

DESCRIBING HOW POINT OF VIEW INFLUENCES A STORY

5.R.2.A.g Read, infer, analyze, and draw conclusions to introduce different forms of third-person points of view in stories.

CONTENTS

TEACHER NOTES

An introduction to the lessons and a brief discussion of the research used to develop the instructional resources included in the lesson set.

LEARNING MAP TOOL

An overview of the standards, the learning map section, and the nodes addressed in the lesson set.

INSTRUCTIONAL ACTIVITIES FOR LESSONS 1–3

Detailed walkthroughs of each lesson.

PASSAGE

A story designed to support the skills students practice in the lessons. You may use the provided text or select your own. (Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.)

STUDENT HANDOUTS FOR LESSONS 1–3

Reproducible handouts students will use to complete activities during the lessons.

TEACHER’S FEEDBACK GUIDE

A feedback tool for your use at the conclusion of the lesson set.

CHARACTER POINT OF VIEW

TEACHER NOTES

5.R.2.A.g, Lessons 1–3

UNIT OVERVIEW

In this unit, students examine point of view by analyzing, discussing, and role-playing how a character's or narrator's point of view influences the description of the events in a story.

Lesson 1: In this lesson, students analyze characters' feelings and responses to determine how character point of view influences the events in a story. You will guide students through a think-aloud and model how to find dialogue and actions in the text to determine a character's point of view. Students will find and examine text evidence that shows different characters' points of view and how the characters influence what happens in the story.

Lesson 2: In this lesson, students generate questions and role-play to deepen their understanding of a character's point of view. You will model how to generate questions to ask a character and how to formulate the character's response using the text.

Lesson 3: In this lesson, students develop a clear presentation of a character's point of view by speaking and writing. Role-playing as the character, students participate in a talk-show panel and answer the audience's questions. Then students select an event in the story and write a retelling from that character's point of view.

Research Findings

Lesson Strategies, Approaches, or Activities

<p>It is critical that students get practice with close reading including determining what the text says, questioning, making inferences, and using evidence to support interpretations. When students read closely and return to the text to find evidence that supports their ideas, it enhances and expands their understanding.</p> <p>(Elliot-Johns & Puig 2015)</p>	<p>In Lessons 1 and 2, a think-aloud shows students how to find text evidence to support a character's point of view.</p>
<p>Development of oral languages skills is a critical part of English language arts. The research shows that dramatic role-play cultivates students' language skills. Through this, students demonstrate mastery of higher order thinking skills.</p> <p>(Aquino-Sterling, 2014)</p> <p>(Wilhelm, 1998)</p>	<p>In Lesson 2, students generate questions for a character and answer from the character's point of view. Students role-play as a character and answer questions from that character's point of view in Lessons 2 and 3.</p>

Group dramatic play helps students create meaning, interpret, and critique a text. (Wilhelm, 1998)	In Lesson 3, the class participates in a talk show in which students present the point of view of each character in the story.
It is important that students understand real life applications of point of view in a text. (Cunningham & Cunningham, 2014)	Students will retell a story event from a character's point of view in Lesson 3.

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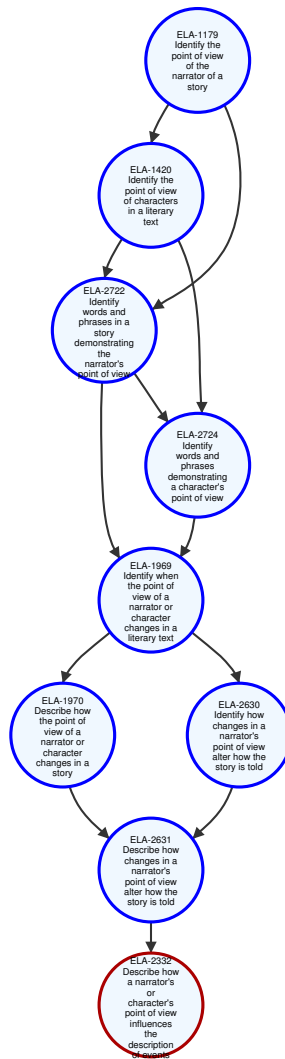
CHARACTER POINT OF VIEW

LEARNING MAP TOOL

5.R.2.A.g

STANDARD

5.R.2.A.g Read, infer, analyze, and draw conclusions to introduce different forms of third-person points of view in stories.



