



## **Elementary Education Lesson Plan Template**

Student Name: Eileen Hernon

Grade Level: 3

Topic: Reading comprehension & perspective

### **Rationale:**

- The students are currently engaged in a long-term PBL that has them wrestle with the question “what is perspective?” Throughout the week, students have read books from various perspectives, examined pictures from different perspectives, and will begin discussing artistic perspective. This reading activity is meant to reinforce the concept perspective while building students’ comprehension skills in a close-read. It is crucial that third-graders develop comprehension skills while reading, because they are transitioning from “learning to read” to “reading to learn.” They simply must understand what they read, as they will come to depend on text for a great deal of their instruction in the coming years.

### **Enduring Understandings:**

- Students will understand that the perspective from which a story is told affects how the story is told. The same information can look very different depending on the perspective from which it is told.

### **Essential Questions:**

- How does the narrator’s perspective affect the way the story is told?

### **Primary Content Objectives:**

Students will **know**: (facts/information)

- First person point of view: the narrator is a character in the story
- Third person point of view: the narrator is someone observing the story from the outside
- Perspective is the way someone views the world
- “Main idea” refers to what a text passage is mostly about
- Details support the main idea

Students will be able to **do**: (skills and behaviors)

- Read a short text passage for comprehension
- Make connections between the text and themselves/other texts
- Identify the point of view of the passage
- Identify the main idea and supporting details of a passage
- Support claims with textual evidence
- Discuss how perspective influences the way the story is told (Group 1)
- Write the same story from a different perspective (Groups 2 and 3)

**Related state or national standards:**

- VA English SOL 3.5:
  - The student will read and demonstrate comprehension of fictional text and poetry.
    - a) Set a purpose for reading.
    - b) Make connections between previous experiences and reading selections.
    - f) Ask and answer questions about what is read.
    - g) Draw conclusions about text.
    - i) Identify the main idea.
    - j) Identify supporting details.
    - k) Use reading strategies to monitor comprehension throughout the reading process.

**Assessment:**

- Formative Assessments:
  - Students will be assessed informally throughout the lesson for general comprehension. (see attached rubric)
    - Are they reading the text independently or following along if a peer is reading?
    - Can they correctly answer questions based on the text? Are they making connections between their own lives and the text?
    - Are they using evidence pulled from the text to support their answers?
  - Students will be formally assessed for their understanding of perspective and point of view: (see attached rubric)
    - Students in groups 2 and 3 will rewrite the passage from the perspective of a different character
    - Students in group 1 will verbally describe how the perspective described in the passage changes the events described

**Materials and Resources:****Instructional Materials:**

- “Peterson’s Pockets” for Groups 2 and 3 (one copy per student)
- “Human Chess Pieces” for Group 1 (one copy per student)
- Pencil for each student
- Highlighter for each student
- Writing response for each child in groups 2 and 3

**Assessment Materials:**

- Rubric
- List of questions/discussion points

**Key Vocabulary and Definitions:**

- Perspective: the way someone views the world
- First-person point of view: the narrator is a character in the story

- Third-person point of view: the narrator is observing the story from the outside
- Main idea: what the story is mostly about
- Details: additional information that makes the story richer

### **Lesson Procedures: (Group 1)**

#### **1. Introduction and goal orientation:**

- “Hi everyone! As you know, we’ve been talking a lot about perspective these past few days to prepare for our field trip next week. Today, we’re going to read a passage about a game of chess where humans are the pieces! How’s that for an unusual perspective?! As we read today, I want you to think about two things: 1) How does humans’ perspective of a game of chess change when they themselves are the pieces? 2) What is the main idea of the story and what are some details that support that main idea?”

#### **2. Connecting to prior knowledge and experiences:**

- Connecting to prior experience: “Has anyone ever played chess before? Can you tell us a little about the game? What do you think it would be like to be a human chess piece?”
- Activating knowledge on perspective: “Alright so we’ve been talking a LOT about perspective this week. We read a book on Tuesday that was told from the perspective of two little ants. Then on Wednesday, we saw how pictures change based on perspective when we played the “zoom” game. Who can remind me what perspective is? (wait time—should say something like, “perspective is how you see something”). That’s right—perspective is the way that we view the world. Everyone has their own unique perspective. The way I view the world is different from the way Philip views the world.”
- Tying perspective to the passage: “So remember on Tuesday when we read *Two Bad Ants*, and I had you write down how ants see human objects? So for example, ants saw grass as a forest. That showed us that the same thing can be seen completely differently depending on your *perspective*. Now imagine a game of chess. Usually humans can see the entire board and get to control all the pieces when they play. Let’s see how the game is different when humans are the pieces.”

