Introduction
General Information:
Anne Stolpe
Dr. Verplaetse
TSL 518: Content-based Instruction for English Language Learners
February 1st, 2016
Unit Information:
Title: Point of View in Literature
Grade level: 4th grade
Target group: Content-based ESL class
Source of text:
Docherty, T. (July 13, 2010). *Big scary monster*. Somerville, MA: Templar. (pp. 40)
Coleman, E. (January 1, 1996). *White socks only*. Morton Grove, IL: Albert Whitman & Company. (pp. 32)
Source of original lesson:
This lesson is adapted from Kerry Allen (original lesson was created as part of her master's degree in education at the University of New Haven)
and a lesson created by Readworks.org (2010)
Goals:
I want my students to know that there are different points of views used in literature and how they can change the story.
I want my students to know the differences between first person and third person (omniscient, limited) narrator and how to identify it.
I want my students to know how to write a story using a first or third person (omniscient, limited) narrator.
Lesson 1
**The italicized text is from the original unit.**

<table>
<thead>
<tr>
<th><strong>Language Objectives</strong></th>
<th><strong>Content Objectives</strong></th>
</tr>
</thead>
</table>
| 1. Students will be able to identify the person/limitation mentioned by the author. | 1. Evidence from the text: 
- Students will be able to identify the point of view by giving evidence from the text. |
| 2. Students will orally discuss the identified pronouns and feelings. | 2. Students will orally identify the identified pronouns and feelings. |
| 3. Students will orally discuss the identified pronouns and feelings. | 3. Students will orally identify the identified pronouns and feelings. |
| 4. Students will orally identify the identified pronouns and feelings. | 4. Students will orally identify the identified pronouns and feelings. |

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**Lesson 1: Point of View – Third Person Limited Narrator – 4th Grade (The text italicized is from the original unit)**

**Day 1: Lesson 1 (70 minutes):**

2. **Point of View:**

   - Edit Story: Monster

   - Students will orally identify the identified pronouns and feelings.
<table>
<thead>
<tr>
<th>Functions</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Expression</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Functions</td>
<td>the world.</td>
<td>saying them.</td>
<td>discussion using small groups and whole class to highlight the theme of the lesson.</td>
<td>discussion.</td>
</tr>
<tr>
<td></td>
<td>text and repeating</td>
<td>words with the help of sentence starters.</td>
<td>a small group and complete sentence practice.</td>
<td>discussion.</td>
</tr>
<tr>
<td></td>
<td>the point of view on</td>
<td>highlighting the theme.</td>
<td>by writing a complete sentence and paragraph.</td>
<td>completing a small group.</td>
</tr>
</tbody>
</table>

*The italicized text is from the original unit.*
Lesson Preparation:

0. Read the "The Big Scary Monster", by Thomas Docherty with Level 1-3. Explaining vocabulary with the help of picture cards: mountain, valley, creatures, rocks, plants, appeared and display them in the word wall. (Appendix A)

Building Shared History (5 min):

1. The teacher will show the students the "Duck! Rabbit!" picture and ask “What animal is this and why do you think so?” (Appendix B) The teacher will use gestures like making bunny ears with her hands and forming a beak in front of her mouth.
   * Level 3: display sentence starters (Appendix C)
   * Level 1-2: are expected to point to or choose an animal card (Appendix D) or make the gesture – teacher should say the words and have students in Level 2 repeat.

2. As the students make their guesses the teacher will write their responses next to the names or pictures of the student using “I think it is a ….” and then repeat their response “So you think it is ….” After all children had the chance to make their choice the teacher will state “So this group, they think it is a …. And this group, they think it is a … so we all have a different opinions or point of views.” The teacher will circle the pronouns and ask students what kind of words those are.

Initiation/Explanation (15 minutes):

3. The teacher introduces the story “The Big Scary Monster”, by Thomas Docherty to the class.
   * Level 1-3: the teacher will read the book beforehand or the teacher will provide them with the video to watch it at home.

4. The teacher reads the book out loud and emphasizes the feelings revealed throughout the book. The feelings will be marked in the book with red transparent tape and the pronouns with yellow. The teacher will ask whose feelings are described in the book. (Low level ELLs can point to the illustrations.) (Only of the main characters, the feelings of the other characters in the book are not mentioned.) Next, the teacher will ask the students which pronouns they observed in the book.
   * Level 4-5: What pronouns do you remember?
   * Level 3: Do you remember any pronouns like the ones on the chart? Say: I remember hearing a ______.
   * Level 1-2: When you look at your text do you see any pronouns? Point to them or show me a card. (Appendix E)

The teacher introduces the term "point-of-view" to the class and has students share with a partner as to what they think it means.

* Level 3: Students will receive sentence starters. (Point of view means ....)
* Level 1 and 2: Will receive samples explanations from which they can choose. (Appendix F)

**The italicized text is from the original unit.**
5. *The teacher takes a few responses and molds understanding into a class definition along the lines of “the narrator’s position on the story being told.” Teacher will write the class definition on the top of a chart with the columns headed with the words “First, Second, Third.” The teacher will read the definition in a slow pace and have students repeat the definition. (Appendix G)*

6. *Teacher will then explain that almost every story is told in first person, or third person. She explains to the class that together they will learn the differences between first and third, and how to identify which point of view the story is being told from.*

7. *Teacher tells students that pronouns are the easiest way to identify point of view – pointing at the circled words on the board. If we can identify the pronouns, we can identify the point of view of the story. Teacher points to the chart and explains that they will use this chart to create a list of pronouns to look for when identifying which person the narrator is. The teacher will play the song point of view from Flocabulary (https://www.flocabulary.com/unit/point-of-view/video/) and have students write the correct pronouns under the headings.*
   - Level 3: Will be provided with the lyrics. (Appendix H)
   - Level 1-2: Will be provided with the lyrics and word cards (translated pronouns into L1 of students) (Appendix E)

8. In groups, students will come up with gestures that could be made when referring to a specific type of narrator, i.e. pointing at oneself for first person.

**Modeling (20 minutes):**

9. The teacher will go back to the book and asks, “What narrator voice did the author choose for this story?” The teacher will listen to the students’ responses. (Level 1-2 students can point to the correct column on the point of view chart).

10. *The teacher then tells the students that there are multiple types of third person. In third person limited, the author tells the story as an outsider, and only reveals the feelings of one character. This definition will be added to the point of view chart. As the teacher is writing he/she will repeat the definition with slow pacing.*

11. *The teacher explains to students that in this story, the point of view is “limited” to the Big Scary Monster. The students will repeat the word “limited.” Individually the students will fill out their four square graphic organizers on third person limited point of view (Appendix H).*

12. *The teacher then tells the students that they will identify feelings and third person pronouns in selected handouts. Teacher puts the text of a short third person limited narrative and selects two highlighters (Appendix I) to model the task. With one color, teacher highlights all third person pronouns used in story. With second highlighter, teacher highlights all emotions felt by main character.*

**The italicized text is from the original unit.**
Independent Application/formative assessment (25 minutes):

13. Students are given a small packet containing third person limited short stories (Appendix J). Students must highlight packets (adjusted to proficiency levels) as the teacher modeled and write a sentence to explain their thinking. Students may work independently or with a partner. Once finished, students will meet in reading groups to share their findings.

Conclusion (5 minutes):

14. The teacher will review the hand gestures for each narrator point of view. The teacher explains to the students that they have now mastered “third person limited” point of view and that tomorrow we will learn about “third person omniscient point of view.”

Differentiation: For learning disabled students, the teacher will provide separate paragraphs with modified instructions. Students will be asked to only highlight pronouns in one paragraph, and emotions in another. The pronouns and emotions used will be within the students’ capabilities. Gifted students will be asked to write their own third person limited paragraph. Students will be required to use and highlight the proper pronouns, and select an emotion to emphasize.

**The italicized text is from the original unit.**
Appendix A: Picture cards for Level 1 and 2

Mountain

Valley

(Rocks and plants)

**The italicized text is from the original unit.**
Appendix B: Shared History

Ear or Beak?

Duck or Rabbit?

**The italicized text is from the original unit.**
Appendix C: Sentence starters Level 3

I think this is a (Duck/Rabbit) because I see ears/ I see a beak.

Appendix D: Pictures for Level 1 and 2

Rabbit - Ears  
Duck - Beak

**The italicized text is from the original unit.**
Appendix E: Word cards: English – Spanish

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>He (él)</td>
<td>They (ellos, ellas)</td>
</tr>
<tr>
<td>You (tú)</td>
<td>We (nosotros)</td>
</tr>
<tr>
<td>I (yo)</td>
<td>She (ella)</td>
</tr>
</tbody>
</table>

Appendix F: Sample sentences

Point of view means to have different ideas.
Point of view means to see things differently.
Point of view means to tell a story differently.

**The italicized text is from the original unit.**
**Appendix G: Point of View Chart (example):**

Point of view means to ......................................

<table>
<thead>
<tr>
<th>First Person</th>
<th>Second Person</th>
<th>Third Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>The story is told from the perspective of a character in the story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I</td>
<td>- they</td>
<td></td>
</tr>
<tr>
<td>- me</td>
<td>- he</td>
<td></td>
</tr>
<tr>
<td>- we</td>
<td>- she</td>
<td></td>
</tr>
<tr>
<td>- it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix H: Lyrics:

Every story has a narrator, and every narrator has a different point of view. Which point of view is yours? Let's go!

Everybody wants to know my **point of view**,
First person is **me**, second person is **you**.
Third person is **he**, third person is **she**,
Everybody wants to know my **POV**.

Knock knock, who's there? Narrator? Narrator who?
Narrator who's gonna tell a story from a point of view.
Every story's written in a certain voice,
When you're writing, you need to make a choice.
First, second or third person **POV,**
**The first person is all about me,**
Or we, like: "We climbed up a tree,
And I closed my eyes and felt the breeze."
**I might be unreliable if I don't tell the truth,**
Now let's switch the point of view to you.
**In the second person,** "You're in a taxi,
You're wondering how you got there exactly."
**The third person is he or she,**
"He walked down the street, and he saw the queen,
She was dressed hip like it wasn't a thing."
That's the third person, take it from him.
**Third person narration could be objective,**
Omniscient or from a limited perspective.
Can the narrator see in everyone's thoughts,
Narrating omnisciently like a boss?

Everybody wants to know my **point of view,**

**He looked up into Father Wolf's face, and laughed.**
That's... Third person!
"**We didn't always live on Mango Street.**"
That's... First person!
"**Sophie closed her eyes and lay quite still.**"
That's... Third person!
"**Your feet are now stuck in green slime.**"
That's... Second person!
"**In a hole in the ground there lived a hobbit.**"
That's... Third person!
"**It made me so sick I most fell out of the tree.**"
That's... First person!
"**You're thinking, this wasn't the way it was supposed to go.**" That's...
Second person!
"**My name is Katniss Everdeen. I am seventeen years old.**"
That's... First person!

Everybody wants to know my **point of view,** First person is **me,** second person is **you**.
Third person is **he,** third person is **she**,
Everybody wants to know my **POV.**

Alright now check your notes, Tell me which **POV** is in each quote:

"**I was born with water on the brain.**" That's...
First person!