**Learning map model for 5.R.3.A.g.*

Node ID	Node Name	Node Description
ELA-1179	IDENTIFY THE POINT OF VIEW OF THE NARRATOR OF A STORY	Identify the point of view of the narrator of a story based on the narrator's discourse, psychological idiosyncrasies, attitudes, norms and values, mental properties, and world model.
ELA-1420	IDENTIFY THE POINT OF VIEW OF CHARACTERS IN A STORY	Identify the point of view of different characters in a story. These characters are not also narrators of the events in the story.
ELA-1969	IDENTIFY WHEN THE POINT OF VIEW OF A NARRATOR OR CHARACTER CHANGES IN A STORY	Identify when a narrator's or character's point of view changes as a result of one or more events occurring in a story.
ELA-1970	DESCRIBE HOW THE POINT OF VIEW OF A NARRATOR OR CHARACTER CHANGES IN A STORY	Describe how a narrator's or character's point of view changes in response to one or more events occurring during the course of the story.
ELA-2332	DESCRIBE HOW A NARRATOR'S OR CHARACTER'S POINT OF VIEW INFLUENCES THE DESCRIPTION OF EVENTS	Describe how the point of view of a narrator or character affects what information is included and excluded from a description of an event.
ELA-2630	IDENTIFY HOW CHANGES IN A NARRATOR'S POINT OF VIEW ALTER HOW THE STORY IS TOLD	Identify how the meaning of the story and how it is told changes when the narrator's point of view changes.
ELA-2631	DESCRIBE HOW CHANGES IN A NARRATOR'S POINT OF VIEW ALTER HOW THE STORY IS TOLD	Describe how the meaning of the story and how it is told changes when the narrator's point of view changes.
ELA-2722	IDENTIFY WORDS AND PHRASES IN A STORY DEMONSTRATING THE NARRATOR'S POINT OF VIEW	Identify the words and phrases that demonstrate the point of view of the narrator in a story.
ELA-2724	IDENTIFY WORDS AND PHRASES DEMONSTRATING A CHARACTER'S POINT OF VIEW	Identify the words and phrases that demonstrate the point of view of a character in a story.

IDENTIFYING MULTIPLE POINTS OF VIEW

INSTRUCTIONAL ACTIVITY

5.R.2.A.g, Lesson 1

LEARNING GOAL

In this lesson, students identify multiple characters' points of view and how the characters influence the events in a short story or drama.

STANDARD

5.R.2.A.g Read, infer, analyze, and draw conclusions to introduce different forms of third-person points of view in stories.

PREPARATION

Before the lesson, find a story that contains at least three points of view that are clearly identifiable. A mystery, fairy tale, or play will work well. This unit includes a folktale, [THE RATS AND THEIR SON-IN-LAW](#), which you are free to copy. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.

MATERIALS & HANDOUTS

- ▶ [PASSAGE: THE RATS AND THEIR SON-IN-LAW](#)
 - ▶ [STUDENT HANDOUT: CHARACTER POINTS OF VIEW](#)
 - ▶ white board or chart paper
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can identify characters' points of view and how the characters influence the events in a story."

Introduce the story and ask the class to provide background on the type of story. **Discuss** the features that are important to that genre.

Review that characters are a key element in a story and that they tell the story as it happens in their eyes.

Define point of view for students: “Your point of view is the way you see something and how you feel about it.” **Remind** students that some stories tell what happens from one person’s point of view, while other stories tell what happens from multiple people’s points of view. **Say**, “Today, we will read a story that tells what happens from the points of view of several characters.”

