

**SPECIAL ED**



# **POINT OF VIEW**



**INCLUDES GOOGLE SLIDES**



*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves a good story. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*

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In a separate files there are:

- lesson plan
- 20 extra point of view scenarios
- voice recorded PowerPoint
- Directions and links to digital activities

*This unit has 15 days of activities that will guide students through how to determine the point of view in a story.*

*The unit is separated into 2 files, one in color and one in black and white.*

# Point of View Lesson Plan

## Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Book
  - Print out, laminate, and bind
  - OR your students can listen to the pre-recorded version
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student [and also](#) one for the teacher to use in I Spy games

## Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

## Teaching Tips

1. **Color Coding:** this is a really activity. Outline or color in the corresponding picture s/ task.
  - a. For more info, read <https://specialneedsfordifferentiation/>
  - b. I also have a blog post <https://specialneedsfordifferentiation.com/3-ways-easily-and-effectively/>
2. **Make your own copies of the yesterday.** For that reason:
  - a. I often complete the s that I could use year s
  - b. My copies were also I more support or as a work.
3. **Options for Use:** Turn any a laminating and adding Velcro

## Day 3

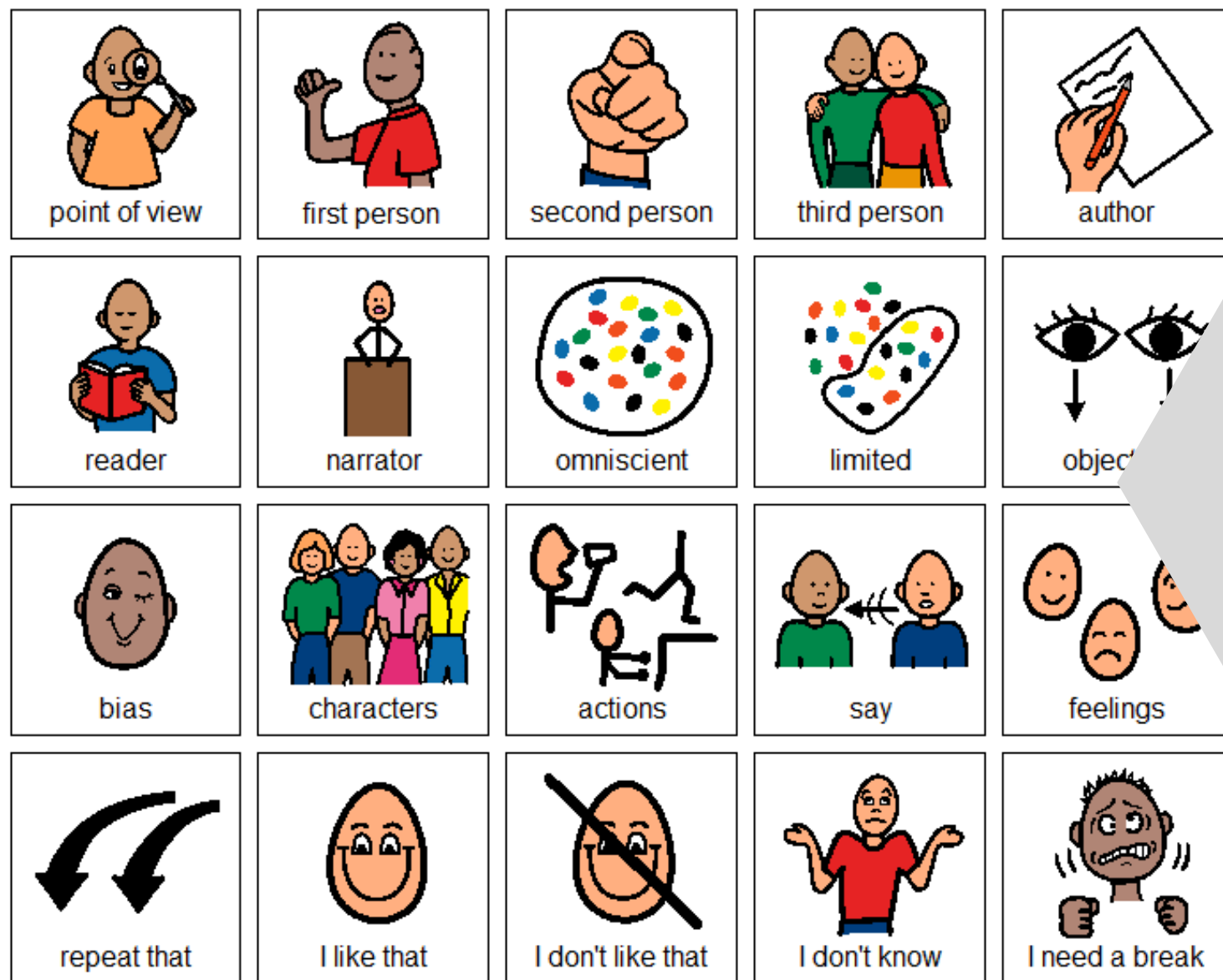
Activity	Notes	Materials
Read or listen to a recording of the book (15 minutes)	<ul style="list-style-type: none"> <li>• Read through the story, asking lots of questions</li> <li>• Continue to make connections between book and vocabulary board</li> </ul>	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary board</li> </ul>
Vocabulary cards I Spy Game (10 minutes)	<ul style="list-style-type: none"> <li>• I play this game, or variations of it the first few days                             <ul style="list-style-type: none"> <li>◦ Determine how many cards your students can handle in front of them. This can vary, some students may be able to have all the cards, so may only be able to handle a field of 3-5</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary cards (student set and teacher set)</li> <li>• Vocabulary board</li> </ul>
Sorting activity review (5 minutes)	<ul style="list-style-type: none"> <li>• Review the worksheet completed yesterday</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet completed yesterday</li> </ul>
Sort the characteristics of each type of point of view (10 minutes)	<ul style="list-style-type: none"> <li>• Students will sort characteristics of each type of point of view.</li> <li>• There is a color-coded version provided.</li> <li>• Make connections to the book as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• worksheet</li> <li>• scissors</li> <li>• glue</li> </ul>
Sharing (10 minutes)	<ul style="list-style-type: none"> <li>• Each student shares their worksheets with the group using the communication method of their choice</li> </ul>	<ul style="list-style-type: none"> <li>• Completed worksheets</li> <li>• Communication devices</li> </ul>

## Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Circle map</li> </ul>	9	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity OR alternate activity</li> <li>• Determining point of view</li> </ul>
2	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Pronoun sorting</li> </ul>	10	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity OR alternate activity</li> <li>• Writing prompts</li> </ul>
3	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Sorting characteristics</li> </ul>	11	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary board</li> <li>• Sudoku puzzle</li> </ul>
4	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> </ul>	12	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary board</li> <li>• Word search</li> </ul>
5	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> </ul>	13	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> </ul>
6	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> </ul>	14	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> </ul>
7	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> </ul>	15	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> </ul>
8	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> </ul>	16	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> </ul>

## The lesson plans contain:


- Overall tips for teaching students with significant needs
- A quick look at what you will do each day
- Detailed instructions on how that day's lesson should run



This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.


Tips on how to use in the unit!!



The first point of view is called **first person**. In this instance, the narrator is one of the characters and uses words like: I, me, we, my, our and ours.



Christa Joy, Special Needs for Special Kids



Here is what the point of view of first person would look like:

I walked on beach listening to the waves crashing around me, thinking about my day.



Christa Joy, Special Needs for Special Kids

There is a book with this unit using simple text and photos. It is 42 pages and goes through how to find the point of view.

It comes in a PowerPoint version as well as a movie/mp4 file (so you don't have to print it out.)

### point of view

How the author tells the story.



### narrator

Who is telling the story.



### point of view

How the author tells the story.



### narrator

Who is telling the story.



### perspective

How the narrator sees and experiences the story.



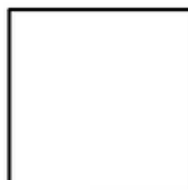
### first person

The narrator is one of the characters; uses words I, me we, my, our, ours.