**The italicized text is from the original unit.**
**Appendix H: 4 square organizer – 3rd person limited**

**Level 4:**

<table>
<thead>
<tr>
<th>Term:</th>
<th>Definition:</th>
</tr>
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<tbody>
<tr>
<td>3rd person limited</td>
<td>The authors tells the story</td>
</tr>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Illustration:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Level 3:**

<table>
<thead>
<tr>
<th>Term:</th>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd person limited</td>
<td>The authors tells the story</td>
</tr>
<tr>
<td></td>
<td>_________ and describes the ______________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Illustration:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Level 2:**

**The italicized text is from the original unit.**
**Term:** 3<sup>rd</sup> person limited  

**Definition:** The authors tells the story as an _____ (outsider/insider) and describes the feelings of _____ (number) character.

**Example:** highlight the **pronoun**

He walked over the bridge and felt sad because the swans where not there.

**Illustration:**

---

**Level 1:**

**Term:** 3<sup>rd</sup> person limited  

**Definition:** The authors tells the story as an **outsider** and describes the feelings of 1 character.

**Example:** highlight the **pronoun**

He She We I  
He walked over the bridge and felt sad because the swans where not there.

**Illustration:**

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**The italicized text is from the original unit.**
Appendix I: Teacher Modeling:

Directions:

Highlight the pronouns used to represent Horrid Harry in Yellow. Highlight Horrid Henry's emotions in Red.

"Horrid Henry hated babysitters. He wasn't a baby. He didn't want to be sat on. Why should he be nice to some ugly, stuck-up, bossy teenager who'd hog the TV and pig out on Henry's cookies? Parents should just stay at home where they belong thought Horrid Henry. And now it looked like they would have to. Ha! His parents were mean and horrible, but he'd had a lot of practice managing them."

Answer:

"Horrid Henry hated babysitters. He wasn't a baby. He didn't want to be sat on. Why should he be nice to some ugly, stuck-up, bossy teenager who'd hog the TV and pig out on Henry's cookies? Parents should just stay at home where they belong thought Horrid Henry. And now it looked like they would have to. Ha! His parents were mean and horrible, but he'd had a lot of practice managing them."

**The italicized text is from the original unit.**
Appendix J: Independent application worksheets:

Instructions:

Level 4-5: Read the text and highlight the feelings of the characters in red and pronouns yellow. Write a complete sentence explaining what narrator voice the text is written in.

4. George loved walking to school with his best friend, Matt. They would laugh at their sisters and make jokes about everything. Today, George had to walk to school alone, because Matt and his family had moved to a different state. George looked sad as he quietly walked to school alone.

Point of View: 

<table>
<thead>
<tr>
<th>Clues I Used to Figure Out the Point of View</th>
</tr>
</thead>
</table>

3. Jeff wrapped his arms around himself and leaned into the wind as he ran. He was wearing a heavy winter coat, a hat, scarf, and gloves, but he was still shivering from the cold. He rubbed his arms as he ran down the street.

Point of View: 

<table>
<thead>
<tr>
<th>Clues I Used to Figure Out the Point of View</th>
</tr>
</thead>
</table>

**The italicized text is from the original unit.**
Level 3: Read the text and highlight the feelings of the characters in red and pronouns yellow. Complete the sentence to explain what narrator voice the text is written in.

4. George loved walking to school with his best friend, Matt. They would laugh at their sisters and make jokes about everything. Today, George had to walk to school alone, because Matt and his family had moved to a different state. George looked sad as he quietly walked to school alone.

Point of View: ____________________________

[Table: Clues I Used to Figure Out the Point of View]

The story is written in ____________________________
because it has ____________________________ (pronouns) and
describes the feelings of ____________________________ (Names of characters).

Level 1-2: Read the text and highlight the feelings of the characters in red and pronouns yellow.

Feelings: sad ☹ happy ☺

Pronoun: I, she, he, you

1. George loves walking to school with his best friend, Matt. They would laugh at their sisters and make jokes about everything. Today, George had to walk to school alone, because Matt and his family had moved to a different state. George looked sad as he quietly walked to school alone.

Narrator perspective:

I think the story is written in ________ first person / third person limited ________,
Because it has ____________________________ (pronouns) and the author
describes the feelings of ________ George/ Matt ________ (name of character).

**The italicized text is from the original unit.**
Narrative

In order to make the original lesson accessible to English language learners I made revisions to many aspects of the lesson. One every important change was to create a shared history section before teaching the lesson. As a teacher in a mainstream classroom with ELLs it is important to build the lesson from the ground up and make sure that students have some background knowledge to build on during the lesson. In this case, I have students explore what it means to have different point of views by connecting it to having different opinions about the same topic. This activity was enhanced by providing visuals and gestures to make it more comprehensible for lower level ELLs.

Another major change to the original lesson was to include a writing activity where students had to explain and justify why they decided on this point of view. I think that every lesson should include some form of reading, writing and speaking in order to further development in all language domains. This writing activity is modified for every level of language proficiency which lets all students practice writing. Another writing activity in form of a 4 square graphic organizer was added that would enhance students understanding of the point of view they are talking about in the lesson. This graphic organizer will be used throughout the whole unit and gives the students the opportunity to refer back to and remember the correct terminology.

Another modification was made to the reading activity. I choose to pre-read the book with the lower ELLs in order to be able to focus on the content of point of view instead of comprehension during the whole group lesson. This activity also included vocabulary development for important words including visuals which would be displayed in the classroom so students and the teacher could refer back to them in class discussions. After the reading, I decided to ask bigger questions in order to get more student output which is essential for language development. This will change the traditional classroom talk to a more student centered instructional conversation. I also moved the reading activity to the beginning of the lesson because it is another example students have before exploring the topic of point of view. I also added a short song that explains different points of views in order to address audio-lingual learners. In addition to the song students create gestures for the different point of views which has been shown to reinforce memory. Those gestures will be used throughout the whole unit when referring to a specific point of view. At the same time, this is a way to include lower level ELLs into the discussions as they can make the gestures as their oral language might not be advanced enough to participate verbally.

With making all those modification, the lesson is still cognitively demanding but in a context-embedded way. All students are working toward the same content objectives and identify, explain and justify the point of view utilized by the author. Students who are still working on their language development have a chance to do so while learning grade level content.

**The italicized text is from the original unit.**
Lesson 2
### Language Performance Indicators

<table>
<thead>
<tr>
<th>Level 1:</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Students will be able to make and share predictions.</td>
<td>Students will be able to compare and contrast different points of view.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Students will identify key ideas and support their understanding with evidence from the text.</td>
<td>Students will be able to identify the point of view by analyzing the text.</td>
</tr>
</tbody>
</table>

**Content Objectives**

**Lesson 1:** Point of View – 3rd person omniscient narrator – 4th Grade

**Day 2: Lesson 2 (60 minutes)**

**Goal:** Point of View: Lessons 2 – 4th Grade
<table>
<thead>
<tr>
<th>Organizer: Sarah Garcia</th>
<th>Organizer: Jane Smith</th>
<th>Organizer: Emily Johnson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice and volume</td>
<td>Use of</td>
<td>Voice and volume</td>
</tr>
<tr>
<td>Identify the material</td>
<td>Identify the material</td>
<td>Identify the material</td>
</tr>
<tr>
<td>Appropriate activity</td>
<td>Activity using the</td>
<td>Appropriate activity</td>
</tr>
<tr>
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<td>teacher-led group</td>
<td>Activity using the</td>
</tr>
<tr>
<td>Questions during a</td>
<td>activities involving</td>
<td>teacher-led group</td>
</tr>
<tr>
<td>activity</td>
<td>the third person</td>
<td>activities including</td>
</tr>
<tr>
<td>Students will share</td>
<td>Students will share</td>
<td>Students will share</td>
</tr>
<tr>
<td>similarities and differences and</td>
<td>similarities and</td>
<td>similarities and</td>
</tr>
<tr>
<td>support, feedback and support</td>
<td>differences and</td>
<td>support, feedback and support</td>
</tr>
</tbody>
</table>

**Listening and Speaking**

<table>
<thead>
<tr>
<th>View A</th>
<th>View B</th>
<th>View C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person point of view</td>
<td>Person point of view</td>
<td>Person point of view</td>
</tr>
<tr>
<td>Compare and contrast</td>
<td>Compare and contrast</td>
<td>Compare and contrast</td>
</tr>
<tr>
<td>Students will share</td>
<td>Students will share</td>
<td>Students will share</td>
</tr>
<tr>
<td>Differences and similarities</td>
<td>Differences and similarities</td>
<td>Differences and similarities</td>
</tr>
<tr>
<td>Groups</td>
<td>Groups</td>
<td>Groups</td>
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<tr>
<td>Discussion</td>
<td>Discussion</td>
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<tr>
<td>Small group discussion</td>
<td>Small group discussion</td>
<td>Small group discussion</td>
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</tbody>
</table>

Step 1: Point of View: Lessons 2 - 4th Grade
<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Expression</th>
<th>Situation</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, me, my</td>
<td>Character(s)</td>
<td>Feelings</td>
<td>Third person omniscient</td>
<td>The third person omniscient</td>
<td>Identify</td>
</tr>
<tr>
<td>We, us, our</td>
<td>Character(s) &amp; Feelings</td>
<td>Third person limited</td>
<td>The third person limited</td>
<td>The third person limited</td>
<td>Identify</td>
</tr>
<tr>
<td>You, your</td>
<td>Character(s) &amp; Feelings</td>
<td>Third person limited</td>
<td>The third person limited</td>
<td>The third person limited</td>
<td>Identify</td>
</tr>
<tr>
<td>They, them</td>
<td>Character(s) &amp; Feelings</td>
<td>Third person limited</td>
<td>The third person limited</td>
<td>The third person limited</td>
<td>Identify</td>
</tr>
</tbody>
</table>

**Note:** The italicized text is from the original until.
Day 2, Lesson 2 (60 minutes): Students will be able to identify third person omniscient point of view in a story by examining the text and illustrations, thinking about how the main characters view the situation. Today’s focus is “third person omniscient” point of view.

Materials:

Bread and Jam for Francis: Audio Book: https://www.youtube.com/watch?v=cdVY2_HDvE8
4 Square Graphic Organizer
Bread and Jam for Francis

Lesson Preparation:

0. In order to ensure story comprehension, low level ELLs will receive the Spanish version of the book the night prior to the lesson. (Appendix A) The teacher will review some of the vocabulary words in the story, have students repeat them and post them on the word wall. (Appendix B)

Initiation/Explanation (10 minutes):

1. To start the lesson, the teacher will sing the “POV” song introduced in Lesson 1 and have students sing along while doing the gestures (If the teacher is not comfortable singing, the video can be watched again.) (Appendix C) The teacher reviews the third person limited point of view with the class with the help of the 4 square organizer developed in Lesson 1. For this the teacher will ask questions like:
   - Level 4-5: How can we identify the third person limited narrator?
   - Level 3: What are the pronouns the third person narrator uses?
     How many characters feelings do we know?
   - Level 2: Does the third person limited narrator use pronouns like he and she?
     Does the third person limited narrator describe the feelings of all characters?
   - Level 1: Which pronouns does the third person limited narrator use? (Point to anchor chart, gesture, or show word cards (Appendix D)
     How many feelings does the narrator describe? (Show amount with fingers)

2. The students will watch the video book called “Bread and Jam for Frances.” The teacher will tell students that the purpose for reading this book is to find what narrator voice the author used. The students will listen to the book once with the purpose of comprehension. The teacher will point at the pictures clues and stop during the reading and check for understanding.
   What is the problem?
   What is Frances doing?
   What is her parent’s reaction?
   What is the solution of the problem?

3. For the second reading, the book will be placed on the projector so students can follow the text. Low level readers and low level ELLs will get a copy of the book so they can follow along with their finger. After that the teacher will read the book and have students reach their hands up when they hear a pronoun.

