of view. (Ex. library- first person, whiteboard- second person, etc...) With their partner, they will head over to the correctly labeled point of view that matches their passage. SW read aloud their passages to the class and class will help determine if they made the correct choice.

"You do": After SSR time, SW use the same process to determine the point of view of their own story and in turn, write a brief summary of what they have read and turn it in as an "exit ticket" on their way out. TW use this to assess that students have understood the skill.

Extension: TW assign a few of the passages from the point of view worksheets [one](#), [two](#), [three](#), and [four](#) as homework throughout the year.

Conferencing: TW work with small groups to practice point of view.

