

1

Chapters 1–3, Different Points of View

PRIMARY FOCUS OF LESSON

Reading

- ✦ Students will establish a purpose for reading the text. **TEKS 4.6.A**

Writing

Students will identify and understand first person and third person point of view and will write a short narrative using one of these

- ✦ literary devices. **TEKS 4.10.E**

FORMATIVE ASSESSMENT

Exit Ticket

Choose a character that has been introduced in the novel and write a short narrative about them using the first person or

- ✦ third person point of view. **TEKS 4.10.E**

✦ **TEKS 4.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 4.10.E** Identify and understand the use of literary devices, including first- or third-person point of view.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (65 min.)			
Core Connections: Introduce <i>Hello, Universe</i>	Whole Group	10 min.	<input type="checkbox"/> <i>Hello, Universe</i> by Erin Entrada Kelly
Chapters 1–3	Whole Group	40 min.	<input type="checkbox"/> Digital Projections 1.1, 1.2 <input type="checkbox"/> Activity Pages 1.1, 1.2
Discuss and Reflect	Whole Group/ Partner	10 min.	
Introduce the <i>Hello, Universe</i> Character Analysis Project	Whole Group	5 min.	
Writing (25 min.)			
Point of View: First Person and Third Person	Whole Group	5 min.	<input type="checkbox"/> Digital Projection 1.3 <input type="checkbox"/> <i>Hello, Universe</i> by Erin Entrada Kelly
Who Is the Narrator?	Partner	10 min.	<input type="checkbox"/> Activity Page 1.3
Exit Ticket	Independent	10 min.	<input type="checkbox"/> Exit Ticket

ADVANCE PREPARATION

Reading

- Prepare for Think-Pair-Share activities while introducing the novel and the unit.
- Prepare to distribute and introduce the novel *Hello, Universe* by Erin Entrada Kelly.
- Identify Digital Projection 1.1 and prepare to display it. If possible, prepare copies of the anchor chart for students to keep in their folders. The anchor chart in that projection will be referenced throughout the unit.
- Identify Activity Page 1.1 and prepare for students to complete it.
- Draw or prepare to project two blank versions of the Character Development Notes chart in a place that is easily accessible in the classroom to model note-taking for students. Label one version “Virgil” and the other one “Valencia.” Prepare to add notes about the two characters.

Character Development Notes	
Virgil	
<p>Characteristics and Behaviors</p> <p>Page 1. He thinks he’s a failure, has skinny legs, and is picked last in gym class. Pages 3–4. He lives with his parents, his identical twin brothers (Joselito and Julius), and his grandmother, his “Lola”. Pages 4–5. Virgilio Salinas; his parents call him “Turtle.” Pages 5–6. He listens to Lola’s stories and asks her questions. Page 7. He takes care of his guinea pig, Gulliver.</p>	<p>Relationships</p> <p>Page 2. His grandmother, his Lola, is from the Philippines. Page 3. “Secret kinship” with his Lola. Page 4. He feels like “unbattered toast” compared to his older brothers. Pages 5–6. He trusts Lola, who compares him to Stone Boy and Federico the Sorrowful. Page 7. Gulliver makes him feel better.</p>
<p>Problems and Conflicts</p> <p>Page 2. He feels like a “Grand Failure” on the first day of summer. Page 4. It hurts every time his parents call him “Turtle.”</p>	<p>Resolutions and Changes</p>

Valencia	
<p>Characteristics and Behaviors</p> <p>Page 8. She prays to Saint Rene. Page 9. She has hearing loss; she doesn't know sign language except for the alphabet. Page 11. She shakes a Crystal Caverns globe before sleeping. Page 11. She has the same nightmare every night. Page 13. She's eleven years old. Page 15. She reads lips.</p>	<p>Relationships</p> <p>Page 13. Popcorn ceiling, Twizzlers, and chocolate with her dad. Page 13. She doesn't have as much fun with dad now that she's older. Page 14. Her mom says she's not overprotective because she's deaf, but that's what it feels like.</p>
<p>Problems and Conflicts</p> <p>Page 13. She can't sleep because of a recurring nightmare. Page 14. She can't talk to her overprotective mom.</p>	<p>Resolutions and Changes</p>