**The italicized text is from the original unit.**
**Bridging/Guided Practice (5 minutes):**

4. The teacher will ask the students what they think the narrator voice for this story is. For this activity the teacher will first do a think-pair-share before accepting whole class answers. The teacher will ask for evidence from the text.
   - Level 1-2 students can point at the anchor chart created in lesson 1
   - Level 3 students will get a sentence starter: I think the story is written in…..

5. After determining the third person narrator the teacher will ask: What characters play a part in the book? (Level 1-2 students can point at the illustrations.) The teacher will write the main characters on the board. (Appendix E)

**Modeling (15 minutes):**

6. The teacher will ask the students how many character’s feelings are described in a third person limited narrative. The students can indicate the answer by holding up their hands. The teacher will say and gesture: if you think it’s 1 put your thumb up, if its two put two fingers up and so on.

7. The teacher will model how to use the Character Perspective Graphic Organizer (Appendix F). With the help of the students, the teacher will go back to the book and find feelings, thoughts and actions of characters.

8. The teacher will ask the students about how many characters we know the feelings of. The students will have to raise their hand showing the number to indicate the answer. The teacher will say that the narrator reveals the feeling and emotions of multiple characters in the story.

9. The teacher will ask the students if this narrative can be written from a limited point of view. This makes it “third person omniscient.” The teacher will ask the students to repeat the word omniscient. The teacher will tell the students that omniscient means ‘to know everything’. The teacher will add the definition to the anchor chart made in lesson one and read it out loud with slow pacing. “The narrator tells the story as an outsider and describes the feelings of all characters.”

**Independent Application/formative assessment (25 minutes):**

10. The teacher presents books or short paragraphs to the students in which they have to determine the point of view. Students will be either working with partners or individually. The instructions for this activity match the Lesson 1 activity, i.e. students will have to show evidence for their thinking. (Appendix G)

**Conclusion (10 minutes):**

11. To conclude the lesson, the students fill out the 4 square graphic organizer for the third person omniscient narrator as introduced in Lesson 1. (Appendix H)

12. The class returns to a whole group and the teacher asks students to explain what the difference between the third person omniscient and third person limited narrator is. The teacher will think out loud, both narrators are called third person so they should have something in common, but they are also named a little different as one is limited and the other omniscient so they should be somehow different. So I think the narrators are the same because ……. The narrators are different because ……. The teacher will write those sentences on the board as a model answer.

**The italicized text is from the original unit.**
Differentiation:

For the select students with learning disabilities, teacher will select text that has a strong simple plot with identifiable characters, setting, problem, and solution. Teacher will provide sentence strips for the LD student and have him glue sentence strips into the right spaces in the character perspective chart (Appendix D). For gifted students, teacher will ask the student to fill in chart and write about which character in the story they could relate to more and why.

**The italicized text is from the original unit.**
Appendix A: Sample of the Spanish book:

Era la hora del desayuno
y todos estaban sentados a la mesa.
Papá comía un huevo,
Mamá comía un huevo
y Gloria, en una silla alta, también comía un huevo.
Francisca comía pan con mermelada.
—¡Qué delicioso huevo! —dijo Papá—.
Si hay algo que me gusta en el desayuno,
es un huevo pasado por agua.
—Sí —dijo Mamá, dándole una cucharada de huevo
al bebé—. Es lo mejor para empezar bien el día.
—¡Agua! —dijo Gloria y se comió el huevo.
Pero Francisca no tocaba el suyo.
Se limitaba a cantarle una canción.

En voz baja le cantaba:

*No me gusta cómo resbalas*
*Ojalá tuvieras alas*
*No quisiera tener que verte*
*Y mucho menos comértete.*

—¡Qué dijiste, Francisca? —preguntó Papá.
—NADA... —contestó ella.
—¡Pero que insistes en comer sólo pan y mermelada
cuando tienes un delicioso huevo pasado por agua!
—preguntó Papá.
—Me gusta el pan con mermelada porque no se res-
bala por la cuchara —dijo Francisca.

**The italicized text is from the original unit.**
—Por supuesto que no todos prefieren comer huevos pasados por agua en el desayuno —dijo Papá—.
Pero recuerda que hay otras maneras de preparar el huevito.
Hay huevos fritos, por ejemplo, y los hay revueltos.
—Sí —dijo Francisca—. Los huevos fritos te miran con ojos raros desde el plato.
—¿Y los huevos revueltos? —preguntó Papá.
—Los revueltos se resbalan del tenedor y se caen debajo de la mesa.
—Creo que va echando de que vamos para la escuela —dijo Mamá.

Francisca tomó sus libros, su himenera y su cuerda de saltar.
Se despidió de Papá y de Mamá con un beso, y se dirigió a la parada del autobús.

Mientras esperaba el autobús, Francisca saltaba y cantaba:

*Mermelada en las galletas, mermelada en las tostadas,
Para mí no hay nada más rico que la mermelada.
Es pegajosa, es dulce y muy sabrosa.
Es deliciosa, es un placer. ¿Qué le voy a hacer?
De fresas, de cerezas y de todos los sabores
¡A mi, la mermelada me gusta horrores!*

**The italicized text is from the original unit.**
**The italicized text is from the original unit.**
play jump rope

cry

eat

sing

**The italicized text is from the original unit.**
Appendix C: POV Song Lyrics

Every story has a narrator, and every narrator has a different point of view. Which point of view is yours? Let's go!

Everybody wants to know my point of view,
First person is me, second person is you.
Third person is he, third person is she,
Everybody wants to know my POV.

Knock knock, who's there? Narrator? Narrator who?
Narrator who's gonna tell a story from a point of view.
Every story's written in a certain voice,
When you're writing, you need to make a choice.
First, second or third person POV,
The first person is all about me,
Or we, like: "We climbed up a tree,
And I closed my eyes and felt the breeze."
I might be unreliable if I don't tell the truth,
Now let's switch the point of view to you.
In the second person, "You're in a taxi,
You're wondering how you got there exactly."
The third person is he or she,
"He walked down the street, and he saw the queen,
She was dressed hip like it wasn't a thing."
That's the third person, take it from him.
Third person narration could be objective,
Omniscient or from a limited perspective.
Can the narrator see in everyone's thoughts,
Narrating omnisciently like a boss?

Everybody wants to know my point of view,
First person is me, second person is you.
Third person is he, third person is she,
Everybody wants to know my POV.

Alright now check your notes, Tell me which POV is in each quote:

"I was born with water on the brain." That's...
First person!

"He looked up into Father Wolf's face, and laughed."
That's... Third person!
"We didn't always live on Mango Street."
That's... First person!
"Sophie closed her eyes and lay quite still."
That's... Third person!
"Your feet are now stuck in green slime."
That's... Second person!
"In a hole in the ground there lived a hobbit."
That's... Third person!
"It made me so sick I most fell out of the tree."
That's... First person!
"You're thinking, this wasn't the way it was supposed to go." That's...
Second person!
"My name is Katniss Everdeen. I am seventeen years old."
That's... First person!

Everybody wants to know my point of view, First person is me, second person is you.
Third person is he, third person is she,
Everybody wants to know my POV.

**The italicized text is from the original unit.**
### Appendix D: Word Cards English-Spanish

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>He (él)</td>
<td>You (tú)</td>
</tr>
<tr>
<td>I (yo)</td>
<td>She (ella)</td>
</tr>
<tr>
<td>They (ellos, ellas)</td>
<td>We (nosotros)</td>
</tr>
</tbody>
</table>

### Appendix E: Characters of “Bread and Jam for Frances”

**Frances**

**Mom**

**Dad**

**The italicized text is from the original unit.**
Determining with which 3rd person point of view is used by looking at the characters and what we know about them.

Story Problem

Analyzing Characters in a Text

Name

Book Title

Date

Appendix B: Character Map
Appendix F: Determine the Point of View:

Instructions:
Level 4-5: Read the text and highlight the feelings of the characters in red and pronouns yellow. Write a complete sentence explaining what narrator voice the text is written in.

1. Some dark night Shelly said, "I hate squirrels," but really she loved them. Carol said, "They smell," but really, she loved them too. Both of them thought that squirrels were pretty cute.

Narrative Perspective: ____________________________________________________________
Explain your thinking: ___________________________________________________________

2. Emma thought and she thought: How can I make people notice me? Then, Emma's two twin nieces ran in the kitchen and asked Emma to make a batch of cookies for their class. She did, and the next day at the bake sale, lots of children and parents were buying her cookies. Lots of people were thinking about her cookies and how good they were. All the other years Emma would go home with over 200 cookies left, but that year she went home with none, all thanks to her nieces.

Narrative Perspective: ____________________________________________________________
Explain your thinking: ___________________________________________________________

3. Emma never seemed to reach her goal. She knew that her cookies were good but she could never raise the 500 dollars to enter the contest. None of the other contestants even looked her way.

Narrative Perspective: ____________________________________________________________
Explain your thinking: ___________________________________________________________

4. She went to her best friend's house to study. When she got there, she started to wonder how big her best friend's dog Jasper had gotten. They went outside and rode their bikes for twenty minutes. When they went back to study, her best friend, Sam, wondered when her legs would stop hurting. They ate dinner after studying and then she went home.

Narrative Perspective: ____________________________________________________________
Explain your thinking: ___________________________________________________________

**The italicized text is from the original unit.**

Level 3: Read the text and highlight the feelings of the characters in red and pronouns yellow. Complete the sentence to explain what narrator voice the text is written in.

1. Some dark night Shelly said, "I hate squirrels," but really she loved them. Carol said, "They smell," but really, she loved them too. Both of them thought that squirrels were pretty cute.

Narrative Perspective: The author writes the story in __________________________.

Explain your thinking: I find evidence like __________________________ (pronouns) and the author describes the feelings and thoughts of __________________________ (name of characters).

2. Emma thought and she thought: How can I make people notice me? Then, Emma’s two twin nieces ran in the kitchen and asked Emma to make a batch of cookies for their class. She did, and the next day at the bake sale, lots of children and parents were buying her cookies. Lots of people were thinking about her cookies and how good they were. All the other years Emma would go home with over 200 cookies left, but that year she went home with none, all thanks to her nieces.

Narrative Perspective: The author writes the story in __________________________.

Explain your thinking: I find evidence like __________________________ (pronouns) and the author describes the feelings and thoughts of __________________________ (name of characters).

3. Emma never seemed to reach her goal. She knew that her cookies were good but she could never raise the 500 dollars to enter the contest. None of the other contestants even looked her way.

Narrative Perspective: The author writes the story in __________________________.

Explain your thinking: I find evidence like __________________________ (pronouns) and the author describes the feelings and thoughts of __________________________ (name of characters).

**The italicized text is from the original unit.**
Level 1-2: Read the text and highlight the feelings of the characters in red and pronouns yellow.

Feelings: sad ☐ happy ☐

Pronoun: I, she, he, you

Use words from the word bank to fill in the blanks ____________.

1. Some dark night Shelly said, "I hate squirrels," but really she loved them. Carol said, "They smell," but really, she loved them too. Both of them thought that squirrels were pretty cute.

Narrative Perspective: The author writes the story in ____________

Explain your thinking: I find evidence like ____________ and the author describes the feelings of ____________ character.

2. Emma thought and she thought: How can I make people notice me? Then, Emma's two twin nieces ran in the kitchen and asked Emma to make a batch of cookies for their class. She did, and the next day at the bake sale, lots of children and parents were buying her cookies. Lots of people were thinking about her cookies and how good they were. All the other years Emma would go home with over 200 cookies left, but that year she went home with none, all thanks to her nieces.

