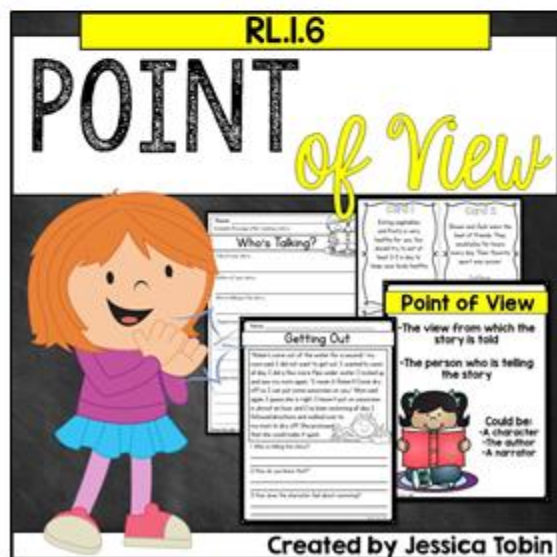


RL.1.6

This ELA unit provides resources to use while teaching the standard **RL.1.6**, which states that students will be able to **"Identify who is telling the story at various points in a text."**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lessons will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be use throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

1st Grade Reading Literature Lesson

PL.1.6- Lesson 1

I can identify who is telling the story.

Identify who is telling the story at various points in a text.

Mini-Lesson Focus: First, Second, and Third Person

Activities to Teach:

Step 1: Teacher will create an anchor chart about point of view or display the mini poster given. Students and teachers will discuss points of view. Then, teachers will introduce the first, second, and third person anchor charts and discuss the differences.

Step 2: Teacher will read a story. Students partner to determine first, second, or third person.

Step 3: Students will write a story. They will write from the point of view of the character they choose to tell the story from.

Point of View

-The view from which the story is told
-The person who is telling the story

Point of View Could be:

- character
- author
- narrator

First Person

This is one type of Point of View.

When the story is told by one of the characters.

Today, I saw my mom.

Words Used: I

Second Person

This is one type of Point of View.

When the author is talking to the person reading the story.

Today, you

Third Person

This is one type of Point of View.

When the story is being told by the narrator, who is a person outside of the story.

Words Used:

First Person

Second Person

Writing Point of View

Write a story that might be told in each type of story. Remember to write the point of view.

First Person: _____

Second Person: _____

1st Grade Reading Literature Lesson

PL.1.6- Lesson 2

I can identify who is telling the story.

Identify who is telling the story at various points in a text.

Mini-Lesson Focus: Determining who is Telling the Story

Activities to Teach:

Step 1: Teacher will choose a read-aloud from their classroom library that includes either first or third person point of view. He or she will read about the text and ask students two questions: what type of point of view is the story?

Step 2: Student and other students

Down on the Farm

4 Characters

Horse
Chicken
Cow
Pig

I think that Farmer Joe needs to bring us some more food.

You're right! But we can't go to him.

We have to think of a way to tell him we are hungry without talking.

Pig: Well, we need to all work together.

Chicken: I think we can do that!

Pig: I think that we should all push our food bowls to the front of the barn.

Cow: I get it! So, when he steps into

Down on the Farm

Let the characters in the story

Write one thing that Pig said

1st Grade Reading Literature Lesson

PL.1.6- Lesson 3

I can identify who is telling the story.

Identify who is telling the story at various points in a text.

Mini-Lesson Focus: Determining who is Telling the Story

Activities to Teach:

Step 1: Teacher will choose a read-aloud from their classroom library that includes either first or third person point of view. He or she will read about the text and ask students two questions: what type of point of view is the story? and who is telling the story?

Step 2: Teacher and students will discuss and read Goldilocks and the Three Bears (or read version if it's too long). Teacher will display character cards, read the picture book, and ask which character said which possible quote. (Students will turn and talk to discuss how they know this.)

Step 3: Students will write a story. They will write from the point of view of the character they choose to tell the story from.

Suggested Read Alouds

1st Grade FOCUS: POINT OF VIEW

A Sick Day for Amos McGee by Philip and Erin Stead

The Day the Cray Quit by Drew Dayne

My Big Dog by Janel Stevens

The True Story of the Three Little Pigs by Jon Scieszka

Goldilocks and the Three Bears by Carolyn Buehner

Three Hens and Peacock by Lester Lamin

Stand Tall, Molly Lou Melon by Patty Lovell

Elephant and Pig Series by Mo Willems

Narrator

Baby Bear

Mama Bear

Papa Bear

"There was a bear family that lived in the forest. There was a Papa Bear, a Mama Bear, and a Baby Bear."

