Lesson Title: **Roxaboxen – Point of View**

Date: 02/07/12

Class: 3rd grade Reading

Instructional Objective(s): TLW can increase their fluency and expression while reading and identify the author’s point of view based on key words in the text.

GLCE or District Objective(s): R.NT.03.04 explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character trait.

Behavior Management Procedures: Flip cards and bee awards or poker chips.

Anticipatory Set: What was **Roxaboxen** about? Who wrote the story? Who told the story?

Objective: I can increase my fluency and expression while reading and identify the author’s point of view based on key words in the text.

Input:
- Information on the author
- Point of view
- 1st and 3rd person

Modeling:
- The author’s point of view – explanation
- Pointing out the author’s point of view throughout the story
- Other points of view in the story?

Checking for Understanding:

Is this written in 1st or 3rd person?
Does the author’s background information show up anywhere in the story?
What context clues help you figure out the point of view of the story?
Is the author always the point of view in a story?
What other characters are in the story?
What would their story look like from their point of view?
Does the story change from different points of view?
Does the vocabulary change when the point of view changes?

Guided Practice:
- Comprehension and Language Arts Skills “Author’s Point of View” practice, pgs. 86-87
• Students practice reading out loud
  o Read the story as a class with assigned students reading one page at a time

Independent Practice: Point of View worksheet – they pick which side.

Closure: Now that you have learned about “point of view” and practiced exploring the different ways a story can be told, tomorrow you will be rewriting Roxaboxen from the point of view of one of the characters in the story. I want you to start thinking about which character you liked the most so that you write from their point of view tomorrow! *Put away your reading books, turn in your worksheet, and get ready for recess.*

Evaluation of the Objective:

• Comprehension and Language Arts Skills “Author’s Point of View” practice pages
• Point of View worksheet

Plans for Differentiation:

• Completing the worksheets orally instead of writing out the answers – share with a partner, role play, work with the teacher, etc.
• Re-write a story – from the class book, self-selected reading book, something you experienced, etc. – from a different point of view.

Materials Needed for Teaching:

• Open Court Reading book
• Comprehension and Language Arts Skills workbook
• Point of View worksheet
Everyone Has a Different View

Point of View

Most stories are told from the point of view of one character or a narrator. Write a short description of what you think happened from different characters' points of view. Begin each description with the word "I," since you will think like each character.

What was the real story, Little Pig?

What was the real story, Wolf?

What was the real story, Baby Bear?

What was the real story, Goldilocks?
Put Yourself in Other People's Shoes

Point of View

The saying "Put yourself in my shoes" means for you to think about a situation from another person's point of view. Describe the first day back at school from the point of view of four different people.

student

parent

teacher

principal
Lesson Title: Roxaboxen – Point of View

Date: 02/08/12

Class: 3rd grade Reading

Instructional Objective(s): L.RP.03.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.

GLCE or District Objective(s): TLW listen to the story on CD to aid comprehension and fluency development. TLW recognize affixes that are attached to a base word and use them to determine the meaning of a word.

Behavior Management Procedures: Flip cards and bee awards or poker chips.

Anticipatory Set: Who are the various characters in the story? Could you re-write the story from their point of view?

Objective: I can listen to the story on CD to aid comprehension and fluency development.

I can recognize affixes that are attached to a base word and use them to determine the meaning of a word.

Input:

- Point of view
- Affixes
  - Prefix and suffix

Modeling:

- Introduce: Open-Minded Portraits
- Affixes: suffixes – return to the word knowledge overhead
  - Verbs, nouns, adverbs, adjective

Checking for Understanding:

What kind of vocabulary would you use to write the story from this character’s point of view?
Does the story change at all?
Did you notice any new details in the story?
Which character are you going to re-write the story from?
What is an affix? A suffix? A prefix?
How does the affix change the word?
Could you identify common suffixes or prefixes that signify nouns, verbs, adverbs, etc.?
Guided Practice:

- Make a list of all the characters from the story on the board.
- How affixes change a word
  - Go through all the word knowledge words
  - Ask for examples

Independent Practice:

- While listening to the story on the cd, the students will complete an Open-Minded portrait of one of the characters in the story to continue practicing different points of view.
  - Students pick a character from the story and draw two pictures: one will be the face of the person (they get to use their imagination!) and the other will be the back of the head of that character.
  - The need to fill the “back of the head” picture with the character’s thoughts, ideas, and interests.
  - Then students will describe the city of Roxaboxen from that character’s point of view.

Closure: Share your Open-Minded portrait with a friend to hear the story from a different point of view. *Put away your reading books and papers, and get ready for recess*

Evaluation of the Objective: Open-Minded portraits

Plans for Differentiation:

- Write the story to accompany the open-minded portrait.
- Draw the story out from their character’s point of view, like a cartoon strip.
- Look up words in the dictionary to better understand how affixes change words.
- Make a list of affixes and associated words – nouns, verb, adverbs, etc. – to help students make concrete connections. They can keep adding to these lists!

Materials Needed for Teaching:

- Word knowledge overhead
- Open Court Reading book
- Roxaboxen on cd
- 50 Literacy Strategies – Open-Minded Portraits
- Extra paper
- Pencil or markers