### perspective

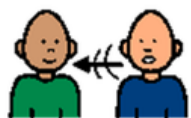
How the narrator sees and experiences the story.



### first person

The narrator is one of the characters; uses words I, me we, my, our, ours.

### dialogue



### quotation marks



### second person



### third person

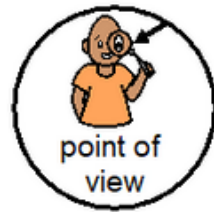
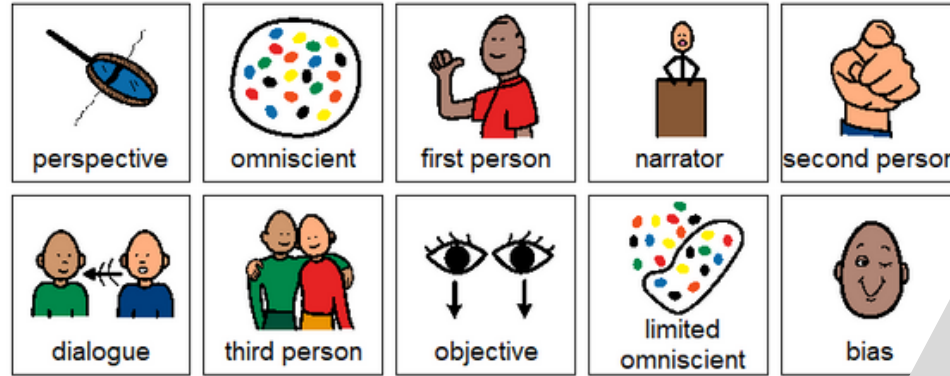


There are vocabulary cards students will use every day for a group activity. There is also a cut and paste activity.

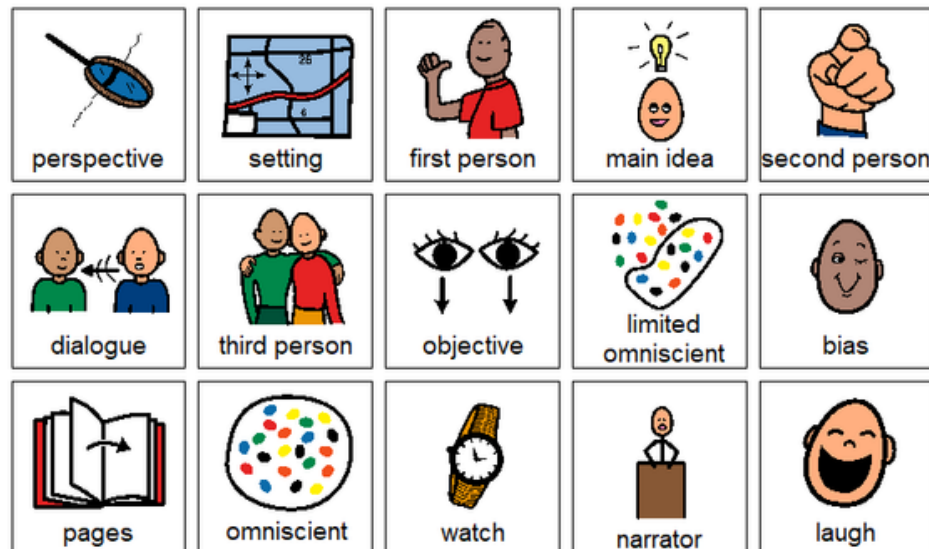
Cut apart and match pictures with definition.



Cut apart pictures and place in circle map about point of view.



Cut apart pictures and place in circle map **ONLY IF** they are about point of view.



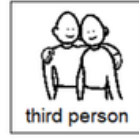
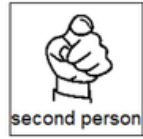
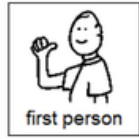
There is a circle map on point of view.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside



Sort the examples pronouns and names on the next page into the correct column.