- Make sure students have a folder where they keep and organize their Character Development Notes. They will write notes in each lesson and will use them for various assignments, including their final project.
- Prepare to have students read with assigned partners during part of the reading segment.
- Write the following prompt for character analysis on the board or chart paper, "What do the stories that Lola tells Virgil and Valencia's story about Saint Rene have in common?"
- Write the following prompt for reflection on the board or chart paper, "What is your purpose for reading this novel?"
- Prepare to introduce students to their final project for the unit using Activity Page 1.2 and Digital Projection 1.2.

Writing

- Identify Digital Projection 1.3 and prepare to display it.
- Identify Activity Page 1.3 and prepare for students to complete it.
- Prepare to provide examples of texts written in the first person point of view, such as personal narratives or *Gulliver's Travels* by Jonathan Swift. Provide examples written in third person, such as biographies (e.g., a biography about Jane Goodall or Linda Bove) and newspaper articles.
- Prepare to distribute the Exit Ticket for each student to complete at the end of the writing segment.

Universal Access

Reading

- Create a colorful, engaging version of Digital Projection 1.2 and display it in a place that is easy to access in the classroom. Students can participate and contribute by making comprehensive illustrations for each section of the chart. Students can refer to this chart throughout the unit and as they work on their Character Analysis Project.

Writing

- Prepare additional examples of how authors might use first person and third person point of view. For example, “Cinderella” is usually told in third person, “Once upon a time, a young girl avoided her stepmother and stepsisters while she waited for her father to come home.” What if the story was told in first person, from the point of view of the fairy godmother? It could go something like this, “As I saw the little girl for the first time, somehow I knew that eventually she would need my magic to escape the cruelty of her stepmother.”
- Prepare question sentence starter frames for ELL support. For example, “What is your . . .?” “Where do . . .?” “Who is your . . .?” “When is your . . .?” “How did you . . .?” “Where did . . .?”

CORE VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

analysis, n. a detailed examination of the pieces or elements of something

destiny, n. a predetermined future

hurdles, n. structures that competitive runners must leap over

kinship, n. a strong relationship between or among people

relationship, n. an established connection, a regular interaction, or a belonging between someone or something

resolution, n. an answer or determination in response to a problem

perpetually, adv. in a continuous manner

psychiatrist, n. a medical doctor who treats mental, emotional, or behavioral disorders

sketches, n. drawings for the purpose of practice or study

zoological, adj. related to the study of animals

Vocabulary Chart for Chapters 1–3			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	psychiatrist zoological	analysis destiny kinship perpetually	
Multiple Meaning	resolution	hurdles relationship sketches	
Sayings and Phrases	biding her time hand chisel in unison solar eclipse		

Start Lesson

Lesson 1: Chapters 1–3, Different Points of View

Reading



Primary Focus: Students will establish a purpose for reading the text. **TEKS 4.6.A**

CORE CONNECTIONS: INTRODUCE HELLO, UNIVERSE (10 MIN.)

- Distribute and introduce the novel *Hello, Universe* by Erin Entrada Kelly.
- Ask students to look at the front cover of the book. Then give them a minute to read the short summary on the back cover.
- Ask for a volunteer to read the tagline on the front cover, which is found under the title “Some friendships are meant to be.”
- *Think-Pair-Share:* Ask students to think about the tagline. Then have them turn to a partner to share whether they agree with the statement and why.
- Ask for a volunteer to identify the four characters mentioned in the summary on the back cover. Ask for another volunteer to name their listed characteristics.

TEKS 4.6.A Establish purpose for reading assigned and self-selected texts.

- *Think-Pair-Share:* Ask students to think about a friend or a relative who is very different from them in the things they are good at, the way they communicate, or their cultural background. Have students turn to a partner and share one thing that they appreciate about that person.
- Explain to students that this novel study will help them grow in their reading abilities and will challenge them to open their minds to understand other people’s perspectives and experiences. Ask students to think about the purpose of reading a novel like this.
- *Think-Pair-Share:* Ask students to think about why it’s important to appreciate other people’s perspectives and experiences. Then have them turn to a partner and share their thoughts.
- Display Digital Projection 1.1. Explain to students that in this unit they will practice close reading to analyze the characters in the book, including their different perspectives and experiences, and how their development is connected to the key ideas in the story.

