

## Lesson Plan Template

**Lesson Segment Focus:** Point of View      **Lesson:** 2 of 3

**Course & topic addressed:** Language Arts      **Date:** 10/10/19    **Grade:** 4

### Student Outcomes

Specific learning objectives for this lesson.	Students should be able to take a passage from a book in one point of view and have the ability to rewrite it in their own words so that it reflects another point of view and understand what has been added or taken away to the story because of the change.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have been exposed to point of view and the different kinds of narrators in the previous lesson.
Knowledge of students background (personal, cultural, or community assets)	Students have a basic understanding of point of view, perspective, and narration

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the 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.
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Perspective, Point of View, and Narration are all topics we've thoroughly discussed as a class and I have provided them with thorough and specific examples of first and third perspective in literature
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Point of view, first person narration, third person narration, perspective
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### Materials

Materials needed by teacher for <b>this lesson.</b>	Laminated QR Code handouts
Materials needed by students for <b>this lesson.</b>	iPads, paper, pencil

**Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5	<b><u>Introduction:</u></b>	First I will begin the lesson by coming up with sentences like “I went to the store” or “he didn’t do his homework” and ask them what perspective they are in. Students will raise their hands to answer the question.
30	<b><u>Instruction:</u></b>	I will then have the students pair up into groups of two. Each student will write an autobiography about themselves, and then write a biography about their partner. The pairs will share their work with each other and as a class we will discuss the differences of the pieces despite them both being written about the same person. I will draw attention to fact that the first person perspective allows the reader to understand the narrator’s inner thoughts and motives and see the world through their eyes, and the third person perspective allows the reader to act as a fly on the wall watching the events unfold. I will then have the pairs use the QR Code Reader app to each listen to a different excerpt from a book that is familiar to them. They will each work together to rewrite the excerpt into the opposite point of view.
10	<b><u>Closure:</u></b>	Each group will share their rewrite with the class and I will put emphasis on the fact that not everything in a first person narration will transfer to a third person narration and vice versa.