I	he	my
you	it	Tre
Trevor	me	she
they	Mya	them
we	Jordan	your
Ana	Brian	our
ours	yours	Alex

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Sort the examples pronouns and names on the next page into the correct column.

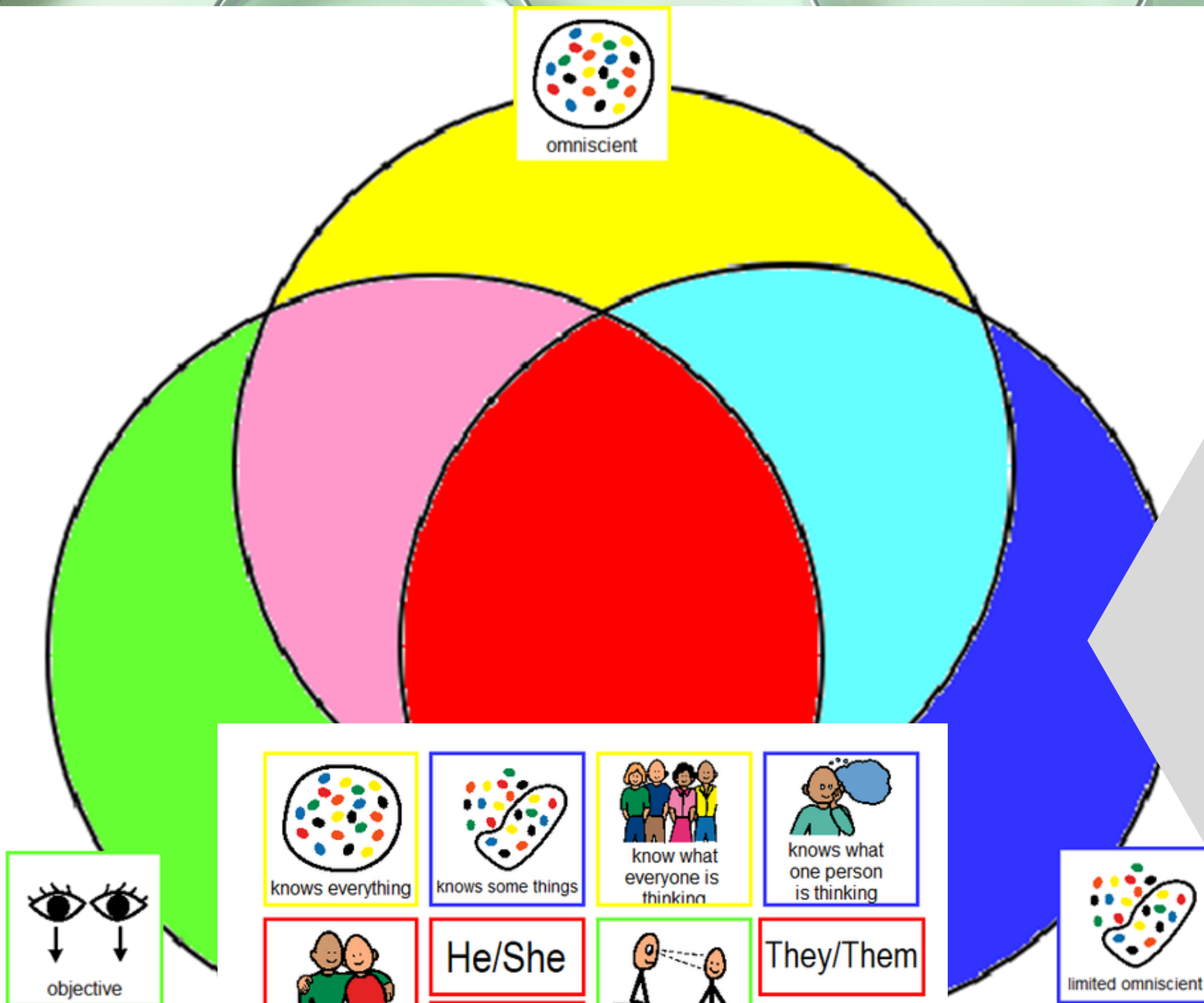


The coach was so proud of his team after the game.	I just know I am going to win the contest.
First, you melt some butter in a pan.	The scared puppy ran away when the fox came.
We worked so hard on the project.	If you give a puppy a new toy, he will be happy.
I was frozen from my whiskers down to my paws.	She was so excited to see what was under the tree.
His dad taught him how to ride a bike.	You have no idea what you are talking about.
Red Riding Hood stopped to talk to the wolf.	We all met at the movie theater after dark.
I love to go on long hikes in the woods.	Your best bet is to go north to beat the traffic.






