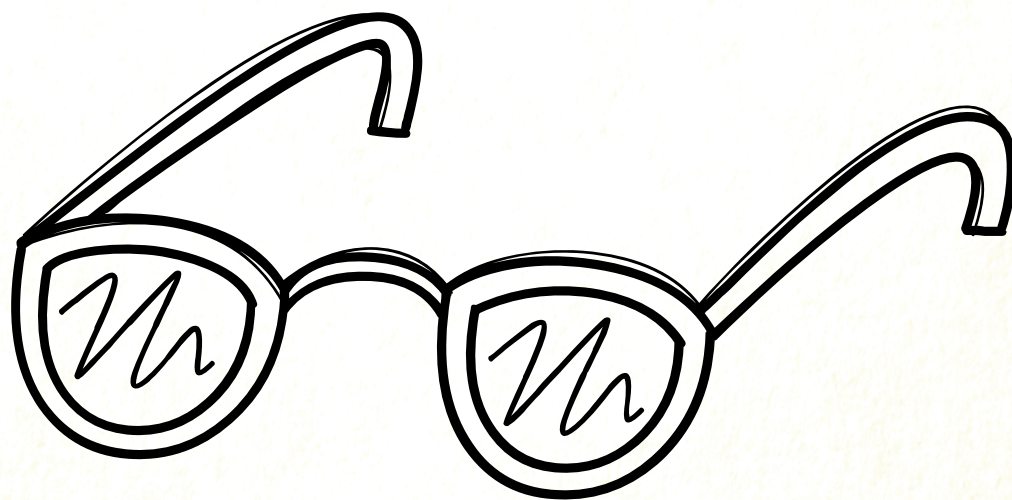


# POINT OF VIEW

Video lesson - 9 Activities

Templates



# OVERVIEW OF CONTENTS

- 1 Animated Video
  - Point of View Literacy Lesson
- 9 Point of View Activities
  - EDITABLE Templates to Use with  
ANY Text
- Suggestions for Implementation

# LITERACY LESSON VIDEO

## POINT OF VIEW

PERSPECTIVE  
NARRATOR

Point of View  
Definition

Animated  
Example of  
Identifying Point  
of View

██████████ HOPSCOTCH CHEERED, HOPING SAM  
WOULD GET A HIT AND PROVE TO HERSELF THAT SHE  
WAS STILL GREAT WITHOUT HER LUCKY CLOVER. WHEN  
THE UMPIRE CALLED STRIKE THREE, HOPSCOTCH'S  
HEART BROKE AS HE SAW SAM WALK BACK TO THE  
BENCH. TURNING TO HENRY, HOPSCOTCH FELT TEARS  
PRICKLE THE CORNER OF HIS EYES.

1<sup>ST</sup> PERSON

3<sup>RD</sup> PERSON

OBJECTIVE

LIMITED

OMNISCIENT

Explanation of  
Literary Skill

Utilize Replay  
for Skill Review

# POINT OF VIEW ACTIVITIES

**[TEXT NAME]** Name: \_\_\_\_\_  
Point of View Activity 6: By the Numbers

Directions: Consider the point of view of **[TEXT NAME]**. Complete the in-depth analysis of the point of view by rating the categories below. Include evidence from the story.

**Trustworthiness – As a reader, do you trust the narrator?**

Evidence to prove the narrator is trustworthy:	Evidence to prove the narrator is <b>not</b> trustworthy:

On a scale of 1 to 10, how trustworthy do you consider the narrator? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Reliability – As a view, can you rely on the narrator?**

Evidence to prove the narrator is reliable:	Evidence to prove the narrator is <b>not</b> reliable:

On a scale of 1 to 10, how reliable do you consider the narrator? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Forthcoming – Do you think the narrator is informative and helpful?**

Evidence to prove the narrator tells too little:	Evidence to prove the narrator tells too much:

On a scale of 1 to 10, how forthcoming do you consider the narrator? Do they tell too little or too much? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9 Point of View Activities

Perspective Rating, Blind Spots, Letter & More!