#### **3. Tasks and activities:**

- Students read the passage
  - “You’re going to whisper-read the passage to the person sitting next to you. When the first person finishes, the second person will have a turn to read the passage. When both people have finished reading, look up at me and smile.”
- Discussion of main idea/comprehension check:

- i. “Alright, let’s take a look at the first question at the bottom of the page: ‘the main idea of the paragraph is: a) playing chess with people as pieces, b) a town square becomes a chessboard c) how people play chess around the world. What do you think? (wait time—offer a hint by saying “main idea means what the story is mostly about, What is this paragraph mostly about?) That’s right—the story is mostly about playing chess with people as pieces. The other two choices are true in the story, but they aren’t the main idea, they’re details. Number two: ‘a detail that tells more about the main idea is...a) how this human chess game got started, b) people who are knights are on horses, or c) the history of the game of chess?’ Which of these choices is actually in the paragraph? (When a student answers) How did you know? Highlight the part of the paragraph where it says that. Okay and number three: ‘the best title for this paragraph would be...a) human chess pieces, b) costumes for chess, or c) places to see in Italy.’ Again—think about what the paragraph is mostly about. (wait time—should choose option a) Great! Why do you think that would be a good title? (should say paragraph is about humans as chess pieces, and isn’t really about the other two options). Exactly! The title should be about the main idea.
- c. Discussion of perspective/making connections:
  - i. Imagine playing a game of chess where YOU were a chess piece! How would that be different from how we usually play chess? (wait time—student responses will vary. If students aren’t getting it, give them prompts such as: “could you see the whole board at one time? What would it be like to have to communicate with the other players? How long do you think it takes? Longer or shorter than a normal game? What would it be like to have someone else make a move that you don’t agree with?). (If the kids aren’t into chess: “What’s your favorite board game? What would it be like to play that game as a piece?)
    1. As kids talk, constantly redirect them to find evidence in the text.
      - a. Ex: “Where does it say that in the paragraph?” “How do you know?” etc.

#### 4. *Closure:*

- “So that’s another example of how perspective—or the way we see things—makes a difference and changes the story we tell. As you go through the rest of the school day, I want you to try to think of ways the school day would be different from another person’s perspective. For example, how do I see the classroom differently from my desk than you all see it from your desks? Are there any questions before you move onto your next station?”

## **Lesson Procedures: (Groups 2 and 3)**

### **5. *Introduction and goal orientation and Connecting to prior knowledge:***

- “Hi everyone! As you know, we’ve been talking a lot about perspective these past few days to prepare for our field trip next week. We read a book on Tuesday that was told from the perspective of two little ants. Then on Wednesday, we saw how pictures change based on perspective when we played the “zoom” game. Who can remind me what perspective is? (wait time—should say something like, “perspective is how you see something”). That’s right—perspective is the way that we view the world. Everyone has their own unique perspective. The way I view the world is different from the way Kaylee views the world. When authors write stories, they have to choose what perspective to write the story from. Today, we’re going to read a passage about a boy who really likes pockets. As we read today, I want you to think about three things: 1) How does the boy’s perspective affect the story? 2) What is the main idea of the story and what are some details that support that main idea? 3) What connections can you draw from this story to your own life or other stories you’ve read?”

### **6. *Tasks and activities:***

- a. Students read the passage
  - i. “You’re going to silently read the passage by yourself. Make sure you’re reading carefully and you’re really understanding all of it. When you have finished reading, look up at me and smile.”
- b. Discussion of main idea/comprehension check:
  - i. “Alright, what’s the main idea of this story? (wait time—should be something about a boy who really likes pockets). That’s right! What clues from the story helped you figure that out? (possible responses include: title, the first sentence, etc.). Highlight the part of the story that tells you the main idea. What are some details that support the main idea? Highlight them.
- c. Discussion of perspective/making connections:
  - i. Who is telling the story? (wait time—should say Peterson). How do you know? Highlight the parts of the story that tell you that Peterson is telling the story. Does anyone know what first-person point of view means? (wait time. If they don’t know—give them a hint by reading the first two sentences and emphasizing first-person pronouns).
  - ii. Who are the other characters in this story? (wait time—should say Peterson and his parents). Highlight the *evidence*. Highlight the part of the passage that tells you who the characters are.
  - iii. Why are these characters important? (responses should be something like: Peterson is telling the story, his parents provide details about his pockets)