Pass out [STUDENT HANDOUT: CHARACTER POINTS OF VIEW](#) and go over the chart. **Instruct** students to pay attention to what the characters say and how they act toward the other characters. This will help students determine each character’s point of view.

Read the story. Then **ask** students to recall the most important events and write the answers on the board or chart paper.

Next, choose an event on the chart and **ask** students which character is present during the event. **Model** how to enter the information for that character on the handout and direct students to follow along. Talk aloud as you write the character’s name, a description of how the character feels, details from the story that show this feeling, and a description of the character’s point of view based on the feeling.

Release students to work with a partner to complete the next section of the chart for a different character. While students work, **circulate** and ask the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING	
Determine if the student can IDENTIFY THE POINT OF VIEW OF CHARACTERS IN A STORY (ELA-1420) : <ul style="list-style-type: none">▶ What is the main character’s point of view?▶ What is another character’s point of view?▶ How do you know a character’s point of view?	Determine if the student can IDENTIFY WORDS OR PHRASES THAT DESCRIBE OR DEMONSTRATE THE POINT OF VIEW OF A CHARACTER (ELA-2724) : <ul style="list-style-type: none">▶ What details in the story show how the character feels?▶ What examples from the text show the point of view?

Ask students to share out the details they added to the handout. To end the lesson, **direct** students to pick another character to describe on the chart independently. **Collect** handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

The Rats and Their Son-In-Law

a folktale

There once lived in Japan a rat and his wife, folk of noble race, who had one beautiful daughter. They were exceedingly proud of her charms, and dreamed, as parents will, of the grand marriage she was sure to make in time.

Proud of his pure rodent blood, the father saw no son-in-law more to be desired than a young rat of ancient lineage, whose attentions to his daughter were very marked. This match, however, brilliant as it was, seemed not to the mother's taste. Like many people who think themselves made out of special clay, she had a very poor opinion of her own kind, and was ambitious for an alliance with the highest circles. To the stars! was her motto, she always said, and really, when one has a daughter of incomparable beauty, one may well hope for an equally incomparable son-in-law.

"Address yourself to the sun at once, then," cried the impatient father one day; "there is nothing above him, surely."

"Quite so; I had already thought of it," she answered, "and since you, too, are in sympathy with the idea, we will make our call to-morrow."

So, on the following morning the proud father and the haughty mother-rat went together to present their lovely daughter to the orb of day.

"Lord Sun," said the mother, "let me present our only daughter, who is so beautiful that there is nothing like her in the whole world. Naturally we desire a son-in-law as wonderful as she, and, as you see, we have come to you first of all."

"Really," said the sun, "I am extremely flattered by your proposal, but you do me too much honor; there is some one greater than I; it is the cloud. Look, if you do not believe." And at that moment the cloud arrived, and with one waft of his folds extinguished the sun with all his golden rays.

"Very well; let us speak to the cloud, then," said the mother-rat, not in the least disconcerted.

"Immensely honored, I am sure," replied the cloud in his turn, "but you are again mistaken; there is some one greater than I; it is the wind. You shall see."

At the same moment along came the wind, and with one blow swept the cloud out of sight, after which, overturning father, mother, and daughter, he tumbled with them, pell-mell, at the foot of an old wall.

"Quick, quick," cried the mother-rat, struggling to her feet, "and let us repeat our compliments to the wind."

"You'd better address yourself to the wall," growled the wind roughly. "You see very well he is greater than I, for he stops me and makes me draw back."

No sooner had she heard these words than mother-rat faced about and presented her daughter to the wall. Ah, but now the fair rat-maiden imitated the wind; she drew back also. He whom she really adored in her heart of hearts was the fascinating young rat who had paid his court to her so well. However, to please her mother, she had consented to wed the Sun, in spite of his blinding rays, or the cloud, in spite of his sulky look, even the wind, in spite of his brusque manner; but an old, broken wall!—No!—death would be better a thousand times.

