**Point of View Lesson**

\*Write ICS on board. Read ICS chorally with students.

-I can find differences (ways something is not alike) in the point of view of characters (what they do, say, or think) in a story.

\*(Place picture under document camera) What do you see? Describe it. Think, Pair, Share. (Vote with feet-Duck vs. bunny) You all saw different things in the picture, because everyone has a different point of view. We all bring our own thoughts and feelings into everything we do, so we all hear, see, and act differently. So do characters in a story. (Challenge: Make a connection-Tell a partner the name of a person at home with whom you have a different point of view of something and why?)

\*Author’s write and tell stories with characters that have different points of view. In order to understand a story and its characters, we need to know how to describe the differences in what the characters do, say, and how they think (their point of view). Sometimes author’s also try and trick readers, and they have a character’s point of view change throughout the story, just like you change the way you think, feel, and act all the time.

\*Split class into two groups. Pass out marker boards. Draw both charts on the board-each character (Peter & Penny). Have one side draw chart Do, Say, Think (Penny) and the other side draw chart Do, Say, Think (Peter).

\*As we read, I want you to look for characteristics of the point of view of your assigned character to add to your chart. (Challenge-Listen for something else that helps you to hear a certain character’s point of view more clearly-read aloud).

\*Place script under document camera. First, let’s start out with the challenge. ”Did anyone notice a way that our character’s points of view were made clearer by the way we read?” When you read dialogue, you can change your voice to match your character’s point of view.

\*Have students volunteer to share ideas to place on board. Create chart on board. (Have students in each group respond actively-movement or sound if they also placed info on board.)

\*Ask students to help you underline differences in point of view.

\*Erase board-Now, can you describe some differences in the points of view of these two characters. Think, Pair, Share-write on marker board-then allow others to share aloud.(Vote w/feet-Agree/Disagree with statement-justify why. The characters’ points of view stayed the same throughout the entire story. Why would an author do this?)

\*(Put organizer under document camera). Now, you and a partner are going to do the same thing with a story you get to choose. You are going to use a graphic organizer that looks like this, to find and describe differences in the points of view of characters from your story. Very similar to the chart we made together on the board.

\*When you are finished, you are then going to choose from 3 different assessments to show me that you have mastered our ICS. This needs to be completed all on your own…I want to know just what your brain has learned.

\*Discuss 3 choices under document camera.