"Someone has been sitting in my big, hard chair."

"Someone has been sitting in my medium-sized chair."

"Someone's been sleeping in my big bed."

"Someone has been sitting in my big, hard chair."

"Someone has been sleeping in my medium-sized bed."

"Goldilocks looked up and saw three bears standing above her."

"Goldilocks tasted Papa Bear's porridge, but it was too hot."

"Mama Bear made porridge for them, but they went on a walk first."

"Goldilocks looked up and saw three bears standing above her."

"Goldilocks tasted Papa Bear's porridge, but it was too hot."

"Goldilocks sat in the smaller chair. It was just right."

"Goldilocks looked up and saw three bears standing above her."

"Goldilocks tasted Papa Bear's porridge, but it was too hot."

"Goldilocks sat in the smaller chair. It was just right."

Who Said It?

Let and give who said each quote in the text.

Narrator

Baby Bear

Mama Bear

Papa Bear

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

**Instructional
Passages**

**Task Cards for
Any Text**

Name: _____

Getting Out

out of the water for a second," my net want to get out. I wanted to swim few more flips under water. I looked up again. "I mean it, Robert! Come dry it some sunscreen on you." Mom said she was right. I hadn't put on sunscreen and I'd been swimming all day. I ons and walked over to make it quick.

Time for Shawn to get some rest. His very first grade was tomorrow. Shawn was too to sleep. His mom told him to try to though. So he didn't help.

Name: _____

Toothbrush Races

It was bed time for Josh and Becca. They'd rather stay up and play, but Mom said it was time for bed. "Becca, I can brush my teeth way better than you can," Josh said. Becca knew he was wrong, so she said, "Fine, let's see who wins in a race." Josh said, "Okay! We will let Mom be the judge!" Becca and Josh started their race to see who was best at brushing their teeth. When they were finished, they ran downstairs. "I think Becca is the winner," said Mom.

I Who said of

Name: _____

Can't Sleep

Time for Shawn to get some rest. His very first grade was tomorrow. Shawn was too to sleep. His mom told him to try to though. So he didn't help.

Name: _____

Chores

can you please sweep the basement?" my mom "Sure", I told her, but before I knew it, my er came running past me. He stole the broom out hand. "Sweeping is my chore! Beth can't sweep," ed. "Nate, I didn't ask you to sweep. I wanted help me dust," Mom explained. But Nate wanted to sweep. "Mom, I'll help you instead," I told her. "Thanks, Beth. That's sweet of you," Mom said. It was a day full of chores.

ed, "Thanks, Beth. That is very sweet? Underline it in the text.

ed, "Sweeping is my chore! Beth can't? Underline it in the text.

ed, "Mom, I'll help you dust instead? it in the text.

Name: _____

the Zoo's Lake

the zoo. I'm the new swan that they just ed. My new home is in the zoo's lake. I miss my friends a little bit, but there are a lot of new to meet here. The zoo has a fountain in the of the lake that shoots water out of it. This s every ten minutes. It is my e part of my new zoo. I also ve the bridge that is ver my lake. All the people ver it to watch us swim.

point of view is this story told in?

do you know that?

does the character feel about her new zoo?

Name: _____

Card 5

Jill and Will are twins. Their mom told them that when they were born, she couldn't tell them apart, so she named them Jill and Will.

First Person
Second Person
Third Person

Name: _____

Card 6

When you're at the beach, you should always pay attention to when you put on sunscreen. You should put on sunscreen every eighty minutes.

First Person
Second Person
Third Person

Name: _____

Card 2

Shawn and Jack were the best of friends.

Name: _____

Card 7

In about 10 minutes, my for wait start are g

First Person
Second Person
Third Person

Name: _____

Card 4

It's my eighth birthday and all I want to do is to hang out with my brother. My brother left for college last month. He is coming home in one hour to see me!

First Person
Second Person
Third Person

Name: _____

Card 3

I have been so pretty busy to "Matt, you have to me. I didn't want to give me five more minutes. "I want to swing right now, Matt. You've been on it for an hour," Todd whined. I saw my mom out of the corner of my eye. She was walking towards us. I guess I should give Todd a turn before I get in trouble!

1. Who is telling the story?

2. How do you know that?

3. How does the character feel about swinging?

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

Graphic Organizers

Interactive Notebook Templates

Book Find

Name: _____
Look in your classroom library for different points of view.

Book #1
Point of View
Proof from the book about the point of view

Book #2

Point of View

Proof from the book about the point of view

Point of View

Name: _____
Complete this page after reading a story.

Who's Talking?

Point of View

Writing Point of View

Name: _____
Write about the picture in first, second, and third person point of view.