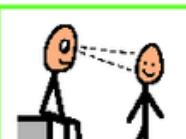



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There are several activities that work on building skills to help find the point of view including sorting pronouns most often used and sample sentences.

Color-coded versions are included for students who need more support.



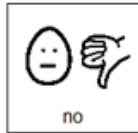
There is a Venn Diagram to compare the three different third-person points of view. A color-coded version is included.

 knows everything	 knows some things	 know what everyone is thinking	 knows what one person is thinking
 third person	He/She	 only watches	They/Them
 no bias	 knows what nobody is thinking	 can have bias	

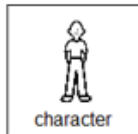
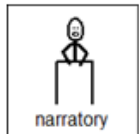
# Includes 5 examples

I reached my hand down into the bag. I reached deep down into the bag, not knowing what was there. Would something bite me? Would it feel slimy? I felt something soft and furry. It was small. But I didn't think it was alive. I slowly closed my fingers around it and pulled the mystery object out of the bag. It was a fluffy, pale pink set of earmuffs. They were perfect for me.

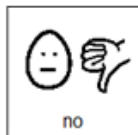
1. Is the person speaking watching what is happening?



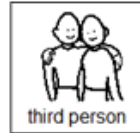
2. Is the speaker a narrator or character?



3. Do you know what the narrator is feeling and thinking?



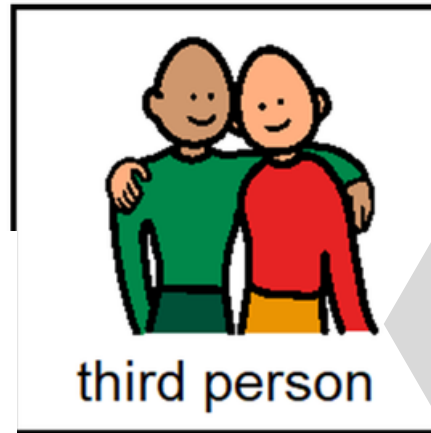
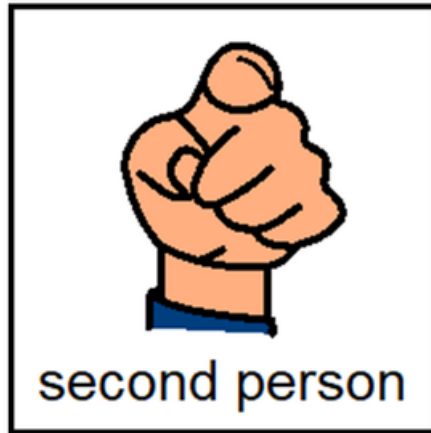
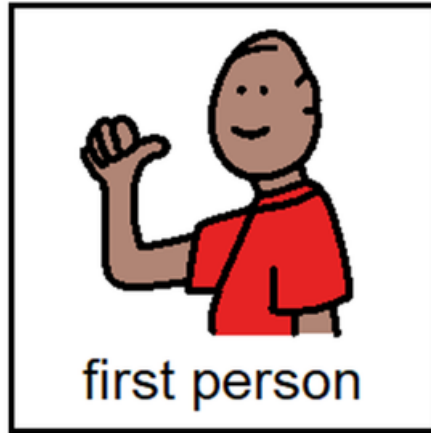
4. What point of view is this story?



5. **Highlight** all the pronouns or names that show you it is that point of view.