Narrative Perspective: The author writes the story in ____________

Explain your thinking: I find evidence like ____________ and the author describes the feelings of ____________ character.

Word bank:

A. Third person limited
   Third person omniscient
B. He She I You
C. All 1 2

**The italicized text is from the original unit.**
### Appendix G: 4 Square Graphic Organizer - Omniscient

#### Level 4 and 5:

<table>
<thead>
<tr>
<th>Term:</th>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd person omniscient</td>
<td>The narrator tells the story</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example:**

**Illustration:**

---

#### Level 3:

<table>
<thead>
<tr>
<th>Term:</th>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd person omniscient</td>
<td>The narrator tells the story and describes the _____________.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example:**

Peter was really ______ (feeling) as ______ (pronoun) _________(noun) the table.

**Illustration:**

---

**The italicized text is from the original unit.**
### Level 2:

<table>
<thead>
<tr>
<th>Term:</th>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd person omniscient</strong></td>
<td>The narrator tells the story as an ________ outsider/insider and describes the feelings of ____ character(s).</td>
</tr>
</tbody>
</table>

**Example:** highlight the **pronoun** and **feelings**.

Peter was really happy as he saw his favorite food on the table.

**Illustration:**

### Level 1:

<table>
<thead>
<tr>
<th>Term:</th>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd person omniscient</strong></td>
<td>The narrator tells the story as an <strong>outsider</strong> and describes the feelings of <strong>all</strong> characters.</td>
</tr>
</tbody>
</table>

**Example:** highlight the **pronoun**

He  She  We  I

Peter was really happy as he saw his favorite food on the table.

**Illustration:**

**The italicized text is from the original unit.**
Narrative

To make the second lesson on 3rd person omniscient point of view more accessible to ELLs I made many changes. For the lesson development it is crucial that students will have a solid understanding of the story “Bread and Jam for Frances”. In order to ensure comprehension for low level ELLs I decided to give them the story in the Spanish version which will be read at home. This will ensure that the students comprehend the story and can focus on determining the point of view in class. In addition to providing the story in the native language, students will have 2 more exposures to the text before determining the point of view. Students will have to be able to talk about the story and will need extensive vocabulary development to be able to participate in classroom discussion. I added vocabulary words encountered in the book that are also essential vocabulary words needed for survival. Those words are supplemented by visuals, which helps ELLs to better make connections. Students can also use those visuals as aids during the discussion as they get posted on the word wall.

In order to strengthen their knowledge about the different points of views and their identifiers, I pick up the POV song introduced in the first lesson. Repeated exposure to the song and the gestures will help students remember the identifiers of the different point of views. I also added a student lead review of the 3rd person limited narrator which will be helpful as students have to compare the two third person narrators at the end of the lesson. This activity is student lead as students should get a voice and be responsible for their own learning and construction of their own knowledge.

The original lesson had a character perspective map that was very elaborate in that it looked at the whole story and their elements in order to determine the point of view. I decided to only focus on the characters feelings described in the story as those are helpful when determining the point of view. With this graphic organizer one can go more into depth and really look at the characters thoughts, feelings and actions.

The classroom talk was altered as this lesson has many opportunities for students to share their thinking but the talk was not made accessible to ELLs. I varied the questioning techniques based on the different proficiency levels. Further, the teacher is modeling classroom talk which gives students the opportunity to listen to sample expression before developing their own answers. Students will also be able to first discuss contents in groups before expressing their ideas to the whole class. When appropriate the teacher adjusted the pace of speech and made sure to repeat sentences like the definition of the 3rd person point of view and have students repeat the afterwards.

Further, all independent or group writing activities are modified for the different proficiency levels. The students will still have to complete the same activities but lower ELLs will have fewer reading passages but still identify the point of view and find evidence in the text.

**The italicized text is from the original unit.**
Lesson 3
Day 4, Lesson 4 (60 minutes):
Lesson 4: Point of view – Write a story from a different point of view – 4th grade (The text italicized is from the original unit.)

**Lesson Objectives**

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to explain similarities and differences between two versions of a story by looking at point of view.</td>
<td>1.a. In a whole group students will read and listen to “The three little pigs” and “The real story of the three pigs”</td>
</tr>
<tr>
<td></td>
<td>1.b. In small groups students will describe orally the similarities and differences between the two stories.</td>
</tr>
<tr>
<td>2. Students will be able to explain how a different point of view changes a story by giving example from the story.</td>
<td>2.a. In small groups, students will discuss how the point of view changes the story.</td>
</tr>
<tr>
<td></td>
<td>2.b. In a whole group, students will orally state their group’s opinions.</td>
</tr>
<tr>
<td>3. Students will be able to modify the point of view in a story.</td>
<td>3.a. In pairs students will write a story from a different point of view.</td>
</tr>
</tbody>
</table>

**Language Performance Indicators**

<table>
<thead>
<tr>
<th>Domain, speaking</th>
<th>Topic</th>
<th>Level 5: Bridging</th>
<th>Level 4: Expanding</th>
<th>Level 3: Developing</th>
<th>Level 2: Emerging</th>
<th>Level 1: Starting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, speaking</td>
<td>Compare stories</td>
<td>Students will listen the two stories and lead a group discussion on the differences and similarities between the two stories. Students will be able to share out their findings to the whole class using complete sentences.</td>
<td>Students will listen the two stories and ask clarification questions to more proficient language partners. Students will participate in the discussion on the similarities and differences between the two stories using mostly complete sentences and share their findings to the whole class.</td>
<td>Students will listen the story with the help of a glossary and be able to ask clarification questions to more proficient language partners. Students will participate in the discussion on the similarities and differences between the two stories with the help of sentence starters and share their findings to the whole class.</td>
<td>Students will listen to the two stories while following along in the text. Students will receive illustrative support and clarifications to aid their comprehension. Students will participate in the discussion on the similarities and differences between the two stories by posting their visuals on the Graphic organizer and</td>
<td></td>
</tr>
</tbody>
</table>

*The italicized text is from the original unit.*
<table>
<thead>
<tr>
<th>Writing, Speaking</th>
<th>Change point of view in a story</th>
<th>Students will write a story from 2 different points of view.</th>
<th>Students will write a story from a different point of view.</th>
<th>Students will write a story from a different point of view with the help of sentence starters and visuals.</th>
<th>With teacher support, students will write a story from a different point of view by ordering the sentences and adding the correct pronouns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>How does the point of view change a story</td>
<td>With partners, students will discuss in complete sentences, how the point of view changed the story and give 2 pieces of evidence from the text.</td>
<td>With partners, students will discuss in complete sentences, how the point of view changed the story and give two pieces of evidence from the text.</td>
<td>With partners, students will discuss how the point of view changed the story and give 1 piece of evidence from the text.</td>
<td>In small groups, students will discuss how the point of view changed the story with the help of sentence starters and a word bank.</td>
</tr>
</tbody>
</table>

### Language Functions

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Expression</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and Contrast</td>
<td>Two versions of the same story written form a different point of view</td>
<td>The stories are <em><strong>1</strong></em> because the author changes <em><strong>2</strong></em>. Both stories have the <em><strong>1</strong></em> <em><strong>2</strong></em>_. A <em><strong>3</strong></em> between the <em><strong>1</strong></em> <em><strong>2</strong></em>_.</td>
<td>1. Alike, different, the same 2. Characters, setting, problem, 3. Similarity, difference 4. the thoughts of the</td>
<td>Language of Comparison</td>
</tr>
</tbody>
</table>

*The italicized text is from the original unit.*
<table>
<thead>
<tr>
<th></th>
<th>stories is/ are________4________. Both stories are different because the authors describes <strong><strong><strong>4</strong></strong></strong>__.</th>
<th>wolf, the description of the problem, the feelings of the character.</th>
<th>Verb Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justify</td>
<td>Give evidence from the two stories For example, in __<strong><strong>5</strong></strong> the author wrote __<strong><strong>6</strong></strong>.</td>
<td>5. The three little pigs and the big bad wolf, the true story of the three little pigs 6. The wolf had a cold, the wolf needed sugar, the wolf made the cake, the wolf was taken to jail, the wolf ate the pigs, the wolf huffed and puffed, the wolf sneezed, the three pigs built a house, the pigs were mean, the wolf was bad, the wolf was angry, the wolf blew the house away</td>
<td>Nouns</td>
</tr>
<tr>
<td>Narrate</td>
<td>Rewrite a story to a different point of view. __<strong><strong>7</strong></strong> love(s) __<strong><strong>7</strong></strong> and __<strong><strong>8</strong></strong> take(s) good care</td>
<td>7. Ed, Hippy 8. He, she, I</td>
<td>Verb endings Pronouns</td>
</tr>
</tbody>
</table>

The italicized text is from the original unit.
<table>
<thead>
<tr>
<th>#</th>
<th>Action Verb</th>
<th>Adjectives</th>
<th>Verb Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/8</td>
<td>went/goes/go to school, feeds Hippy.</td>
<td>Happy, excited</td>
<td>9th person singular present tense</td>
</tr>
<tr>
<td>7/8</td>
<td>is/was</td>
<td>see Hippy, see Ed, play with Ed, get out of the cage, get food, eat the apple.</td>
<td>9th person singular present tense</td>
</tr>
</tbody>
</table>

The italicized text is from the original unit.
Day 4, Lesson 4 (1:30 minutes): The students will be able to rewrite a story into a different narrator voice.

Depending on time this lesson can be taught in one day by combing reading and writing time or broken up into two days after the comparing the two stories of “The three little pigs.”

Materials:
Attached Graphic organizers and worksheets
4 square puzzle
Straw, Lego bricks, Sticks (Appendix A)
Anchor charts (differences and similarities) — prior knowledge

Initiation/Explanation (40 minutes):

1. The teacher will group students according to their English proficiency levels. The teacher will hand out 4 square organizer puzzles. In groups the students will have to complete the puzzles on the 3 different points of views learned about in the first three lessons of this unit. The teacher will rotate between groups and ask students to describe the difference between the points of views with the help of their 4 square graphic organizers. (Appendix B)

2. The teacher will tell the students that they will read the story of “The three little pigs” told from different narrator perspectives so see how the story changes. The teacher will ask the student what they already know about the story and write their answers on the board.

3. The teacher will develop vocabulary with the help of visuals (Appendix C) and realia. (Appendix A)

4. The teacher will write on the board the focus questions “How does the story change when told from a different point of view?” As a whole group the students will watch both stories of the original story of “The three little pigs.”

You Tube: Three Little Pigs and The Big Bad Wolf (Elem Mohammad)
https://www.youtube.com/watch?v=wXccCTEY6h4

The True Story of the Three Little Pigs (Grandma Annii)
https://www.youtube.com/watch?v=wXccCTEY6h4

The teacher will stop during the first book and ask students to make predictions about what will happen to the house when the wolf huffs and puffs. The teacher will huff and puff on the realia to demonstrate.

5. The teacher will make groups making sure to group ELLs of level 3 and 5 with native speakers and level 1 and 2 together as they are working with the teacher. In groups the students will compare and contrast the stories. The teacher will read and write comparing words on the board (Appendix D)

• Level 3: Will receive sentence starters (Appendix E) and word bank. (Appendix F)
• Level 1 and 2 will receive sentence starters (Appendix E) and word bank with visuals. (Appendix C)

The italicized text is from the original unit.
6. The students will return to a whole group and share their ideas of the differences and similarities with the class.