First Person

Second Person

Third Person

Point of View

Name: _____
Read the sentence and determine if it is first, second, or third person point of view.

I walked to the store to grab milk, eggs, and bread. I wanted to make my family some French Toast.	first second third
We all played on our playground for thirty minutes. After thirty minutes was up, we walked home. I love spending time at the park.	first second third
Kate and John need to finish their science project at school. They realized they don't have enough rocks for their project.	first second third
Did you know that there are rules you should follow when you ride your bike? You should always stay out of the road. You should also wear a helmet.	first second third
Ken and Barbie were going to their beach house. They wanted to spend the whole weekend on the beach.	first second third

Who is telling the story?

What is the point of view?

First Person

Second Person

Illustrate Character 2.

Title: _____

Title: _____

Title: _____

Title: _____

Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:

- A Google Classroom account

What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

Who is Talking?	
Title of your story:	
Author of your story:	
Who is talking in the story?	
Explain how you know this with proof from the story.	
How does this help the story?	

Graphic Organizers



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Chores	
"Beth, can you please sweep the basement?" my mom asked. "Sure", I told her, but before I knew it, my brother came running past me. He stole the broom out of my hand. "Sweeping is my chore! Beth can't sweep," he whined. "You have to help you to sweep. I will help you dust instead." Mom explained. "I wanted to sweep. You help you dust instead." Mom told her. "Thanks, Beth. That is very sweet of you." Mom said. It was a busy day full of chores.	1. Who said, "Thanks, Beth. That is very sweet of you?" Underline it in the text in red. 3. Who said, "Mom, I'll help you dust instead?" Underline it in the text in blue.

Instructional Passages



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Assessment

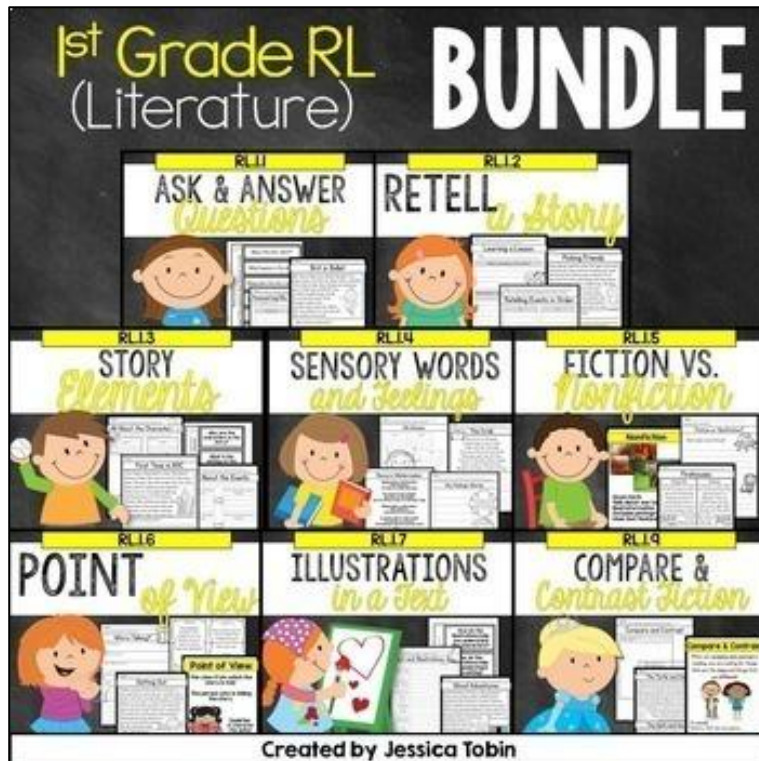
The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. In the beginning and middle of the year, I **suggest** reading the assessment aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.

The collage features several worksheets and a story. The 'Point of View Assessment' worksheets include questions like: 'What does first person point of view mean?', 'What does second person point of view mean?', and 'What does third person point of view mean?'. They also have sections for 'The story is told in' and 'The point of view the story is told in'. A short story titled 'RL.1.6' is included, with a text box that reads: 'Wendy is entering her school's jump roping contest. It starts next Monday and ends on Friday. Wendy is hoping to jump for 10 minutes a day. Her school is raising money for a good cause. She can't wait to help out. Wendy's aunt and uncle signed up on her farm. They said that if Wendy could jump for ten minutes a day, then they would donate \$100 to the cause. Wendy couldn't let them down.' The story continues with a character sneezing and talking to Ashley. A large yellow banner with black text reads 'Key Provided for Assessment'.

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Literature Domain



-or-

All 6 ELA Domains