- iv. How are you and Peterson alike/different? (student responses will vary—as long as they accurately describe Peterson’s character traits, it doesn’t matter how they connect him to their own lives).
- v. Okay let’s look at the writing activity on the next page. It says, “this story was written from the point of view of Peterson, a boy who loves pockets. Write the same story from the point of view of either his mother or his father.” Take a few minutes and rewrite the same story as though his mom or dad were telling it.
  - 1. Should be independent work

**7. Closure:**

- Students share their writing
  - “Would anyone like to share what they wrote?”
  - What did you have to think about while you were writing?
    - (Hopefully something about the mother/father’s feelings/perspective)
  - How did the story change when you wrote from the mom/dad’s point of view?
- Thanks so much, boys and girls! See? A story can change completely if you change the perspective! Are there any questions before you go to your next rotation?

**Accommodations for individual differences:**

- Differentiated tasks:
  - Group 1 consists of below-grade-level readers. They have a different task than the other groups. Their passage is much shorter than the other passage, and they do not have to write about perspective. Many of the students in this group would become overly frustrated by a writing task—which would detract from their overall understanding of perspective and main idea. Rather, they just have to engage in a discussion about perspective/main idea. I figure I can still gauge their understanding of perspective/main idea by just talking about it with them.
  - Groups 2 and 3 are on- or above-level readers. They can handle a longer passage for independent reading. Furthermore, they have the stamina to handle the writing activity.
- Opportunity to reteach:
  - If students in Group 1 are not familiar with chess, I will briefly explain how a game of chess works, and that the pieces capture each other.
  - If students in Groups 2 and 3 are having trouble with perspective/point of view, I will pause to re-explain that if the kids and I were asked to talk about our day at school, we would tell very different stories, even though we both spent the day in the same classroom. This should hopefully clarify what I mean by perspective—it’s just the way the storyteller views the story.
- Opportunity to extend:

- If students in Group 1 are breezing through the reading, I will ask them to work with a partner to draw a picture from the perspective of a human chess piece. Write a sentence or two to describe the picture.
- If students in Groups 2 and 3 are breezing through perspective, I'll ask them to think about their favorite storybook. We'll engage in a discussion of how it would be different if it were told from a different perspective. Is one perspective more "right" than another?

**Behavioral and organizational strategies:**

- The biggest challenge for this lesson will be the fact that it's during a rotation-style language arts block. Transitions are not this class's strong suit, so I'll have to be very clear in my expectation that transition between rotations are to take no longer than 2 minutes, and are to be quiet.
  - Last week, I tried a strategy where they had to name the song I was playing on my computer (volume turned way down). This encouraged them to be quiet during transition time, but I'm not sure how it would work logistically during a rotation block.
  - I'll set a visual timer for the students to self-monitor during transition time.
  - Should students get too loud/slow during transitions, I'll ring the chime, and they'll try the transition again—this time with absolutely no talking.
- Time management will also be a challenge for me. My plan is to set a timer right next to me. The beep of the timer will remind me when it is time to transition into the next rotation.

**Rubric:**

	<b>Developing (1)</b>	<b>Approaching (2)</b>	<b>Proficient (3)</b>
Reading	The student depends on teacher or peer support to read all or almost all of the passage	The student reads most of passage independently; may need some teacher or peer support.	The student reads the passage independently, needing very little (if any) teacher or peer support.
Making connections	The student does not connect the passage to the real world.	The student identifies where the passage is similar to “real life,” but does not make a personal connection or connect to previously-read text	The student connects the events and characters of the passage to his/her own life or those of previously-read texts.
Main Idea and supporting details	The student is unable to identify the main idea of the passage.	The student is able to identify the main idea of the passage, but identifies less than three supporting details.	The student is able to identify the main idea of the passage and pick out at least three supporting details.
Perspective	The student does not correctly identify the point of view of the story	The student identifies the point of view, but doesn’t explain how the point of view affects the story.	The student identifies the point of view and explains how that impacts the way the story is told.
Writing (groups 2 and 3)	The student does not rewrite the story from a different point of view.	The student rewrites the story from a different character’s point of view, but the story has not changed to reflect the change in perspective.	The student clearly rewrites the story from a different character’s point of view. Differences in the two narratives are evident.
Discussion (group 1)	Student does not demonstrate understanding of different perspective	Student understands that the perspective is different, but may not clearly state how that changes the overall story/experience	Student demonstrates clear understanding of how a change in perspective changes a story/experience.
Use of evidence	The student does not reference the text for his/her answers/connections/claims.	The student may occasionally reference the text when explaining answers/connections/claims.	The student consistently references specific textual evidence to support every answer/connection/claim.