Fortunately the wall excused himself, like all the rest. "Certainly," he said, "I can stop the wind, who can sweep away the cloud, who can cover up the Sun, but there is some one greater than I: it is the rat, who can pass through my body, and can even, if he chooses, reduce me to powder with his teeth. Believe me, you need seek no better son-in-law; greater than the rat, there is nothing in the world."

"Do you hear that, wife, do you hear it?" cried father-rat in triumph. "Didn't I always say so?"

"Quite true! You always did," returned the mother-rat in wonder, and suddenly glowed with pride in her ancient name and lineage.

So they all three went home, very happy and contented, and on the morrow the lovely rat-maiden married her faithful rat-lover.

CHARACTER POINTS OF VIEW

STUDENT HANDOUT

Lesson 1

Character/ Event #1:	
Character Feeling	
Evidence	
Character's Point of View	

Character/ Event #2:	
Character Feeling	
Evidence	
Character's Point of View	

Character/ Event #3:	
Character Feeling	
Evidence	
Character's Point of View	

WALK IN A CHARACTER'S SHOES

INSTRUCTIONAL ACTIVITY

5.R.2.A.g, Lesson 2

LEARNING GOAL

In this lesson, students become a character and describe that character's point of view using details from the text.

STANDARD

5.R.2.A.g Read, infer, analyze, and draw conclusions to introduce different forms of third-person points of view in stories.

MATERIALS & HANDOUTS

- ▶ **PASSAGE: THE RATS AND THEIR SON-IN-LAW**
- ▶ picture book of *The Three Little Pigs*
- ▶ **STUDENT HANDOUT: WALK IN A CHARACTER'S SHOES**

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can walk in the shoes of a character and describe how he or she responds to events using details from the story."

Review the characters from the story. **Ask** students to share what they think is a specific character's point of view.

Tell students that today's lesson will give them a chance to become a character and walk in his or her shoes. First, students will come up with questions for the character about how they act in the story. Then students will write out an answer from the character's perspective by using the text to help them say what the character would say.

To model an example, **say** “In the story *The Three Little Pigs*, the oldest pig builds his house out of bricks. I would ask the pig, ‘Why did you decide to build your house out of bricks?’ Then I would pretend to be the oldest pig and answer from his point of view. He may say something like ‘I tried to use the strongest material I could find. It took a lot of time and energy to build it, but I am happy with the results.’ ”

Next, **model** finding a supporting detail. For example, identify a line that says the pig is not afraid of hard work. **Say**, “The point of view I wrote is accurate because it is based on the text.”

Assign students into trios and give each student the [STUDENT HANDOUT: WALK IN A CHARACTER’S SHOES](#). Show students where to write the questions, answers, and text examples on the handout. Ask students to come up with as many questions and details as they can think of, or select a set number if limited on time.

Assign groups a character. While groups work, **walk around** and check for understanding.

CHECKING FOR UNDERSTANDING	
<p>Determine if the student can IDENTIFY WHEN THE POINT OF VIEW OF A NARRATOR OR CHARACTER CHANGES IN A STORY (ELA-1969):</p> <ul style="list-style-type: none">▶ How does the character feel in the beginning? What causes his or her feelings to change?▶ How does the character feel at the end of the story? What causes his or her feelings to change?	<p>Determine if the student can DESCRIBE HOW THE POINT OF VIEW OF A NARRATOR OR CHARACTER CHANGES IN A STORY (ELA-1970):</p> <ul style="list-style-type: none">▶ What evidence shows that the character changes his or her point of view?▶ Why do you think the character changes their point of view?

Ask students to share some of the questions they wrote to ask their character. Ask other students to volunteer to answer one of the questions as that character.

Tell students that the next lesson will be a chance to ask the characters questions and answer as the characters in a talk show. **Collect** handouts and review students’ questions and answers before Lesson 3.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

WALK IN A CHARACTER'S SHOES

STUDENT HANDOUT

Lesson 2

Character: _____

Question	Character's Answer	Detail from Text

Question	Character's Answer	Detail from Text

CHARACTER TALK SHOW

INSTRUCTIONAL ACTIVITY

5.R.2.A.g, Lesson 3

LEARNING GOAL

In this lesson, students portray a character from the story and answer questions about the events in the story from that character's point of view.

