

# Reading/S.S./Writing Lesson Plan Sample

## (1 day)

**Standard: ELAGSE4RL6:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**Essential Question:** How can point of view affect the way a story/text is told or understood?

**Activating Strategy:** Discussion prompt:

[Point of View by Shel Silverstein](#)

Why would the dinner have a different point of view about the holidays than people?

**Vocabulary:** First person, 2<sup>nd</sup> person, 3<sup>rd</sup> person limited, 3<sup>rd</sup> person omniscient, compare, contrast, narrate, narration, narrated

**Teaching Strategies:** Read the text [Voices in the Park by Anthony Browne](#) and lead students in an analysis of the four narrators. Throughout the analysis model with students how to compare and contrast the point of view from which stories can be narrated and create an anchor chart/complete their note taking sheet for future reference.

**Relevance:** Journalists have to be able to report the news (third person) but also shared the opinion of people they interview (first person).

Writers use point of view to create and showcase voice in their writing.

**Assignment and/or Assessment:** In small groups (based on the self-assessment rubric on point of view and previous assessments) students will read different versions of articles on The Great Depression. Students will determine the point of view and major details from each article. Students will then select a partner who read another point of view or version of the event and compare/contrast the versions.

**Summarizing Strategies:** Think/pair/share

(Share the major differences between the two versions that you read/discussed)

**H.O.T.S. :**

1. Differentiate between first and third person point of view.
2. How can changing the point of view affect the story/information?

\*Premeditated Flexible groups based on formative assessments (subject to change based on self-assessment rubrics)

Students in group 1 have shown mastery of the concept

Students in group 2 and 3 are proficient

Students in group 4 are making progress towards proficiency

Students in group 5 need scaffolded support to access and become proficient in the standard.