Whose Shoes Are You In?

Teacher		**Class**	Grade 3
Subject	ELA	**Topic**	Point of view
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to separate my view from the narrator's view and characters' views. They move, sort clues, and explain whose thought each line shows.

Curriculum links

- Distinguish their own point of view from that of the narrator or those of the characters.
- Assess how point of view or purpose shapes the content and style of a text. [1]
- Write opinion pieces on topics or texts, supporting a point of view with reasons. [2]

Learning objectives

- Students will tell apart my view, the narrator view, and character views.
- Students will use I, you, he, she, they clues to find who thinks.
- Students will state my own view apart from story views with reasons.

Success criteria

- I can name my view, the narrator view, and a character view.
- I can use word clues to show whose thought it is.
- I can tell my view apart from story views and why.

What students already know

Show thumbs up or down: Do you like a loose class pet lizard? Ask 2 students why. Note that different likes are okay.

Key words

point of view	how someone sees or thinks about something [9]
narrator	the voice that tells the story [9]
character	a person or animal in a story
clue	a small word or sign that helps you decide

Materials

- three large signs: Me, Narrator, Character, tape
- Slides 1-4, 6-7, 10-12
- Video clip 1 (0:00-3:43) on slide 6
- Worksheet Task A copies and worksheet page 4 The Stuck Kite copies
- pencils, paper, yellow and blue crayons
- I-equals-me and he-she-they-equals-narrator cards for pairs

Before the lesson

- Print Worksheet Task A and page 4 The Stuck Kite for each pair
- Test Slide 6 Video clip 1 (0:00-3:43) for sound and picture
- Tape Me, Narrator, Character signs in three corners with wide walkways
- Clear desks and bags to leave walkways wide for movement

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Lesson outline

0–5 min **Starter** 5 min · Whole class

To hook interest and show that my view, narrator view, and character view can differ.

YOU DO

1. Show Slide 1 Whose View Is It? and Slide 3 cards for My view, Narrator's view, Character's view.
2. Say the hook and point to the three corner signs.
3. Read two quick lines: I think a loose lizard is cool. The kids stared at the tank.
4. Ask students to point to Me, Narrator, or Character for each line.

STUDENTS DO

1. Look at Slide 3 cards and corner signs.
2. Point to Me, Narrator, or Character for each line.
3. Tell a partner if their own lizard view is cool or scary.

Say: When I read a line, walk to the person who thinks it. Your feet will do the thinking. Today we will learn whose thought each line shows: me, the narrator, or a character.

Ask: Who decides if the lizard is cool or scary? (Each person decides; my view can differ from yours.) · Where will you go if the thought is yours? (To the Me corner.)

Check understanding: Quick hands: point to the corner for I think a loose lizard is cool. Reteach signs if mixed.

Support: Let students point from seats with a partner before walking. **Stretch:** Ask students to add because to their lizard view in one sentence.

Use: Slides 1-3

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5–15 min **Teaching** 10 min · Whole class

To teach the three views and the 4-step clue routine with a model.

YOU DO

1. Show Slide 4 Key words and read meanings together.
2. Show Slide 7 Sort a view in 4 steps and teach pronoun clues.
3. Model with paragraph 1 of The Stuck Kite using think-aloud.
4. Chart the model answer as This is narrator view because.

STUDENTS DO

1. Repeat key words and pronoun groups with hand motions.
2. Follow paragraph 1 with a finger as teacher reads.
3. Say the sentence frame together: This is _ view because _.

Say: Point of view is the position in which something is seen or observed [15]. In stories, point of view is about who is telling the story [9]. First-person uses I, me, mine, my, we, us, our [4]. Second-person talks directly to the reader with you [6]. Third-person uses he, she, they, him, her, their [4].

Worked example: Paragraph 1: A strong wind pulled a kite into a tall tree behind the school. The narrator uses words like he and she and does not climb the tree. Step 1 Who is thinking? The teller outside. Step 2 Clues: he and she. Step 3 Is this me or the story? The story. Step 4 Say: This is narrator view because the narrator is outside the story and uses he and she [16]. The narrator feels calm and thinks the problem can be fixed.

Ask: How do you know the kite paragraph is told by the narrator? (It uses he and she and the teller does not climb.) · Who is telling if the line uses I and me about self? (A character telling about self in first-person [16].)

Check understanding: Mini whiteboards: write M, N, or C for She felt brave. If many miss, remodel Step 2 clues.

Support: Underline the pronoun first and use I-equals-me card. **Stretch:** Ask what the narrator knows that one climber does not yet know.

Use: Slides 4, 7

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15–30 min **Guided practice** 15 min · Whole class

To practice spotting whose thought it is with video and clue sorting.

YOU DO

1. Show Slide 6 and play Video clip 1 (0:00-3:43) a story's point of view.
2. Pause twice to ask Listen for I think vs. the character thinks with thumbs up for your view.
3. Hand out Worksheet Task A multiple choice and read directions together.
4. Review answers by asking for clue words like I and she.

STUDENTS DO

1. Watch, listen, and show thumbs up when they hear their own view.
2. Complete Worksheet Task A: Tick the correct answer using I and she clues.
3. Share answers with a partner and point to the clue word.

Say: Listen for I think and for what the story person thinks. After the video we will tick the correct answer by finding clue words. Remember to ask who is speaking versus who is narrating [16].