The teacher will model the first similarity and difference while using gestures and pointing at the visuals (slow pace). “The stories are the same because both stories have 3 little pigs as characters.” “The stories are different as we know the feelings of the wolf.” As the students talk the teacher will fill out a graphic organizer on the board. (Appendix G) The teacher should keep the language similar to language function chart above. Level 3-1 are only expected to come up with a story example

- Level 3: Will receive sentence starters (Appendix E) and word bank. (Appendix F)
- Level 1 and 2 will receive sentence starters (Appendix E) and word bank with visuals. (Appendix C)

The teacher will repeat the utterances of low level students and add what kind of story element they are referring to point at the anchor chart. (Appendix H)

Possible to break it into two lessons

7. The teacher will explain that the point of view of a story affects the author’s purpose, voice and plot of the story. Today we will change the point of view of texts and identify how a different point of view affects each story. The teacher will read the first paragraph on the “Changing the Point of View” worksheet (Appendix I). Together with the students the teacher will fill out the first part which is to identify the narrator perspective.

Bridging/Guided Practice (10 minutes):

8. The teacher says: “I will model how to change the point of view and rewrite this paragraph in the first person.” The teacher will ask what pronouns to use for first person and how many feelings of characters to describe. Level 1 and 2 students will be allowed to use the word cards used in the previous lesson or point at the correct pronouns.)

9. Together as a class we will compare and contrast the two paragraphs. For example: The story written in first person allowed the reader to learn more about the narrator’s feelings about being good at sports but not good at singing. We will rewrite the paragraph again in the third person omniscient. As a whole group, the teacher will lead a discussion of how the paragraph changed each time the point of view was changed. (Direct Teaching and Guided Practice Student Worksheet and Teacher Answers are provided below.)

The teacher will ask: How did I change the point of view? Students should respond with “You changed the narrator in the story to yourself. You were able to add your feelings to the story because you wrote it in first person.”

Level 3: students will receive sentence starters (Appendix E).
Level 2 and 1: Students will receive sentence starters (Appendix E)

The italicized text is from the original unit.
Independent application/formative assessment (35 minutes):

10. The teacher will show the worksheet and tell the students that they first have to determine the point of view of each paragraph on the Independent Practice worksheet. Next rewrite each paragraph in another point of view. Worksheets are adapted to different proficiency levels. (Appendix J)

Conclusion (5 minutes):

1. Once students have completed their worksheets, the teacher brings the class back to a whole group. Some students will share their work with the whole class. The students have to explain how changing the point of view changes the paragraphs.

Day 5, Lesson 5:

Final Summative Assessment (40 minutes): To conclude this mini-unit on point of view, teacher will have the students write a short story, choosing between third person limited, third person omniscient or first person point of view. Students will show mastery of the unit within their stories by choosing a point of view and using the proper pronouns of that point of view throughout their stories. Students will have one class period to draft their stories. Once stories have been drafted, the students will come together as a whole class to share their rough drafts and receive feedback and helpful hints from their classmates.

The italicized text is from the original unit.
Appendix A: Materials to bring, materials for demonstration of huffing and puffing

Appendix B: 4 Square organizer puzzle – cut into 4 pieces each

<table>
<thead>
<tr>
<th>Term:</th>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd person limited</td>
<td>The author tells the story as an outsider, and only reveals the feelings of one character</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Illustration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim and Lea went to the zoo. Lea really liked to see the giraffes and said: “Tim let’s go over there!”</td>
<td><img src="image" alt="Illustration" /></td>
</tr>
<tr>
<td>Term:</td>
<td>Definition:</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3rd person omniscient</td>
<td>The narrator has unlimited knowledge and can describe every character’s thoughts and interpret their behaviors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Illustration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim and Lea went to the zoo. Lea really liked to see the giraffes and said: “Tim let’s go over there!” Tim did not want to go see the giraffes instead he wanted to go get ice cream.</td>
<td></td>
</tr>
<tr>
<td><img src="image1.png" alt="Illustration" /></td>
<td><img src="image2.png" alt="Illustration" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term:</th>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>The narrator tells the story from the viewpoint of one character in the story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Illustration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to the zoo with Tim today. I am really excited to see the giraffes and all the other animals. I haven’t been at the zoo in such a long time.</td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="Illustration" /></td>
<td><img src="image4.png" alt="Illustration" /></td>
</tr>
</tbody>
</table>

*The italicized text is from the original unit.*
## Appendix C: Visuals – Level 1 and 2

<table>
<thead>
<tr>
<th>The wolf wants to bake a cake.</th>
<th>The wolf huffs and puffs.</th>
<th>The wolf eats the pigs.</th>
<th>Wolf fell into hot water.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Big, Bad Wolf</th>
<th>The Wolf goes to jail.</th>
<th>Houses are made of bricks, straw and sticks.</th>
<th>Each pig build a house.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The wolf needs sugar.</th>
<th>The wolf has a cold and sneezes.</th>
<th>The wolf is telling the story.</th>
<th>The wolf goes down the chimney.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
<td><img src="image11.png" alt="Image" /></td>
<td><img src="image12.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The pigs are scared.</th>
<th>The pigs are mean.</th>
<th>Two houses get blown away.</th>
<th>Nice, kind wolf</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image13.png" alt="Image" /></td>
<td><img src="image14.png" alt="Image" /></td>
<td><img src="image15.png" alt="Image" /></td>
<td><img src="image16.png" alt="Image" /></td>
</tr>
</tbody>
</table>

*The italicized text is from the original unit.*
### Compare
- alike
- both
- same
- similar
- like
- in common
- also
- similarly
- in comparison to
- as well as

### Contrast
- different
- differ
- unalike
- not alike
- difference
- on the other hand
- however
- although
- even though
- in contrast to
- while
- but

*The italicized text is from the original unit.*
Appendix E: Compare and Contrast - Sentence starters: Level 1-3:

The stories are alike because ________________________.

Both stories have _________________________________.

A similarity between the stories is ____________________.

Both stories are different because ____________________.

A difference between the stories is ____________________.

Appendix F: Word Bank: Level 3:

<table>
<thead>
<tr>
<th>The wolf wants to bake a cake.</th>
<th>The wolf huffs and puffs.</th>
<th>The wolf eats the pigs.</th>
<th>Wolf fell into hot water.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Bad Wolf</td>
<td>The Wolf goes to jail.</td>
<td>Houses are made of bricks, straw and sticks.</td>
<td>Each pig build a house.</td>
</tr>
<tr>
<td>The wolf needs sugar.</td>
<td>The wolf has a cold and sneezes.</td>
<td>The wolf is telling the story.</td>
<td>The wolf goes down the chimney.</td>
</tr>
<tr>
<td>The pigs are scared.</td>
<td>The pigs are mean.</td>
<td>Two houses get blown away.</td>
<td>Nice, kind wolf</td>
</tr>
</tbody>
</table>

The italicized text is from the original unit.
Appendix G: Story Similarities and Differences (filled out)

Source of Graphic Organizer: https://s-media-cache-ak0.pinimg.com/originals/a/d/c/d/acdd1d1d3aa03d553c4888b6a2e941.jpg

The Three Little Pigs and The Big Bad Wolf

- Name is Big Bad
- Pigs are scared
- Straw house
- Eats pigs
- Stick house
- Brick house
- Brick house doesn't fall
- Butter churn
- Cook the wolf

Omniscient Point of View

The True Story of the Three Little Pigs

- Name is Al
- Sugar
- Sneezes
- Accident
- Pigs are rude
- Police
- Jail

Wolf's Point of View

First person narrator

*The italicized text is from the original unit.*
Empty organizer:

*The italicized text is from the original unit.*
Appendix H: Anchor Chart – Story Elements

Story Elements
The pieces or parts that make a story.

Every piece is important to complete the puzzle

CHARACTERS
The people or animals who are important to the story.

SETTING
The time and location where a story takes place.

The main issue, struggle or conflict that the main characters are up against.

The important events or actions that occur during the story.

PROBLEM

KEY EVENTS

SOLUTION

The italicized text is from the original unit.
Appendix I: Modeling - Change point of view

Changing the Point of View

Kathy and Therese are very talented. Kathy has a beautiful singing voice and her teachers are always asking her to sing at assemblies or in school musicals. Therese doesn’t have a good singing voice, but she is an amazing athlete. She is always the fastest runner in her class and she easily hits homeruns when she plays baseball.

This paragraph is written in the ___________________ point of view. I will rewrite this paragraph in the ___________________ point of view.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

I will rewrite this paragraph in the ___________________ point of view.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

The italicized text is from the original unit.
Appendix J: Independent Application (Leveled)
Level 5 and 4

Name: ____________________________ Date: ________________

Changing the Point of View

1. Ed loved his hamster, Hippy, and took good care of him. Before school, Ed would carefully feed Hippy. When he came home from school, Hippy would be so glad to see Ed that he would jump on his wheel and run as fast as he could. Sometimes Ed would let Hippy out to run around in his room.

This paragraph is written in the ________________ point of view. I will rewrite this paragraph in the ________________ point of view.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How does changing the point of view change the story?

________________________________________________________________________

________________________________________________________________________

2. I am sad because my best friend Michele moved away. I really miss her and think about her every day. I think about all of the fun times we had together and all the games that we used to play. I especially miss her after school because we would walk home together and then help each other with our homework. Just thinking about her makes me sad.

This paragraph is written in the ________________ point of view. I will rewrite this paragraph in the ________________ point of view.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The italicized text is from the original unit.
Level 3: Please cut before hand

Name: ___________________________ Date: ________________

Changing the Point of View

1. Ed loved his hamster, Hippy, and took good care of him. Before school, Ed would carefully feed Hippy. When he came home from school, Hippy would be so glad to see Ed that he would jump on his wheel and run as fast as he could. Sometimes Ed would let Hippy out to run around in his room.

This paragraph is written in the __________ point of view. I will rewrite this paragraph in the __________ point of view.

Make a story in first person and one in 3rd person omniscient.

When ______ come back from school, ______ run upstairs to see Hippy.

Hippy really likes to eat apples.

_______ love ____ hamster, Hippy, and take good care of him.

Sometimes, ______ let Hippy out of his cage even if I am not supposed to.

Every day before ______ go to school, __________ feed him his breakfast.

Hippy gets really crazy and runs on his wheel when ____ come in the room.

But _____ really like when Hippy runs around free.
<table>
<thead>
<tr>
<th>Ed really loves his hamster, Hippy, and _____ took good care of him.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hippy really liked his owner Ed because ______ gave him a lot of food.</td>
</tr>
<tr>
<td>Every day before school, Ed feeds Hippy breakfast.</td>
</tr>
<tr>
<td>Hippy thought, the apples _____ gives me are really delicious.</td>
</tr>
<tr>
<td>When Ed came home from school, ______ ran upstairs to see Hippy.</td>
</tr>
<tr>
<td>Hippy was so excited and decided to jump on his wheel to run really fast.</td>
</tr>
<tr>
<td>Hippy was hoping that Ed would let him out of the cage because that was his favorite game.</td>
</tr>
<tr>
<td>Ed really liked when Hippy was running around free.</td>
</tr>
</tbody>
</table>

*The italicized text is from the original unit.*
Level 2 and 1: (for Level 1 say to write the story in first person.)

Name: ________________________ Date: ____________________

Changing the Point of View

1. Ed loved his hamster, Hippy, and took good care of him. Before school, Ed would carefully feed Hippy. When he came home from school, Hippy would be so glad to see Ed that he would jump on his wheel and run as fast as he could. Sometimes Ed would let Hippy out to run around in his room.

This paragraph is written in the ______________________ point of view. I will rewrite this paragraph in the ______________________ point of view.