STANDARD

5.R.2.A.g Read, infer, analyze, and draw conclusions to introduce different forms of third-person points of view in stories.

PREPARATION

Before the lesson, compile the students' questions from the Lesson 2 handout on the board by character. Set up a chair for each character in the front of the room for the talk show.

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

MATERIALS & HANDOUTS

- ▶ completed copies of [STUDENT HANDOUT: CHARACTER INTERVIEW](#) from Lesson 2
 - ▶ [STUDENT HANDOUT: CHARACTER'S POINT OF VIEW](#)
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can answer questions about the events in the story from a character's point of view."

Have students sit with their group from Lesson 2. **Pass back** [STUDENT HANDOUT: CHARACTER INTERVIEW](#) from Lesson 2 for students to refer to during the talk show.

Explain to students the protocol for the talk show. Each character will have a seat in the front of the room. Different students from the group can be the character, rotating in and out to answer questions. You will be the talk show host, but the host will take questions from the audience (students).

Remind students that their character's answers should be based on the text. Students can expand on what the text says as long as it is consistent with the story. If students veer off topic, remind them to connect their response to the text.

Give students five minutes to review their charts from Lesson 2 and then ask for a representative for each character to sit on the panel.

Introduce the character panel to the audience and begin asking questions. Allow each character to answer four or five questions, either from the list on the board or from students in the audience. This should take about 15-20 minutes. **Close** the talk show and tell the class they will now independently write about an event in the story from one of the character's points of view.

Pass out [STUDENT HANDOUT: CHARACTER'S POINT OF VIEW](#). While students write, **circulate** and ask the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING		
Determine if the student can DESCRIBE HOW A NARRATOR'S OR CHARACTER'S POINT OF VIEW INFLUENCES THE DESCRIPTION OF EVENTS (ELA-2332) :		
▶ How does _____ happen?	▶ What facts or details show the character's point of view?	▶ How does the character influence this event?

Ask for volunteers to share. **Collect** handouts and refer to the [TEACHER'S FEEDBACK GUIDE](#).

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

CHARACTER'S POINT OF VIEW

STUDENT HANDOUT

Lesson 3

Directions: Pick one of the characters from the story. Walk in the shoes of the character and write about one event that happened from that character's point of view. Be sure to include details that are consistent with the story.

CHARACTER POINT OF VIEW

TEACHER'S FEEDBACK GUIDE

5.R.2.A.G

Concrete ←————→ Abstract		
Determine if the student can IDENTIFY WORDS OR PHRASES THAT DESCRIBE OR DEMONSTRATE THE POINT OF VIEW OF A CHARACTER (ELA-2724): <ul style="list-style-type: none">▶ What does the character say that shows his or her point of view?	Determine if the student can DESCRIBE HOW THE POINT OF VIEW OF A NARRATOR OR CHARACTER CHANGES IN A STORY (ELA-1970): <ul style="list-style-type: none">▶ When does the character's point of view change in the story?▶ What causes the character's view to happen?	Determine if the student can DESCRIBE HOW A NARRATOR'S OR CHARACTER'S POINT OF VIEW INFLUENCES THE DESCRIPTION OF EVENTS (ELA-2332): <ul style="list-style-type: none">▶ What is the character's point of view towards a particular event in the story?▶ How does this influence what he or she does or says in the story?
COMMON MISUNDERSTANDINGS		
identifies actions instead of dialogue	describes what the character does but does not describe the character's point of view and why he or she responds in a specific way	does not describe how the character influences the events in the story
SUGGESTIONS FOR NEXT STEPS		
Have students find words or phrases in the story that identify the character's point of view.	Have students make a cause-and-effect chart of the actions and the character's responses to the actions.	Have students create a sequence chart or flow map of how the character influences the events in the story. Each part of the map should reflect an event and how the character responds.