

Lesson Focus: Good readers can identify the narrator’s point of view.

Unit of Study: Grade 4, Unit 3: That’s the Spirit!

Lesson #: Week 1

Connection (1 minute)	<p>“Remember when we learned stories are told with narrators being in first-person or third-person narrative. You all did a great job in finding the pronouns in the story to help identify first or third person narrative. As you know, good readers do many things while they read.”</p> <p>“Today I’m going to teach you how good readers identify the narrator’s point of view to better understand what they’re thinking and feeling.”</p>
Teaching (5 min)	<p>Give Students a Brief Description of Strategy and Why It’s Important</p> <ul style="list-style-type: none">- “Boys and girls, whenever I read a text, I know that there’s a narrator or a person that tells a story. The narrator’s point of view tells how the narrator feels or thinks about the characters or events. If a narrator uses pronouns such as <i>I, we, and me</i>, the story has a first-person narrator.”- “Also, if the narrator uses pronouns such as <i>he, she, or they</i>, the story has a third-person narrator. I keep that in my mind while I’m reading so that I can focus on the narrator’s point of view and understand what they are thinking and feeling.” <p>Let me show you what I mean</p> <ul style="list-style-type: none">- <i>Teacher: Use the story from the Literature Anthology book called, “The Cricket in Times Squares.” Display page 180 (T25C).</i>- <i>Teacher: Reread the first paragraph from page 180 to point out the pronouns.</i>- “Hmmm...What are some of the pronouns that are used? I see that the narrator uses the pronouns <i>he</i> and <i>they</i> to describe the characters. We can tell from this that this story has a third-person narrator.”- “I can also use the details to help identify the narrator’s point of view.”- <i>Continue to read page 180 (T25C).</i>

	<p>- “Hmmm...I know that the character is eavesdropping or listening in on humans which is what he enjoyed the most. I know that Tucker likes to explore the Times Square Subway Station. I also know that Tucker asks Chester who he is and introduces himself. These details tell me that Tucker is curious and social.”</p> <p><i>Model additional examples as needed i.e. pages 182 (T25E); 185 (T25G-H); etc...</i></p> <p>Recap Did you see what I did?</p> <p>“Did you see how I used pronouns to identify that the narrator was third-person and used the details from the story to figure out the narrator’s point of view?”</p>
<p>Active Engagement (3 min) Allows for guided practice</p>	<p>Now it’s your turn to try this..... <i>Teacher: Instruct students to turn to page 167 in Reader’s/Writer’s Workshop, “At the Library” (T21):</i></p> <p><i>Teacher: “Read page 167 to find some pronouns and details to figure out the narrator’s point of view? Turn and talk to your partner.”</i></p> <p><i>After 2 minutes, purposefully choose two readers to share the pronouns and details that they identified as the narrator being third-person and their point of view which was he understands that Rick misses his old friends and wants new friends.</i></p>
<p>Link (1 min) Linking mini lesson to their independent work</p>	<p>“Today, I just taught you how good readers identify the narrator’s point of view.”</p> <p>“When you go off to read today, you’re going to practice identifying the narrator’s point of view in your own independent books. Now that you know this is something that good readers do, you can use this skill whenever you read.”</p> <p>*Note: Add this strategy to your Unit anchor chart.</p>
<p>Independent Reading Suggested time: Build to 30 minutes over the school year.</p>	<ul style="list-style-type: none"> ● Students are reading independently. ● Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.

Share

End of workshop - Whole Group Share

Options:

- Have students share how they were able to identify the narrator's point of view by using pronouns and details from the story while reading their books independently.
- Praise behaviors that were observed during students' independent reading.

Sample talk: "Suzie, I really loved how you quickly identified the narrator's point of view while reading your story. I could tell that you were hard at work! Way to go!"

- Review previously taught strategies and skills.

Sample talk: "You all did such a great job identifying the narrator's point of view today. I want to remind all of you that good readers continue to practice all of the skills and strategies that they have learned such as...."