*This activity has students read a passage, answer questions about the point of view and highlight pronouns used.*

Make a set for each student



## Group activities

There are 20 passages included to practice point of view. There are large picture cards to facilitate group activities.

It was a hot and humid day outside. No one really wanted to play. The blacktop felt like 100 degrees. But I could not stay in my room another minute. I had to get some fresh air. No one would go with me, but that was okay. I like spending time alone outside with nature. Even when it is hot.

1

The dolphin came up out of the water. It was an amazing sight. Everyone on the boat clapped and cheered. This is what Sam had been hoping for. She knew if she saw just one dolphin, then it would be a good summer. Now, she know it would be the best summer.

2

If you want to go out in the snow and build a snowman, make sure you wear lots of warm clothes. You will want to have mittens, a hat, and a scarf. Most importantly, make sure you go to the bathroom first! You don't want to get outside and have to come right back in.

3

My mom told me I had to clean up my room. I hate cleaning my room. I don't even think it is messy. It is just the way I like it. I know where everything is, and everything is out in the open where I can get to it. Why can't she see that it is perfect just the way it is?

4

How you survive on a deserted island

If you find yourself on a deserted island, you could last

Make sure you have

with you.

Try to find

to eat.

You should use

to stay warm

If you want to have fun, try to



How I would survive on a deserted island

I think I could last three

on a deserted island.

I would want

with me.

I would get for

to eat.

You should use

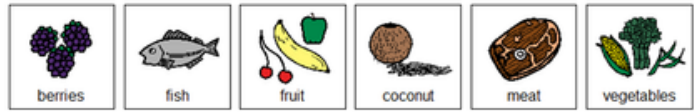
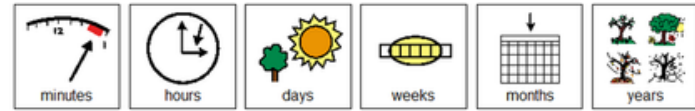
to stay warm.

If you want to have fun, try to



1st person

There are 3 writing prompts included, each with a different point of view. These are errorless activities.





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2nd person

## Point of View

 bias	 third person	 perspective		
 second person	 first person	 bias		 third person
	 second person	 perspective	 first person	 omniscient
 first person	 bias	 omniscient		
 perspective		 bias	 omniscient	 third person
 omniscient	 third person	 second person		 bias

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## Point of View















 first person	 omniscient	 third person	
	 second person	 first person	
	 third person		
	 first person		

## Point of view

v w g x s b a e m s b a q t z  
z t v v n i w r d e v o k h l  
e u k t l a o p w c d r s i c  
a o p h l s b j i o f t c r m  
j d e w w i j v n n i f f d n  
i i r i l y e g m d r l g p i  
q a s m i b c k o p s z j e s  
m l p r m o t c e e t b x r c  
u o e b i h i o l r p z t s i  
d g c g t f v p g s e d r o e  
b u t j e h e f c o r c v n n  
z e i c d m u g a n s a u t t  
u x v q f g c f s o o m d x w  
x k e b v k a o g m n x s z j  
j n a r r a t o r w f w y q o

second person    first person    third person    perspective  
omniscient    narrator    dialogue    objective  
limited    bias

Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

 first person	 first person	 first person	 second person	 second person
 second person	 third person	 third person	 omniscient	 omniscient
 bias	 perspective	 perspective	 perspective	

There are vocabulary puzzles for students to review the new vocabulary introduced in the unit.

## Point of View

1. The reader accesses the story through the type of the author chooses to use.

2. The  is the person telling the story.

3. The perspective tells you  the narrator sees and feel what is going on.

4. In first person point of view, the narrator is one of the

5. The narrator will use words like I, me, and we in  point of view.



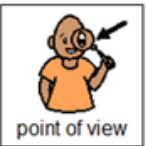
first person



narrator



how



point of view



characters

## Third Person Point of View

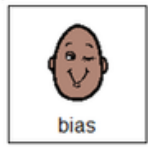
1. With omniscient point of view, the narrator knows

2. With  the narrator only know some feelings.

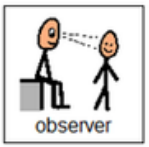
3. With limited omniscient, the narrator is often tied to  of the characters.