(Cut out the sentences. Order them and add the correct pronouns (He, I, She, They, We))

<table>
<thead>
<tr>
<th>When _______ come back from school, _______ run upstairs to see Hippy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hippy really likes to eat apples.</td>
</tr>
<tr>
<td>_______ love ____ hamster, Hippy, and take good care of him.</td>
</tr>
<tr>
<td>Sometimes, _______ let Hippy out of his cage even if I am not supposed to.</td>
</tr>
<tr>
<td>Every day before _______ go to school, _______ feed him his breakfast.</td>
</tr>
<tr>
<td>Hippy gets really crazy and runs on his wheel when ____ come in the room.</td>
</tr>
<tr>
<td>But _______ really like when Hippy runs around free.</td>
</tr>
</tbody>
</table>

*The italicized text is from the original unit.*
Narrative:

This is the fourth lesson in the unit on point of view and the most advanced as students are asked to apply everything they have learned in this unit so far. As I modified this lesson to ELLs I made modifications to every aspect of the lesson to make sure learning objectives will be met.

One of the major changes to this lesson is the addition of a story that is told from two different point of views. The students will listen to the stories and be able to explain the similarities and differences. The difference in the stories are due to the change of narrator point of view from omniscient to first person. The two stories give students a great understanding of how the point of view can change a story which will be the foundation when writing their own story. To make those two texts accessible to ELLs it was essential to add visuals and even some hands-on activity by showing that straw and sticks would be blown away as compared to bricks which would not move.

To ensure that students have the background knowledge needed to rewrite a story to a different point of view, students will complete a puzzle of the different point of views. Those puzzles are essentially the same format as the 4 square graphic organizers used in the lessons prior to this. While the students work on the puzzle the teacher will ask for clarifications as to how to identify a narrator point of view. Adding this activity makes it possible for students to draw on their language skills developed in the previous lessons while again preparing them for the final task.

This lesson is heavily built on oral discussions which needed to be made accessible to low level ELL students. The teacher will achieve this by adding flexible groupings. When students are supposed to work find similarities and differences in the two stories it is important to be able to negotiate meaning. This can be done most effectively when low level ELLs can use their first language. This knowledge will then be shared with the whole class and the teacher will model the language using sentences similar to the ones determined in the language function charts. The teacher also makes sure to provide sentence starters and visuals so each students regardless of proficiency level can be part of the discussion. Both oral and written language provided by the teacher, modeled and written down clearly aligns to match the language functions. As low level students are only expected to give example the teacher will respond to student’s voices by repeating their utterances and when needed add detail.

Before students are working on their narrative, the teacher will model how to change the narrator point of view. This is followed by a whole group practice activity. The teacher releases the students gradually and makes sure that they will be able to work independently. The final independent application has been modified to different proficiency levels while not simplifying the task and making sure the language objectives are still met.

*The italicized text is from the original unit.*
Language Function Index:

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>1, 2</td>
</tr>
<tr>
<td>Describe</td>
<td>1, 2</td>
</tr>
<tr>
<td>Explain</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>2, 4</td>
</tr>
<tr>
<td>Modify</td>
<td>4</td>
</tr>
<tr>
<td>Justify</td>
<td>4</td>
</tr>
</tbody>
</table>

Grammar Index:

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns: plural endings</td>
<td>1, 2</td>
</tr>
<tr>
<td>Pronounce</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Verbs: 3rd person, present tense</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Comparison</td>
<td>2, 4</td>
</tr>
<tr>
<td>Verb tense</td>
<td>4</td>
</tr>
<tr>
<td>Verb phrases</td>
<td>4</td>
</tr>
<tr>
<td>SHELTERED STRATEGIES</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
</tr>
<tr>
<td>I. A. Build and Activate Background Knowledge</td>
<td>4, 8</td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>4, 7</td>
</tr>
<tr>
<td>I. C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>5, 7-9, 23, 24, 28, 31</td>
</tr>
<tr>
<td>I. D. Model (Instructions, Processes)</td>
<td>5</td>
</tr>
<tr>
<td>I. E. Create Opportunities To Negotiate Meaning</td>
<td></td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>13, 14</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td>14, 17</td>
</tr>
<tr>
<td>II.C. Amplify Number of Activities per Text</td>
<td></td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
</tr>
<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td>5</td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td>12</td>
</tr>
<tr>
<td>III.C. Use of Word Walls</td>
<td></td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>III.E.</td>
<td>Check for Understanding</td>
</tr>
<tr>
<td>IV.</td>
<td>Change Traditional Classroom Talk</td>
</tr>
<tr>
<td>IV.A.</td>
<td>Use Teacher Question and Response Strategies</td>
</tr>
<tr>
<td>IV.B.</td>
<td>Practice Instructional Conversations</td>
</tr>
<tr>
<td>V.</td>
<td>Engage at Appropriate Language Proficiency Levels</td>
</tr>
<tr>
<td>V.A.</td>
<td>Vary Question Techniques based on Student’s Language Proficiency level – in conversations, activities, and assessments</td>
</tr>
<tr>
<td>VI.</td>
<td>Give Students Voice</td>
</tr>
<tr>
<td>VI.A.</td>
<td>Challenge students to produce extended academic talk</td>
</tr>
<tr>
<td>VI.B.</td>
<td>Model Language for Oral and Written Production</td>
</tr>
<tr>
<td>VI.C.</td>
<td>Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
</tr>
<tr>
<td>VI.D.</td>
<td>Respond to Student’s Voice – Writing and Error Correction</td>
</tr>
</tbody>
</table>
Original Lessons
Literature-Based Mini Unit

Grade 4: Point of View

Goal: Students will demonstrate an understanding of point of view across multiple texts.

Focus GLEs:

- **Grade 4 CT State Standard: R.28** Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view
- **Grade 4 CT State Standard: R.31** Identify and explain the difference between first, second and third person point of view.
- **Grade 4 National Common Core Standard: RL.4.6.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **Grade 4 CT State Standard: W.25** Use correct placement of pronouns.

Objectives:

1. Students will be able to identify the point of view in a story by examining the text and illustrations, thinking about how the main characters view the situation.

2. Students will be able to demonstrate that they understand point of view by finding specific examples of evidence from the characters point of view in the text.

3. Students will apply their knowledge and understanding of point of view by writing and illustrating a story from the perspective of the main character.

Literature used:

- *Big Scary Monster* by Thomas Docherty is a story about a misunderstood monster. He loves to jump out and scare his friends but they become tired of him and leave. The monster must find new friends but cannot make any. In the end, the monster reunites with his old friends and is happy again.

- *Bread and Jam for Frances* by Russell Hoban is the story about a young girl named Frances who only likes to eat bread and jam. Her mother wants her to try new things but does not force her. In the end, Frances wants to try new things on her own.

- *White Socks Only* by Evelyn Coleman – This book is told through the eyes of the little girl.

The following books are choices for group work (lesson 2)

- *Because of Winn-Dixie* by Kate DeCamillo – First person point of view. Told through the eyes of Opal, the main character.

- *Love that Dog* by Sharon Creech – A narrative told in poetry by a student who is learning about poetry and poets in school. He uses poetry as a way to cope with a personal tragedy.

- *Old Elm Speaks: Tree Poems* by Kristine O'Connell George – A collection of poems with deceptively simple verses. Each poem reveals what trees think about what they say to one another, as well as how they look and all the things they do for us.
• *Piggy Pie Po*, by Audrey and Don Wood is a third person limited narrative about a pig who finds himself in a wide variety of situations. Many of these situations are very similar to those that an elementary school child may face, and the emotions depicted are very similar to those that would be felt by an elementary aged student.

• *Horrid Henry and the Scary Sitter*, by Francesca Simon is a third person limited narrative about an evil boy who finds himself in a number of hilarious situations. The book is broken into 4 short stories giving the reader a nice change of pace, but using the same characters.

**Context of the Unit:** Students have been learning about story elements and their importance to the reader. Students have already mastered the components of setting, time, location and descriptive surroundings. They are able to infer characteristics, setting, plot events, theme and conflict. In this mini-unit, students will be learning about first, second and third person point of view and will be able to explain the differences between them. After this mini-unit, students will be able to compare and contrast characters points of view and understand how a point of view can change how a reader feels about a story.

**Terms used within the Unit:**
1st Person Point of View: The narrator is a character in his/her own story.
3rd Person Omniscient Point of View: The narrator is not a character in the story but observes what is happening and knows all the facts, including what the characters in the story think and feel.
3rd Person Limited Point of View: The narrator is not a character in the story but observes what is happening. In this point of view, the narrator does not know what the characters in the story think or feel.

**Day 1, Lesson 1 (60 minutes):** Point of view is introduced to the students. Students will be able to identify third person limited by examining texts and identifying pronouns and feelings.

**Initiation/Explanation (10 minutes):** Teacher introduces the term “point-of-view” to the class and has students partner share as to what they think it means. Teacher takes a few responses and molds understanding into a class definition along the lines of “the narrator’s position on the story being told.” Teacher will write the class definition on the top of a chart with the columns headed with the words “First, Second, Third.” Teacher will then explain that almost every story is told in first person, or third person. She explains to the class that together they will learn the differences between first and third, and how to identify which point of view the story is being told from. Teacher tells students that pronouns are the easiest way to identify point of view. If we can identify the pronouns, we can identify the point of view of the story. Teacher points to the chart and explains that they will use this chart to create a list of pronouns to look for when identifying which person the narrator is.
Teacher tells class that we will first learn about third person point of view. In third person point of view, the narrator tells the story about characters as an outsider. Teacher will make sure students understand that the narrator is not part of the story. Teacher tells the students that third person point of view is the most common form in children’s literature. She further explains to the students that there are multiple types of third person narratives, but they all use the same pronouns. Teacher selects a few pronouns that would be found in a third person narrative. Teacher puts them on the chart in the appropriate location and then asks for students for more. As a class, they fill out the class chart for third person. She tells the students that we will focus on first and second in an upcoming lesson. The chart should like something like the one shown in Appendix A.

Modeling (15 minutes): Teacher introduces the story *The Big Scary Monster*, by Thomas Docherty to the class. Teacher explains that this story written in third person. Teacher then tells the students that there are multiple types of third person and today we will focus on third person limited. In third person limited, the author tells the story as an outsider, and only reveals the feelings of one character. She explains to students that in this story, the point of view is “limited” to the Big Scary Monster. Teacher reads the book and emphasizes the feelings revealed throughout the book. The monster is happy, then sad, then happy. The feelings of the other characters in the book are not mentioned. Next, the teacher will ask the students which pronouns they observed in the book (him, he, his, etc were all used in the book and should have already been placed on chart for students to recognize). Teacher then tells the students that they will identify feelings and third person pronouns in selected handouts. Teacher puts the text of a short third person limited narrative and selects two highlighters (Appendix B). With one color, teacher highlights all third person pronouns used in story. With second highlighter, teacher highlights all emotions felt by main character.

Independent Application/formative assessment (30 minutes): Students are given small packet containing third person limited short stories (Appendix J). Students must highlight packets as the teacher modeled. Students may work independently or with a partner. Once finished, students will meet in reading groups to share their findings.

Conclusion (5 minutes): Teacher explains to students that they have now mastered “third person limited” point of view and that tomorrow we will learn about “third person omniscient point of view.”