Varying Levels of Difficulty

Scaffold Students' Learning

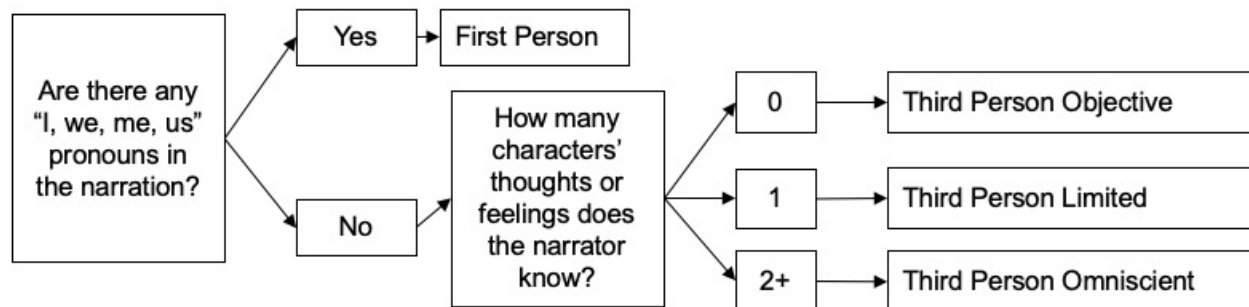
# POINT OF VIEW ACTIVITIES

[TEXT NAME]

Name: \_\_\_\_\_

Point of View Activity 1: Step-by-Step Identification

Directions: The following paragraphs are excerpts from [TEXT NAME]. Based on the point of view lesson, take the three steps listed below. Use the flowchart as a guide to help you identify the point of view.



[INSERT EXERT HERE]

Complete each step. Make a ✓ when completed.

- Cross out all the quotes.
- Circle pronouns in the narration (I, we, me, he, she they, etc.)
- Highlight/Underline words that show the narrator knows characters' thoughts or feelings

1. What is the point of view of the passage? How do you know? \_\_\_\_\_

[INSERT EXERT HERE]

Complete each step. Make a ✓ when completed.

- Cross out all the quotes.
- Circle pronouns in the narration (I, we, me, he, she they, etc.)
- Highlight/Underline words that show the narrator knows characters' thoughts or feelings

2. What is the point of view of the passage? How do you know? \_\_\_\_\_

Activities Come  
in EDITABLE  
Templates

Create  
Assignments  
for Any Text

Use for  
Centers

Allows for  
Flexible  
Implementation

# IMPLEMENTATION NOTES

## Implementation Suggestions

The literary elements materials are designed to provide teachers with a variety of resources to teach students the literary elements – in particular – point of view. The collection of materials can be overwhelming. Due to the wide range of needs, the following “road map” provides suggestions for utilizing the activities and maximizing the resources included. The resources can be used for **any** and **all** models.

**PLEASE NOTE:** When using these templates, they will need some modification to accompany the core, written text being used in the classroom. For instance, character names, text title, and scenarios will have to be included.