4. With objective point of view, the narrator is just an

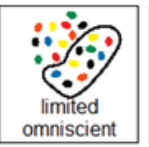
5. Objective point of view helps to eliminate any  in the story.



bias



observer



limited omniscient



one



everything

Close worksheets are a great informal assessment. There are two worksheets that cover the point of view and one for the third person specifically and supporting details.

Answer key included.

1. The point of view is how who access the story?



2. The narrator is one of the characters in which point of view:



3. Which point of view is the narrator just an observer?



4. Circle the words often used with f

he I we st

5. This is when the narrator tries to i feels about the story:



1. The point of view is how who access the story?

- A. Author
- B. Characters
- C. Reader

2. The narrator is one of the characters in which point of view:

- A. First person
- B. Second person
- C. Third person

3. Which point of view is the narrator just an observer?

- A. First person
- B. Second person
- C. Third person

4. Circle the words often used with first person point of view:

he I we she my our

5. This is when the narrator tries to influence how the reader feels about the story:

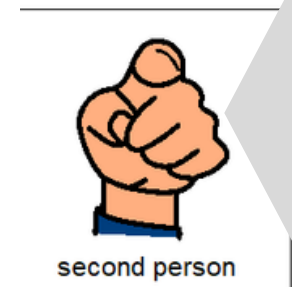
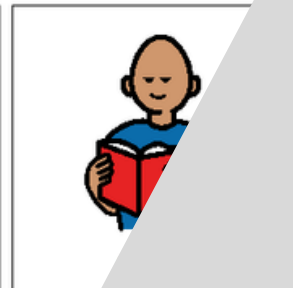
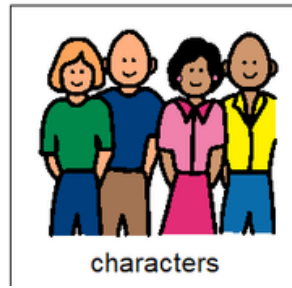
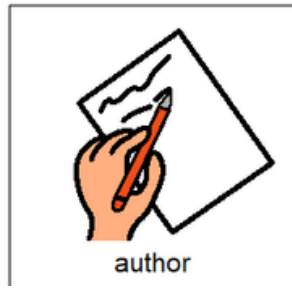
- A. Bias
- B. Perspective
- C. Point of view

6. Which point of view is often used for directions?

- A. First person
- B. Second person
- C. Third person

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 1



Finally, there is a 10-question assessment. It comes in 3 versions with pictures and one that is traditional multiple choice.

Answer key included.



**This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:**

- **15 days of lesson plans**
- **Color version of activities**
- **Black and white version of activities**
- **What is the Point of View? book (PowerPoint) to use with activities**
- **Digital versions of activities**

**Also digital activities**

Watch the  
movie on Point  
of View

The two together, point of view and perspective, are powerful tools authors use to bring the story to life. As a reader it is important to know what these are. But how do you figure that out?



Christa Log, *Special Needs for Special Kids*

This unit also has 48  
google slides. This  
includes a movie  
version of the book.

great for review



first person



second person



third person

Sort the pronoun into the point of view that uses it.

I

he

my

you

it

Tre

Trevor

me

she

they

Mya

them

we

Jordan

your

Ana

Brian

our

ours

yours

Alex

There are 2 sets of slides (24 in each set). These are click and drag activities.

perfect for every learning level






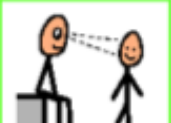



third person

omniscient

objective

limited omniscient

Place pictures in the correct location on the Venn Diagram.

 knows everything	 knows some things	 know what everyone is thinking
 knows what one person is thinking	 third person	He/She
 only watches	 no bias	It
 knows what nobody is thinking	 can have bias	They/Them

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The second set is differentiated using color. They have students click and drag pictures to manipulate.

**SAVE MONEY AND GET THIS UNIT  
AS PART OF THE STORY ELEMENTS  
BUNDLE**

**CLICK HERE**