Differentiation: For learning disabled students, the teacher will provide separate paragraphs with modified instructions. Students will be asked to only highlight pronouns in one paragraph, and emotions in another. The pronouns and emotions used will be within the students’ capabilities. Gifted students will be asked to write their own third person limited paragraph. Students will be required to use and highlight the proper pronouns, and select an emotion to emphasize.
**Day 2, Lesson 2 (60 minutes):** Students will be able to identify third person omniscient point of view in a story by examining the text and illustrations, thinking about how the main characters view the situation. Today’s focus is “third person omniscient” point of view.

**Initiation/Explanation (5 minutes):** Teacher reviews third person limited point of view with the class. Teacher will explain that we will be learning about a second type of third person point of view today. Today’s lesson will be on third person omniscient point of view.

**Bridging/Guided Practice (15 minutes):** Teacher will introduce the book *Bread and Jam for Frances.* Teacher will explain that this is a third person narrative. The narrator reveals the feeling and emotions of multiple characters in the story. This makes it “third person omniscient.” Teacher tells the class that we will study third person omniscient using a strategy called a ‘Character Perspective Chart’ for the characters in the story (Yopp & Yopp, 2006). The teacher will first read the story and show the pictures to the class. Teacher then presents the ‘Character Perspective Chart’ on the document camera. The chart has two columns. The first column is for Frances, and the second column is for her mother.

**Modeling (5 minutes):** Teacher will fill in the chart on the document camera for the main characters in the story (See Appendix C).

**Independent Application/formative assessment (25 minutes):** Teacher then presents a few other third person omniscient narratives to the class. She tells the students that they will now create a Character Perspective Chart for a selected book in their own groups. Teacher breaks students into small groups and has them complete a character perspective chart for the book that they select from the options provided. Groups will work together to complete chart in the same fashion as the teacher.

**Conclusion (10 minutes):** Class returns to a whole group and teacher asks students to explain what third person omniscient narratives are, and if they can identify many more now that we have worked with a few. Explain to the students that a character perspective chart is a great strategy to use when working with point of view.

**Differentiation:** For the select students with learning disabilities, teacher will select text that has a strong simple plot with identifiable characters, setting, problem, and solution. Teacher will provide sentence strips for the LD student and have him glue sentence strips into the right spaces in the character perspective chart (Appendix D). For gifted students, teacher will ask the student to fill in chart and write about which character in the story he could relate to more and why.
Day 3, Lesson 3 (60 minutes): Students will be able to identify the point of view in a story by examining the text and illustrations, thinking about how the main characters view the situation. Today’s focus is first person point of view.

Initiation/Explanation (10 minutes): Teacher explains today that we are going to be learning about the first person point of view. “The first person point of view is when an author tells a story through a viewpoint character using ‘I’ or ‘we.’” She further explains that first person point of view is the most reader friendly. “The reader feels like the character’s best friend. In fact, the viewpoint character will often confide in the reader things he wouldn’t tell his best friend.” She explains that one of the biggest benefits of first-person point of view is the opportunity to give the reader a glimpse at the character’s innermost thoughts and feelings, even when those thoughts and feelings are hidden from other characters. It also allows the reader to develop the character’s personality not just through his actions but also through his voice.

Bridging/Guided Practice (15 minutes): Teacher asks the students if they have ever read a book that is in the first person point of view. She allows several responses from the class. She then directs the students’ attention to White Socks Only. Teacher begins to read White Socks Only to the class. She will stop after the first page and point out that the story is told from the point of view of the little girl. Teacher engages the students in a think aloud by pointing out the pronoun “I” throughout the text. Teacher asks the students to close their eyes as she continues to read. After a few more pages, teacher pauses to ask the students that with their eyes closed if they feel like they have stepped into the book. Teacher finishes up the book and directs the students’ attention to the Point of View chart. Together as a class they fill out the pronouns associated with first person point of view, reminding the students that if the narrator is a character in his/her own story, it is written in first person (Appendix G).

Independent application/formative assessment (30 minutes): Teacher will explain to the students that she would like them to write a definition of first person point of view in their own words. Teacher goes onto to say that with this definition, now create a paragraph using first person point of view. Teacher models this step: “I wrapped my arms around myself, leaned into the wind and ran as fast as I could. I was wearing my heaviest winter coat, a hat, scarf and gloves, but I was still shivering from the cold. I rubbed my arms as I ran and I dreamed of hot chocolate and warm chocolate chip cookies. I could not wait to get home and warm up.” Together as a class, they go through the teacher’s model and circles the first person pronouns. Students now independently write their first person point of view paragraphs.

Conclusion (5 minutes): Once students have completed their paragraphs, the teacher brings the class back to a whole group and has some students read their paragraphs to the class. Teacher asks the students to give thumbs up every time they hear the appropriate first person pronoun.
Differentiation: For the select students with learning disabilities, teacher will have a paragraph already written and students will have to read it and highlight the first person pronouns (See Appendix H). For the gifted students, teacher will give the students a paragraph from White Socks Only and have them change the point of view to either third person limited or third person omniscient (Appendix I). Teacher reminds students to look up at the Point of View Chart.
Day 4, Lesson 4 (50 minutes): The students will be able to rewrite a story into a different narrator voice.

Initiation/Explanation (10 minutes): The teacher will review what we have learned about point of view. The teacher will explain that the point of view of a story affects the author’s purpose, voice and plot of the story. Today we will change the point of view of texts and identify how a different point of view affects each story. The teacher will read the first paragraph on the “Changing the Point of View” worksheet (Appendix J) and model how to identify the point of view (third person limited). The teacher says: “I will model how to change the point of view and rewrite this paragraph in the first person.” I will explain that changing the point of view to first person allowed me to add more feeling to the story because it was told from a personal point of view.

Bridging/Guided Practice (10 minutes): The teacher will ask: How did I change the point of view? Students should respond with “You changed the narrator in the story to yourself. You were able to add your feelings to the story because you wrote it in first person.” Together as a class we will compare and contrast the two paragraphs. For example: The story written in first person allowed the reader to learn more about the narrator’s feelings about being good at sports but not good at singing. We will rewrite the paragraph again in the third person omniscient. As a whole group, the teacher will lead a discussion of how the paragraph changed each time the point of view was changed. (Direct Teaching and Guided Practice Student Worksheet and Teacher Answers are provided below.)

Independent application/formative assessment (35 minutes): The teacher will show the worksheet and tell the students that they first have to determine the point of view of each paragraph on the Independent Practice worksheet. The next rewrite each paragraph in another point of view. Last the students have to explain how changing the point of view changes the paragraphs. (Appendix K)

Conclusion (5 minutes): Once students have completed their worksheets, the teacher brings the class back to a whole group. Some students will share their work with the whole class.

Day 5, Lesson 5: Final Summative Assessment (40 minutes): To conclude this mini-unit on point of view, teacher will have the students write a short story, choosing between third person limited, third person omniscient or first person point of view. Students will show mastery of the unit within their stories by choosing a point of view and using the proper pronouns of that point of view throughout their stories. Students will have one class period to draft their stories. Once stories have been drafted, the students will come together as a whole class to share their rough drafts and receive feedback and helpful hints from their classmates.
Appendix A:

- **First Person**: The story is told from the perspective of a character in the story.
- **Second Person**: The story is told from your perspective, making you (the reader) a character in the story.
- **Third Person**: The story is told from an outsider’s, person not in the story, perspective.
- - they
- - he
- - she
- - it
- - them

Appendix B (example):

**Directions:**

Highlight the **pronouns** used to represent Horrid Harry in **Yellow**.
Highlight Horrid Henry’s **emotions** in **Red**.

“Horrid Henry hated babysitters. He wasn’t a baby. He didn’t want to be sat on. Why should he be nice to some ugly, stuck-up, bossy teenager who’d hog the TV and pig out on Henry’s cookies? Parents should just stay at home where they belong thought Horrid Henry. And now it looked like they would have to. Ha! His parents were mean and horrible, but he’d had a lot of practice managing them.”

**Answer:**

“Horrid Henry **hated** babysitters. He wasn’t a baby. **He** didn’t want to be sat on. Why should he be nice to some ugly, stuck-up, bossy teenager who’d hog the TV and pig out on Henry’s cookies? Parents should just stay at home where they belong thought Horrid Henry. And now it looked like they would have to. Ha! **His** parents were mean and horrible, but he’d had a lot of practice managing them.”

Appendix C:

<table>
<thead>
<tr>
<th>Main Character</th>
<th>Main Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances</td>
<td>Mother</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home and School</td>
<td>At home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem: what is the main characters problem</th>
<th>Problem: what is the main characters problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances only wants to eat bread and jam.</td>
<td>Frances won’t eat anything that she cooks</td>
</tr>
<tr>
<td>Goal: What is the main characters goal? What does the character want?</td>
<td>Goal: What is the main characters goal? What does the character want?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Frances only wants to eat bread and jam</td>
<td>She wants her daughter to try new foods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attempt: What does the main character do to solve their problem?</th>
<th>Attempt: What does the main character do to solve their problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>She trades her foods for bread and jam</td>
<td>She serves Frances other foods before giving bred and jam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome: What happens as a result?</th>
<th>Outcome: What happens as a result?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances becomes tired of bread and jam and eventually wants to try new foods</td>
<td>Frances begins to try other food</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reaction: How does the main character feel about the outcome?</th>
<th>Reaction: How does the main character feel about the outcome?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td>Satisfied</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme: What point did the author want to make?</th>
<th>Theme: What point did the author want to make?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try new things</td>
<td>Let people discover things at their own pace.</td>
</tr>
</tbody>
</table>

Appendix D:

Use your sentence strips and glue them into the spaces below. Take care to place your strips in the proper row under each character.
<table>
<thead>
<tr>
<th>Goal: What is the main character's goal? What does the character want?</th>
<th>Goal: What is the main character's goal? What does the character want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempt: What does the main character do to solve their problem?</td>
<td>Attempt: What does the main character do to solve their problem?</td>
</tr>
<tr>
<td>Outcome: What happens as a result?</td>
<td>Outcome: What happens as a result?</td>
</tr>
<tr>
<td>Reaction: How does the main character feel about the outcome?</td>
<td>Reaction: How does the main character feel about the outcome?</td>
</tr>
<tr>
<td>Theme: What point did the author want to make?</td>
<td>Theme: What point did the author want to make?</td>
</tr>
</tbody>
</table>

Appendix E:

Use your color-coded text evidence and cards to fill in your character perspective chart.

**Main Character**

**Setting**

**Problem:**
Goal: What is the main character's goal? What does the character want?

Attempt: What does the main character do to solve their problem?

Outcome: What happens as a result?

Reaction: How does the main character feel about the outcome?

Theme: What point did the author want to make?

Appendix F:

Fill in your character perspective chart and in the space below the chart write a 4 sentence paragraph about which character you could relate to more in the story and why.
### Appendix G:

<table>
<thead>
<tr>
<th>First Person</th>
<th>Second Person</th>
<th>Third Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>The story is told from the perspective of a character in the story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- we</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- they</td>
<td></td>
<td></td>
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<tr>
<td>- he</td>
<td></td>
<td></td>
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<tr>
<td>- she</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Appendix H:
I went to the park with my brother and we played on the swings. We played until my mother called us home. I did not want to go because we were having so much fun. My brother and I reluctantly left the park to make it home before our mom got mad. We decided that we should go to the park more often!
Appendix I:

I started walking and wiping sweat from my face, with the eggy part of my dress sticking to me every time I took a step. My mouth was dry as dirt and I was mighty thirsty. That’s when I spotted the water fountain. It had a little step stool so children could climb up to drink, but on the fountain was a sign that read, “Whites Only.” Well, I knew what that meant. So I sat down in the grass and took off my shiny black patent-leather shoes. Now I only had on my clean white socks. I stepped up on that stool with those white socks hugging my feet (pg. 14).
Appendix J (use number 4 and number 3 for 3rd person limited, other ones can be used for practice):

**CONCEPTS OF COMPREHENSION: PLOT 4th GRADE UNIT**
Lesson 1: Direct Teaching and Guided Practice

Name: ___________________________ Date: __________

**Look Who’s Talking!**

**Directions:** Read each paragraph carefully, and then circle the point of view. Describe the clues that helped you make your decision.

