

DAY EIGHT—READING AND ANALYSIS CYCLE

Independent Analysis One (Literature Circle)—Student Booklet Pages 6-7

Animal Terms Trivia Independent Activity—Student Booklet Page 12

WHOLE CLASS LESSON: POINT OF VIEW

Presenting the Concept Explain to students that identifying the author’s point of view means becoming aware of who is telling the story. Readers know that the author has written the story, but they also need to know that the author has chosen to tell the story from a particular point of view.

The narrator is the person or character who tells the story. Sometimes the author writes the story as if they were the character telling the story. We call this the first-person point of view. A first-person narrator tells the story in the first person, the narrator is a character in the story. The author uses pronouns such as I, me, and mine.

In a story written in the third person, the narrator’s voice is always talking about other people and not about himself or herself. The author uses pronouns such as he, she they, him, her, and them.

There are two kinds of third-person narrators. The first kind knows everything about everything and everybody. This all-knowing, or omniscient narrator is not one of the characters in the story. The other kind of narrator has only limited knowledge about what is going on in the story but learns more as the story unfolds.

Point of View Examples

FIRST PERSON

As I galloped across the field, I could smell the newly cut grass.

THIRD PERSON: ALL-KNOWING

Sasha just wandered around the soon-to-be-empty house not suspecting anything.

THIRD PERSON: LIMITED-KNOWLEDGE

As the dogs and their owners stood at the starting line of the dogsled race, Chimo’s heart raced faster. He listened as the voice of his master gave him encouragement.

Developing the Concept Read aloud an excerpt from a realistic animal story. Ask students to identify the author’s point of view. Ask them whether the story is written in the first person or the third person. Ask them to tell who the narrator is in the excerpt. Then challenge the class to tell the story from different points of view. For example, if the author used a first-person narrator, have students tell the story in the third person from the point of view of both an all-knowing narrator and a limited knowledge narrator.

Independent Activity: Animal Terms Trivia Call on a student to read aloud the instructions. Answer any questions. (Answers: bear—sleuth and cub; crow—murder and nestling; deer—herd and fawn; fox—leash and cub; goat—tribe and kid; horse—herd and colt (male), filly (female),

foal either male or female; kangaroo—mob and joey; lion—pride and cub; monkey troop and baby; pig—litter for young, herd for adults and piglet; quail—bevy and cheeper; rabbit—warren and kit; rhinoceros—crash and calf; salmon—school and fingerling; swan—bevy and cygnet; turkey—flock and poul; whale—pod and calf.)

READERS AND WRITERS IN THE CLASSROOM

T Whole class lesson—Point of View Move students into literature circle groups. Circulate to help groups with their analysis sheets and to participate in discussions. Provide corrective feedback if necessary. Some individual students and partner groups may be finished with Independent Analysis Two. Conference with a few of these students. Using a “sign-up” system is a way for students to let you know they are finished and wish to meet with you. You can then schedule “appointments” throughout the day to have 3-5 minute conferences. Conferences can also be done while students continue to work on the activity sheet.

Teacher Note: Students having difficulty locating information from other sources may benefit from additional guided practice. For some students whose independent reading selections were too long, realistic animal short stories may be more appropriate.

S Students work on the independent activity. Students work with their literature circle groups. Students who have completed Independent Analysis Two conference with the teacher. Students who have completed Independent Analysis Two can move on to another novel and start the sheets for Independent Analysis Three.

FIVE-MINUTE FOCUS

Gather the class together. Ask for volunteers to share the group name and name of young of at least one animal from the Animal Terms Trivia activity sheet.

REMINDER ✓ Students should add to Authors Clipboard. In Author's Progress Log, students record the date they completed the Animal Terms Trivia activity sheet.

AUTHOR'S CLIPBOARD

WORDS

PHRASES

CHARACTER NAMES

SKETCHES

SETTINGS



INDEPENDENT
ANALYSIS
ONE
REALISTIC ANIMAL STORIES

TITLE _____

AUTHOR _____

WHEN

□ — □ — □ — □ — □

SETTING

WHERE

□ — □ — □ — □ — □

POINT OF VIEW



PLOT DIAGRAM



INFORMATION ABOUT _____

CHARACTERISTIC	FACT
Average Size	
Average Weight	
Body Covering	
Coloring	
General Appearance	
Distinguishing Features	
Senses	
Personality	
Sounds They Make	
How They Move About	
Average Life Span	
Name for Male	
Name for Female	
Name for Young	
Name for Group	
Habitat	
Adaptations to Environment	
Daytime Behavior	
Nighttime Behavior	
What Young Look Like	
Place Where Young Are Born	
Age When Full Grown	
Diet	
Favorite Foods	
How They Obtain Food	
Prey	
How They Hunt	
Enemies	
How They Protect Themselves	
Other Characteristics	

INDEPENDENT

**REALISTIC
ANIMAL STORIES**

A C T I V I T Y

ANIMAL TERMS TRIVIA

There are many unusual names for groups of animals. For example, a group of geese is called a *gaggle*. There are also many unusual names for animal young. Did you know baby geese are called *goslings*?



Research to find the information you need to complete this chart.

ANIMAL	GROUP	YOUNG
Bear		
Crow		
Deer		
Fox		
Goat		
Horse		
Kangaroo		
Lion		
Monkey		
Pig		
Quail		
Rabbit		
Rhinoceros		
Salmon		
Swan		
Turkey		
Whale		