Worked example: Sample Task A item: She felt brave and excited about going high. Who thinks this? A character is described by the narrator. Proof: She points to someone else, not I. So answer is narrator telling about a character. Highlighting narration in one color and talking in another helps label who is speaking versus who is narrating [16].

Ask: What clue tells you it is first-person telling by a character? (I, me, my, we tell about self [4][9].) · What clue tells you it is the narrator outside the story? (He, she, they about others [16].)

Check understanding: Collect Task A by show of fingers for each choice; reteach pronoun baskets if split.

Support: Do only two choices first and pre-underline I or she. **Stretch:** Write one new I sentence and one new she sentence for the sort.

Use: Video clip 1 (0:00–3:43); Slide 6; Worksheet Task A

30–50 min **Main activity** 20 min · Whole class

To show if an idea belongs to me, the narrator, or a character using movement and pairs.

YOU DO

1. Clear walkways and remind class to walk do not run between corners.
2. Read six lines from The Stuck Kite paragraphs 2 and 3 for Me, Narrator, Character corners.
3. Ask two students at each corner to explain why they chose Me, Narrator, or Character.
4. Move pairs to seats for Worksheet Task D causes and effects using paragraphs 2 and 3.

STUDENTS DO

1. Walk to Me, Narrator, or Character corner for each line read.
2. Explain choices with This is _ view because _.
3. In pairs start Worksheet Task D to show why feelings differed in paragraphs 2 and 3.

Say: I will read a line. Walk to Me if it is your own opinion, Narrator if it is the teller's words, Character if it is what a story person thinks. A point of view is how someone sees or thinks about something, shaped by experiences, beliefs, and feelings [9]. The same event can give very different feelings.

Worked example: Line 1: I think climbing is fun. Go to Me. Say: This is my view because I think it. Line 2: The narrator of the story watches and tells what happens. Go to Narrator. Say: This is narrator view because the teller is outside. Line 3: I can climb and get it now! Go to Character. Say: This is character view because she uses I and feels brave and excited about going high. Line 4: I feel scared up high! Go to Character because he feels worried and thought the branch might break. Point of view or purpose shapes the content and style of a text [1].

Ask: Why did the same stuck kite give very different feelings? (One felt brave and excited, one felt scared and worried.) · How is your view different from the brave climber's view? (My view is ___ because ___, her view is climb now because brave.) · What does the narrator know that one character does not? (The narrator watches both and stays calm about a fix.)

Check understanding: At each corner, two students explain choice; if wrong corner, reread and find I or he-she-they.

Support: Pair students so partners move and decide together, with a card showing I equals me and he-she-they equals narrator. **Stretch:** Have students explain what the narrator knows that one character does not know.

Use: Slides 10-11; Worksheet Task D

50–60 min **Plenary** 10 min · Whole class

To check that students can tell my view apart from narrator and character views.

YOU DO

1. Show Slide 12 True or false and read each line together.
2. Ask students to show true with thumbs up and false with thumbs down.
3. Return to Slide 2 objectives and have students say I can lines.
4. Give exit ticket on paper with three quick questions.

STUDENTS DO

1. Vote true or false and correct the false one together.
2. Say I can lines with a partner.
3. Answer exit ticket in two to three sentences.

Say: You can think differently from story people. The narrator is the voice telling the events. Perspective is the lens through which someone sees the world, while point of view is who is narrating [14]. Tell me whose view each exit line shows.

Ask: My view is always the same as a character's: true or false? (False, we can think differently.) · Who tells what happens in The Stuck Kite? (The narrator tells what happens.)

Check understanding: Exit ticket answers; if many mix narrator and character, reteach pronouns tomorrow with color coding.

Support: Provide sentence frames: My view is ___ because ___. The narrator view is ___. **Stretch:** Add a second reason with because, since, or for example [2].

Use: Slide 12

Common mistakes

Mistake	How to spot it	How to fix it
Thinking if a character says I in talking, the whole story is first-person.	Student picks first-person when narration uses she but talking has I.	Color narration yellow and talking blue, then ask who is narrating versus who is speaking [16].
Thinking my view must match the brave or scared character's view.	Student copies character feeling instead of stating own different view.	Use two lines: My point of view is ___ because ___. The character view is ___. Views differ because experiences shape views [9].
Mixing up he-she-they clues and calling narrator lines mine.	Student goes to Me corner for The narrator feels calm lines.	Ask Is this me or the story? Find I, you, he, she, they, then say This is _ view because _.

Support

- Pair students to move and decide together with I-equals-me card
- Pre-underline pronouns and pre-draw charts with feeling choices
- Sentence frames for My view, Narrator view, and Character view

Stretch

- Explain what the narrator knows that one character does not know
- Add a second reason with because, since, or for example
- Rewrite one narration sentence as if the character told it with I

For the LSE or teaching assistant

Stay near corner movement to guide two focus pairs; prompt with Who is thinking and point to pronoun card; scribe Task D reasons if needed.

Safety

- Clear desks and bags, leave walkways wide, walk do not run between corners.

Check for understanding

Question	Answer
Line: I feel scared up high! Whose view is this and how do you know?	Character view, uses I about self and worried feeling.
Line: The narrator feels calm and thinks the problem can be fixed. Whose view?	Narrator view, outside teller uses calm thought about both.
What is your view of climbing for the kite, different from one character?	My view is ___ because ___; it can differ from story people.

Sources

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