1. Arthur could hear his stomach grumbling and looked around quickly to see if anyone else had noticed. He thought, “I am glad nobody heard that.” He looked at the clock and saw that it was 10:30. He had 45 minutes until lunch! It seemed like an eternity.

   **Point of View:** (1st Person, 3rd Person Omniscient, 3rd Person Limited)

<table>
<thead>
<tr>
<th>Clues I Used to Figure Out the Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Clues Table" /></td>
</tr>
</tbody>
</table>

2. As I hurried towards my apartment, I could hear my dog, Ringo, howling. “Oh no!” I thought. “Mr. Jenson is going to be so mad.” Mr. Jenson was the cranky man who lived next door and was always complaining to my mom. It seemed as if he were always knocking on our door to tell us to turn down our TV or walk more quietly. It didn’t matter how low we kept the TV or how quietly we walked, he always seemed to be complaining. With Ringo making so much noise, Mr. Jenson would finally have a real reason to complain.

   **Point of View:** (1st Person, 3rd Person Omniscient, 3rd Person Limited)

<table>
<thead>
<tr>
<th>Clues I Used to Figure Out the Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Clues Table" /></td>
</tr>
</tbody>
</table>
Lesson 1: Direct Teaching and Guided Practice

3. Caitlin couldn’t believe that her special day had come. Finally, after years of struggling, she would graduate with her high school class. Caitlin sat, remembering all of the teachers who had encouraged and supported her. She wished that she could thank them right then and there for helping her become a successful young woman.

Point of View: (1st Person, 3rd Person Omniscient, 3rd Person Limited)

<table>
<thead>
<tr>
<th>Clues I Used to Figure Out the Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

4. George loved walking to school with his best friend, Matt. They would laugh at their sisters and make jokes about everything. Today, George had to walk to school alone, because Matt and his family had moved to a different state. George looked sad as he quietly walked to school alone.

Point of View: (1st Person, 3rd Person Omniscient, 3rd Person Limited)

<table>
<thead>
<tr>
<th>Clues I Used to Figure Out the Point of View</th>
</tr>
</thead>
</table>
CONCEPTS OF COMPREHENSION: PLOT 4TH GRADE UNIT
Lesson 1: Independent Practice Worksheet

Determine the Point of View

Directions: Read each paragraph carefully and then circle its point of view. Describe the clues that helped you make your decision.

1. Jeff wrapped his arms around himself and leaned into the wind as he ran. He was wearing his heaviest winter coat, a hat, scarf, and gloves, but he was still shivering from the cold. He rubbed his arms as he ran and dreamed of hot chocolate and warm chocolate chip cookies. He couldn’t wait to get home so he could warm up.

Point of View: (1st Person, 3rd Person Omniscient, 3rd Person Limited)

<table>
<thead>
<tr>
<th>Clues I Used to Figure Out the Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. I wrapped my arms around myself, leaned into the wind, and ran as fast as I could. I was wearing my heaviest winter coat, a hat, scarf, and gloves, but I was still shivering from the cold. I rubbed my arms as I ran, and I dreamed of hot chocolate and warm chocolate chip cookies. I couldn’t wait to get home and warm up.

Point of View: (1st Person, 3rd Person Omniscient, 3rd Person Limited)

<table>
<thead>
<tr>
<th>Clues I Used to Figure Out the Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

3. Jeff wrapped his arms around himself and leaned into the wind as he ran. He was wearing a heavy winter coat, a hat, scarf, and gloves, but he was still shivering from the cold. He rubbed his arms as he ran down the street.

Point of View: (1st Person, 3rd Person Omniscient, 3rd Person Limited)

<table>
<thead>
<tr>
<th>Clues I Used to Figure Out the Point of View</th>
</tr>
</thead>
</table>
Changing the Point of View

Kathy and Therese are very talented. Kathy has a beautiful singing voice and her teachers are always asking her to sing at assemblies or in school musicals. Therese doesn't have a good singing voice, but she is an amazing athlete. She is always the fastest runner in her class and she easily hits homeruns when she plays baseball.

This paragraph is written in the ________________ point of view. I will rewrite this paragraph in the ________________ point of view.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

I will rewrite this paragraph in the ________________ point of view.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
CONCEPTS OF COMPREHENSION: PLOT 4th GRADE UNIT

Lesson 2: Independent Practice Worksheet

Name: ____________________________  Date: ______________

Changing the Point of View

1. Ed loved his hamster, Hippy, and took good care of him. Before school, Ed would carefully feed Hippy. When he came home from school, Hippy would be so glad to see Ed that he would jump on his wheel and run as fast as he could. Sometimes Ed would let Hippy out to run around in his room.

   This paragraph is written in the ______________ point of view. I will rewrite this paragraph in the ______________ point of view.

   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

   How does changing the point of view change the story?
   ________________________________________________________
   ________________________________________________________

2. I am sad because my best friend Michele moved away. I really miss her and think about her every day. I think about all of the fun times we had together and all the games that we used to play. I especially miss her after school because we would walk home together and then help each other with our homework. Just thinking about her makes me sad.

   This paragraph is written in the ______________ point of view. I will rewrite this paragraph in the ______________ point of view.

   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

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How does changing the point of view change the story?

3. Charlie checked his watch as he hurried to school. If he didn't hurry up, he would be late. Charlie hated being late and loved being early. He always tried to be one of the first people at school in the morning, and he was almost always the first person to finish an assignment in class. That fall his brother Tommy started school, and they have to walk to school together. Now Charlie is late a lot. He hates being late, but Tommy doesn't seem to mind.

This paragraph is written in the __________________ point of view. I will rewrite this paragraph in the __________________ point of view.

How does changing the point of view change the story?
Sections of reading material
The big scary monster by Thomas Docherty
On top of a mountain, not very far from here, there once lived a Big Scary Monster. This monster was bigger and scarier than any other creature—and he knew it. All the other little creatures that lived on the mountain spent their days playing happily together among the small rocks and small plants. But the Big Scary Monster was never far away, and suddenly, when they least expected it … BOOO! As time went by, the little creatures learned to hide from the Big Scary Monster. He soon got bored because he couldn’t find anyone to scare. One day, as he stood at the top of the mountain and looked down into the valley, he saw many other creatures playing happily in the valley below. I’ll go down there and scare them, he said to himself. So, off he went down the mountain. But as he walked, a strange thing happened. The farther down he got, the larger the things around him appeared to be. The small rocks became big rocks. The small plants became big plants. And the little creatures that had seemed so small from the top of the mountain were actually very, very big! The Big Scary Monster had never felt so small and scared in his life. I wish I was back on the top of the mountain with the little creatures and the small rocks and small plants, thought the Big Scary Monster. He found a big rock he could hide behind. Then, suddenly, when he least expected it BOO! Back up the mountain ran the Big Scary Monster. The big plants became the small plants. The big rocks became the small rocks. And the little creatures where nowhere to be found. The Big Scary Monster felt so alone that he sat down and started to cry. Then suddenly, when he least expected it BOO! The Big Scary Monster was so leased to see the little creatures that he forgot all about being big and scary. From that day forward, everyone became friends and played happily together at the top of the mountain. And can you guess what their favorite game was? BOO!

Bread and Jam for Frances by Russell Hoban
It was breakfast time. Father was eating his egg. Mother was eating her egg. Gloria was sitting on a high chair and eating her egg too. Frances was eating bread and jam. “What a lovely egg!” said Father. “It is just the thing to start the day off right,” said Mother. Frances did not eat her egg. Frances sang a little song to it. She sang the song very softly: I do not like the way you slide, I do not like your soft inside, I do not like you lots of ways, And I could do for many days Without eggs. Frances spread the jam on another slice of bread. “Why do you keep eating bread and jam,” asked Father, “when you have a lovely egg?” “I like bread and jam,” said Frances, “because it does not slide off your spoon in a funny way.” “Well, of course,” said Father. “But there are other kinds of eggs.” “Yes,” said Frances. “But sunny-side-up eggs lie on the plate and look up at you. And sunny-side-down eggs just lie on their stomachs and wait.” “I think it is time for you to go to school now,” said Mother. Frances picked up her books, her lunch, and her skipping rope. Then she kissed Mother and Father good-bye and went to the bus stop. While she waited for the bus she skipped and sang: Jam on biscuits, jam on toast, Jam is the thing that I like the most. Jam is sticky, jam is sweet, Jam is tasty, jam’s a treat Raspberry, strawberry, gooseberry, I’m very FOND…OF…JAM! That evening for dinner Mother cooked breaded veal cutlets, with string beans and baked potatoes. “Ah!” said Father. “What is there nicer on the plate and tastier to eat than breaded veal cutlet!” “It is a nice dish,” said Mother. “Eat up the string bean, Gloria.” Frances looked at her plate and sang: What do cutlets wear before they’re breaded? Flannel nightgowns? Cowboy boots? Furry jackets? Sailor suits? Then Frances spread jam on a slice of bread and took a bite. “She won’t try anything new,” said Mother to Father. “Well,” said Frances, “there are many different things to eat, and they taste many different ways. But when I have bread and jam I always know what I am getting, and I am always pleased.”

White Socks Only by Evelyn Coleman
“Grandma, can I walk into town by myself?” I asked, one hot summer’s day. I knew what she was going to say. She was going to tell a story. Not just any story, but my favorite story. I watched her turn toward her spit can. Ping! The sniff juice hit the bottom, sounding like a chime. She rocked one or two times, her eyes closed, and then she looked up at me. “You know you ain’t big enough to walk into town alone, girl. I sho’ don’t know why you asking me that. You ain’t big enough ‘til you gon’ do some good there.” I smiled and plopped down on the step. She was about to begin the story. Grandma laughed. You know ... when I was a little girl, like yourself, I sneaked into town once. Yep, all by myself. Wasn’t planning on doing no good. Had just been waiting for a scorching hot day. I had two eggs hid in my pockets. Not to eat,
mind you. But to see if what folks said is true. I slipped on my finest Sunday dress and my shiny black patent-leather shoes and my clean white socks. I pulled my plaits back with a bow. Why, I thought I looked pretty grown-up. Lord, you should a' see me strutting, the dust flying behind me! I had to hold my arms steady on account of them eggs, though. Now that I think about it, I must'a been a mighty funny sight. I sneaked on up that road a'singing, "Jump back Sally, Sally, Sally. Walking up the alley, alley, alley" to nobody but myself. And child, was it hot! On that kind of day a firecracker might light up by itself. I was feeling pretty fine until I spotted that old Chicken Man, sitting on his porch, with his mouth like a smile. I just looked down at the dirt. My mama had told me how the Chicken Man still did things he knewed all the way from Africa. Stuff that his grandmother done taught him. Mama also had told me he could heal the sick by the laying on his hands. And that one time he made a blind man see just by looking deep into his eyes. And folk said he turned people into chickens if he didn’t feel what they were doing was right. That’s why he was called the Chicken Man. I was kinda scared he might think I wasn’t doing right, so I started walking faster. I still help my arms out steady, though, so I wouldn’t break the eggs.