|  |  |  |
| --- | --- | --- |
| **Name:** Lauren Milne  **Teaching Date:** N/A  **Lesson Topic: Point of View and Perspective: *Convincing the Audience*** | | |
| **Preplanning Tasks:**   1. **National & State Standards:**   **Grade Level: 3**  **EALR:**  2. The student understands the meaning of what is read.  3. The student writes clearly and effectively.  **Component:**  2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.  3.2. Uses appropriate style.  **Grade Level Expectations:**  2.3.1. Understand and analyze the relationship between and among informational/expository text and literary/narrative text.  3.2.1. Writes with voice.   1. **Content Analysis**: Concept Analysis   Definition of **Point of View**: The narrator's position in relation to the story being told. Examples of a **Point of View**:  First Person: a point of view in which an "I" or "we" serves as the narrator of a piece of fiction.  Second Person: the narrator tells the story to another character using "you"; the story is being told through the addressee's point of view.  Third Person: a form of storytelling in which a narrator relates all action in third person, using third person pronouns such as "he" or "she."  Critical Attributes: can only use one POV at a time  Noncritical Attributes: different terms can be used for each type of POV: “I” vs. “Me”, “You”, “Him” vs. “Her”  Definition of **Perspective**: A way of regarding situations, facts, etc., and judging their relative importance. Examples of a **Perspective**: “I *think* that cats are awesome *because*…, but Sam *thinks* that cats are just annoying *because*…"  Non-examples of a **Perspective**: “Sam is a boy”, “The school is called Mountlake Junior High”; etc.  Critical Attributes: must be descriptive, opinionated, and have a purpose.  Noncritical Attributes: Can use any form of POV.   1. **Objectives (lesson & academic):**   After reading, students will demonstrate an understanding that the point of view is determined by the author, different points of view exist, and people have different points of view about a topic by writing down at least 2 different examples (a total of 6 answers) of each component on a handout with 100% accuracy. **Pre-requisite knowledge/skills:** understanding of point of view and perspective.   1. **Key Pre-requisite Vocabulary:**   **Point of View:** The narrator's position in relation to the story being told.  **Perspective:** A way of regarding situations, facts, etc., and judging their relative importance.   1. **Materials:** The Three Little Pigs, example of third person point of view, response cards, DocCam 2. **Resources (if applicable)** | | |
|  | **AABs, ASRs, CFUs** | **TIME** |
| **Lesson Opening:**   1. **Signal for Attention:** \*clap clap CLAP-CLAP-CLAP\* pattern (students repeat) 2. **Behavior Expectations:**   “Show me…”   1. Eyes and Ears on Speaker 2. Remain Seated 3. Mouths Closed 4. Raise Hand to Speak 5. Materials Ready 6. …Stay on Task” 7. **Statement of Target: “**The target of this lesson is to for us to understand how a third person narrator can try to influence the reader’s thinking.” 8. **Key Vocabulary:**   **Point of View:** The narrator's position in relation to the story being told.  **Perspective:** A way of regarding situations, facts, etc., and judging their relative importance.  **Activate Background Knowledge: “**For the past 2 weeks, we have been studying point of view and perspective. Today, we are going to continue looking for the point of view and perspective, but in a new story.”  \*Ask the students if they are familiar with the story of *The Three Little Pigs.*\* |  |  |
| **Lesson Body:**   1. **Presentation of Information:**   I DO: “When we hear the voice of a third person narrator telling the story, they often want us to think a certain way about the story they are telling us. For example…”   1. Read a short text that shows the narrator convincing the reader to think a certain way. (I.E. a section from the current read-aloud book)   “Obviously the author is writing from a third-person point of view because they use third person pronouns such as "he" or "she.".”  “The author used sentences like (characters spoken words) and (characters actions) to show that (perspective).  I know this because…”  **2. Demonstration**  \*WRITE DOWN ON RESPONSE CARD at the DocCam AS THINK ALOUD OCCURS\*  “Now I am going to read a story I’m sure most of the class has read. When I read *The Three Little Pigs and the Big Bad Wolf*, I want you to be listening for anything the narrator says which may want you to choose who you cheer for: the pigs or the wolf.”   1. Read *The Three Little Pigs and the Big Bad Wolf* to the students. 2. **Supervised Practice:**   WE DO:  \*Pass out response cards\*  “Now think for a moment to yourself. What do you think the narrator wants you to think?”  \*5-second Wait Time\*   1. Have the students discuss with their partner what they think the narrator wants you to think. 2. Have them write their ideas on their response cards. TELL THEM NOT TO ERASE!   \*30-second Wait time.\*   1. SIGNAL FOR ATTENTION (clap clap CLAP-CLAP-CLAP)   “What do you think the narrator wanted you to think?”  \*Call volunteer from each/at least 3 group(s)\*  “Now let’s think about why the narrator wanted us to think that way. What words did the narrator use?”  \*5-second Wait Time\*   1. Have the students discuss with partner and write their responses on their response cards. DON’T ERASE!   \*30-second Wait Time\*  “What about through the actions the characters chose to take? What evidence can we find in that?”  \*5-second Wait Time\*   1. Have students discuss with partner and write their responses on the response cards. DON’T ERASE!   YOU DO: “Now take out your books. We are going to read for about 10 minutes. When you’ve finished reading, yu will complete a handout.”  \*Display Handout on DocCam\*  “You are going to first write the perspective of the narrator.”  \*Read the definition of perspective out loud as a class\*  “Then you are going to provide evidence in the form of words and actions that the characters took to support this perspective.”  \*Pass out the handout\* |  |  |
| **Lesson Closing:**   1. **Statement of review:** “Remember what we’ve discussed today. We read the Three Little Pigs and talked about how a third person narrator can try to influence the reader’s thinking. You may keep the response cards to look back at them if you need examples.” 2. **Evaluation:** Handout 3. **Transition statement:**   “When you are finished with the handout, turn it in to me. Then you may take out any morning work you need to complete and work on that. If you are finished with all of your work you may go have a few minutes of free time.” |  |  |