



# What's the Point of View?

## Point of view

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<b>Grade Level</b>	4th Grade	<b>Duration</b>	2-3 class periods
<b>Subject</b>	English/Language Arts		

### Essential Question

How does point of view affect our understanding of the story?

### Summary

In this lesson students will practice identifying first, and third person point of view. This lesson will not include 3rd person omniscient. This lesson should take 2-3 days.

### Snapshot

#### Engage

Students explore point of view by analyzing a newspaper story excerpt from *Percy Jackson and the Lightning Thief* and a made up version as told by Percy.

#### Explore

Students create a class T-chart to record the analysis of the excerpt and the other version.

#### Explain

Students participate in a modified 4 corners to practice point of view.

#### Extend

Students watch a Pixar short to identify point of view and determine how it would change based on who is telling the story.

#### Evaluate

Students are given various opportunities to write using point of view.

## Standards

*Oklahoma Academic Standards for English Language Arts (Grade 4)*

**4.3.R.2:** Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.

## Attachments

- [Bus-Accident-Percy-s-First-Person-Version.docx](#)
- [Modified-4-Corners-Point-of-View-Examples-Powerpoint.pptx](#)
- [Point-of-View-Slides.pptx](#)
- [Signs-for-Modified-4-Corners-Activity.pptx](#)
- [Trenton-Register-News-Third-Person-Newspaper-Excerpt.docx](#)

## Materials

- Trenton Register-News - Third Person Newspaper Excerpt
- Bus Accident - Percy's First Person Version
- Point of View Slides
- Modified 4 Corners - Point of View Examples - PowerPoint
- Signs for Modified 4 Corners Activity

# Engage

## Teacher's Note

Students should work in groups of 3 or 4. Each student needs a copy of the Trenton Register-News excerpt from "The Lightning Thief" and also the excerpt entitled, Bus Accident (*handouts attached*). Toward the end of the discussion, have each group appoint a spokesperson.

Direct students to read both versions of the bus accident and discuss similarities and differences in their groups. Use the guiding questions below to scaffold the discussion.

## Guiding Questions (*answers in italics*)

- Who is telling the excerpt of the bus accident in the Trenton-Register? *a reporter or the newspaper*
- Who is telling the story in Percy's version ( Bus Accident)? *Percy*
- How is the "Bus Accident" version different? *It gives Percy's side of the story.*
- Who is telling the "Bus Accident" version? *Percy*
- What is the same about both versions? *Characters, setting, events*
- What is different about both versions?
- Have you ever been in a situation and your version of events was different than someone else's version? Why does this happen? [*Lead them to the realization that people see things differently and report what they saw based on their point of view which affects the telling of the story*]

## Explore

For this part of the lesson you will need to create a class T- chart. The first column should be labeled, Trenton Newspaper and the second column Percy's Version.

based on the findings from the group discussion. On a chart or the board draw a T. On one side label it "Newspaper" and label the other side "Percy's version." Record the findings from the previous discussion. Have the students analyze the findings.

Ask?" Why are these versions so different?" Guide students to identify that they are being told by different people.

## Explain

Introduce point of view with the slides provided. Review the passages from the previous activity and discuss the point of view. Then place students in groups and explain the four corners strategy, [4 corner strategy](#). This will be a modified version of 4 corners. Display the examples and place 1st person, 2nd person, and 3rd person labels in three corners of the room. Students will discuss the slides to determine the point of view and move to the corner that identifies the point of view. Discuss. Repeat this process for each example.

What clues helped you determine the point of view? Lead students to identify the different clue words used in the different points of view.

## Extend

Show students the Pixar short, "Snack Attack". [Snack Attack](#).

Ask "Who is telling the story?" The grandma

Ask "Is this first person or third person point of view?" First

Ask "What would it sound like if she were telling the story?"

Students can tell or write the story depending on their level.

Ask "What would it sound like if the boy was telling the story?"

Ask "Is this a first or third person point of view?" First

Repeat the process of telling or writing the story?

Ask "What if the story was told in third person? How would that sound"

Repeat the process from above.

# Evaluate

Encourage students to think of situations which would require them to use different points of view. The following scenarios are suggestions:

Thank you note for first person

Writing an advice letter in the form of Dear Abby for second person

(Students could do a first person and second person version for this one.)

Students could narrate a story for third person. This could be written for most students or done orally for students who are working below level.

## Resources

- Riordan, R. (2006). *Percy Jackson and the Olympians, book one the lightning thief*. Hyperion.