



ELMIRA COLLEGE
TEACHER EDUCATION DEPARTMENT

Lesson Plan Format

Learning Segment Only: Lesson #2

Student Teacher _____ Abigail Noldy _____

Subject/Content Area(s) _____ ELA _____ Grade Level(s) 10 _____

Essential Question, Topic, or Theme for This Lesson: How does narration and point of view impact the story?

STAGE 1 - DESIRED RESULTS

Common Core State Standards

CCSS.ELA-Literacy.L.9-10.1:

- “Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.”

CCSS.ELA-Literacy.L.9-10.2:

- “Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.”

CCSS.ELA-Literacy.L.9-10.2.C:

- “Spell correctly.”

CCSS.ELA-Literacy.RI.9-10.6:

- “Determine an author’s point of view...in a text.”

Academic Language:

- Process Vocabulary:
Distinguish, define
- Content Vocabulary:
Point of view, narrator, first person, second person, third person, limited, omniscient,

Learning Objectives/Outcomes:

1. Students will be able to distinguish point of view and different perspectives.
2. Students will be able to define the narrator.

STAGE 2 - ASSESSMENT: MEASURING LEARNER OUTCOMES

| | MIN. |
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| <p>Formative (Informal) Assessments:</p> <ol style="list-style-type: none"> 1. Parking Lot Activity 2. Class Participation 3. POV Switch Activity | <p>Summative (Formal) Assessments: N/A</p> |

| <p>Evaluation Criteria:</p> <ol style="list-style-type: none"> 1. The parking lot activity will illustrate what students have taken away from the story so far. This will reveal which students understand the material (or if they are reading the material) and demonstrate engagement and involvement. 2. Participation in the lecture as well as the subsequent activities will display student engagement and understanding of the content. 3. Students will be evaluated based on the creativity, content, and conventions. Students will be provided a rubric. | <p>Evaluation Criteria: N/A</p> | | |
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| STAGE 3 - LEARNING PLAN AND LEARNING TASKS | | INSTRUCTIONAL STRATEGIES: | MIN. |
| <p>Introduction/Focus Activity:</p> <ul style="list-style-type: none"> • Partner in Crime: With a partner or small group, turn and talk. Discuss the novel up to this point. What do you think of the society there? Montag calling EMS for Mildred and what they do to her? Does this seem like a normal occurrence? What does this tell you about their society? Clarisse and her apparently unconventional family? • Parking Lot Activity: Write down a few of the main ideas and discussion points you and your partner/your group came up with on a sticky note and stick them to white board/other specified area. | <ul style="list-style-type: none"> • Focusing on the Novel: This activity allow students to settle down from the loud hallway antics and prepare to discuss <i>Fahrenheit 451</i>. • Making Connections: Students will consider others' opinions regarding the novel so far and compare how they are either similar or unique from one another. | <p>10 minutes</p> | |
| <p>Delivery of Content:</p> <ul style="list-style-type: none"> • Point of View/Narration PowerPoint: This brief PowerPoint will review point of view and the different perspectives in writing. It will also discuss the narration of the story and how the particulars of this novel are important and give it meaning. | <ul style="list-style-type: none"> • Review Activity: Students hopefully have learned this information before, so it is just a quick review and how it is important to the novel and discussion. | <p>10 minutes</p> | |
| <p>Guided Practice:</p> <ul style="list-style-type: none"> • Character Aspects: As a class, we will examine the qualities of different characters in <i>Fahrenheit 451</i> so far. We will discuss Montag, Mildred, Clarisse, Captain Beatty, and the Mechanical Hound. These various characters each have aspects about them that make them unique and unlike any other character. | <ul style="list-style-type: none"> • Processing Activity: This activity will help demonstrate how the story would be different if it were written from any other point of view. | <p>15 minutes</p> | |
| <p>Independent Practice:</p> <ul style="list-style-type: none"> • POV Switch Activity: Individually, students will write a scene from <i>Fahrenheit 451</i> from another character's point of view. After | <ul style="list-style-type: none"> • Linguistic Learning: Students will be able to | | |

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| <p>discussing how important point of view is, writing a scene in another character's point of view will really drill this message home. It will also be interesting to see how students interpret different.</p> | <p>use their creative writing skills to create a short piece from the point of view of another character. This activity will allow students to see how much point of view impacts a story.</p> | <p>20 minutes</p> |
| <p>Closure:</p> <ul style="list-style-type: none"> • Turn and Talk Activity: Students will turn and talk with their neighbors about the position they took in their piece of writing and briefly discuss how they changed the story by changing the point of view. | <ul style="list-style-type: none"> • Reflecting on Point of View: Students will be able to review their work with a peer and learn about their peers' works as well. This will allow for reflection on the importance of point of view. | <p>5 minutes</p> |
| <p>Materials/Resources/Technology:</p> <ul style="list-style-type: none"> • Sticky notes, computer, digital projector, Internet, whiteboard/chalkboard | | |

References

Merriam-Webster.com. (2008, January 1). *Point of View*. Retrieved October 25, 2016, from Merriam Webster:

<http://www.merriam-webster.com/dictionary/point%20of%20view>.

Point of View. (2012, January 1). Retrieved October 25, 2016, from Mesa Community College:

<http://www.mesacc.edu/~paoih30491/PointofView.html>.