Implementation Model	Suggestions
Part of Rotation & Centers	<ul style="list-style-type: none"> <li>• If implementing a rotation model or centers in your classroom, the point of view activities can be used as a center.</li> <li>• Point of view activities can be assigned, students may select their work, or utilize the choice board to implement the center over several class periods. No matter the assignment choices, a center maximizes their exposure to this skill in a small amount of time.</li> </ul>
Pull-Out/Small Groups	<ul style="list-style-type: none"> <li>• Select the activities from the point of view materials that students would benefit from having teacher assistance readily available. Guide students in small groups while the rest of the class engages in independent work or a rotation model.</li> <li>• Use the resources to differentiate for students' needs when working independently as well. For the periods when students are working independently, the assignments are structured in ways that enable accommodation. For example, assign point of view identification for independent work and work on character letters in a small group.</li> </ul>
Remediation	<ul style="list-style-type: none"> <li>• The video and activities can be used over the course of a unit, semester, or even entire school year. Each time students need a refresher on point of view, they can watch the point of view video and complete a point of view activity. Activities can be assigned by increasing difficulty as the year progresses, ensuring students are being challenged in appropriate ways throughout the year.</li> <li>• The video and activities can also be used to accommodate the needs of all learners. The visual elements allow the resources to be accessible to all students from all backgrounds. The resources can be a teaching tool, remediation tool, and even a re-teaching tool.</li> </ul>
In-Class Instruction & Virtual Hybrid	<ul style="list-style-type: none"> <li>• If you engage in in-class instruction and distance learning at the same time, the resources can help facilitate this model. Especially since this model requires a wealth of resources to keep students engaged with a variety of assignments – both in the classroom and independently at home.</li> <li>• For in-class students, direct instruction and small groups provide them with the help they need to master skills and overcome obstacles. Work can be tailored to their specific needs. For instance, a small group may need to focus on the more challenging point of view assignments, while another group may benefit most from the choice board. In all cases, students engage with work that is differentiated and appropriately rigorous.</li> <li>• When learning takes place at home, access to the video and resources allow for flexible implementation. The video can serve as a re-teaching tool and provide students with an avenue to engage with the material and do so independently. They can then practice the skills they learned in class and do so successfully at home.</li> </ul>

Suggestions for Classroom Use

Options to Maximize Learning

Tips for Multiple Instructional Models

Single Class to Year-long Scope

# BUNDLE & SAVE!

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This resource is part of a comprehensive set of animated short films, literacy lesson videos, and activities! Click the covers below to preview all the resources available.

## HOPSCOTCH & THE LUCKY CLOVER

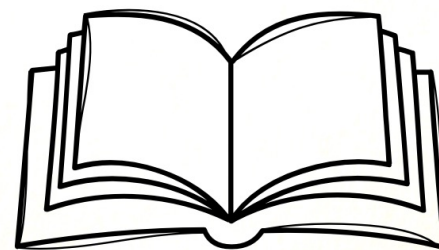


Episode 6  
Point of View



## LITERARY ELEMENTS

10 Video Lessons  
90 Activities Templates



# TERMS OF USE

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You May...	You May NOT...
<ul style="list-style-type: none"><li>• Use the video and/or resources for your own personal use.</li><li>• Use the video and/or resources for your own classroom and/or students.</li><li>• Copy the video and/or resources for use in your classroom for your students.</li><li>• Upload and add the video and/or resources to your secured, password-protected classroom website that only your students and parents can access.</li><li>• Upload and add the video and/or resources to your classroom's Google Drive.</li></ul>	<ul style="list-style-type: none"><li>• Give the video and resources to others.</li><li>• Copy the video and resources for the use by others.</li><li>• Upload and post the video and/or resources on a website, including a personal site, public classroom website, school or district website, or any other public website, such as YouTube or Vimeo.</li><li>• Sell any part of the video and/or resources.</li><li>• Modify any part of the video and/or resources for resell or for free.</li><li>• Sell supplementary curricular materials to accompany the video.</li></ul>

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# CREDITS


Germantown Studios, Yadi Angel Art, and Katrina Kopeloff Illustration are owed a big Thank You for helping bring this project to life. I cannot thank them enough for their contributions. Their hard work, dedication, and feedback helped make it all possible. For more information on their work, please click on their logos below.



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**STUDIOS**

ANIMATION FOR THE LIFE SCIENCES, FINANCIAL,  
NON-PROFIT, EDUCATION, AND RETAIL SECTORS

*Yadi Angel Art*

  
katrina kopeloff.com

Thank you to the following graphic artists; their fonts and graphics were purchased and used for this product.