➤ **Digital Projection 1.1: Character Analysis Anchor Chart**

- Point to each of the four boxes in the Character Analysis Anchor chart and have volunteers read the elements of character analysis that are listed.
- Explain to students that any questions they have about the contents of the Character Analysis Anchor chart will be answered as the unit progresses. Students will refer to this chart throughout the unit to help them complete assignments as they learn about literary character development and analysis.
- Explain that character development is the process by which a character grows or changes in the story.

CHAPTERS 1–3 (40 MIN.)

- Ask students to take out Activity Page 1.1. Explain that they will take notes about the characters in the story as they read each chapter. The main characters in the chapters for the lesson will be indicated in the corresponding Character Development Notes chart, where there will also be space for an additional character of their choice.
- Explain to students that, for the first lesson, you will model how to record details, quotes, and ideas in the Character Development Notes chart as you read the text to the class. Say that it’s helpful to record the page number where they find the detail, quote, or idea as they add to their notes. This way they can easily go back to that page if they have questions or want more information. Explain to students that this is a form of close reading.

Activity Page 1.1



- Display Digital Projection 1.1 and ask students whether they see how it connects to Activity Page 1.1. Ask for a volunteer to explain the connection. *(Both formats cover the following elements of literary character analysis: characteristics and behaviors, relationships, problems and conflicts, and resolutions and changes.)*
- Explain to students that they may use the information in the Character Analysis Anchor chart to help them decide what details, quotes, and ideas to include in their Character Development Notes as they read the novel.
- Tell students that, throughout the lesson, they will practice reflecting on their Character Development Notes with a partner.



Check for Understanding

Ask students how they might use the Character Analysis Anchor chart to help them take notes on Activity Page 1.1. If students can't explain that the anchor chart gives examples of things to look for as they practice close reading, go over how Digital Projection 1.1 and Activity Page 1.1 align in more detail.

- Begin reading Chapter 1 aloud to the students.
- Pause after reading the second paragraph on page 2 and ask, “Where do you think Virgil’s grandmother is from? How do you know?” *(Students can infer that Virgil’s grandmother, or Lola, is from the Philippines because she complains that Virgil’s mother bought mangos from Venezuela instead of the Philippines.)*
- Have students look at the first section of Activity Page 1.1. Ask, “What details can we already include in our Character Development Notes for Virgil?”
- Go to the blank Character Development Notes chart you prepared before the lesson and model note-taking for character analysis by adding the following note in the “Characteristics and Behaviors” section for Virgil:
 - Page 1. He thinks he’s a failure, has skinny legs, and is picked last in gym class.
- Add the following note in the “Relationships” section for Virgil:
 - Page 2. His grandmother, his Lola, is from the Philippines.

- Continue reading to the end of page 7.
- Go to the Character Development Notes chart you prepared before the lesson and model note-taking for character analysis. Ask, “What other details, quotes, or ideas can we add from Chapter 1 in our Character Development Notes for Virgil?”
- Give students an opportunity to share what notes from the text they would add about Virgil. Add any correct notes shared by volunteers.
- Model note-taking for character analysis by adding the following notes in the “Characteristics and Behaviors” section for Virgil:
 - Pages 3–4. He lives with his parents, his identical twin brothers (Joselito and Julius), and his Lola.
 - Pages 4–5. Virgilio Salinas; his parents call him “Turtle.”
 - Pages 5–6. He listens to Lola’s stories and asks her questions.
 - Page 7. He takes care of his guinea pig, Gulliver.
- Explain to students that they will only write down the details, quotes, and ideas that stand out to them as being important to the development of the character.
- Ask students to recall how we have defined character development in this unit. (*the process by which a character grows or changes in the story*)
- Tell students to think about this definition of character development to determine the details they will include on their charts.
- Add the following notes in the “Relationships” section for Virgil:
 - Page 3. “Secret kinship” with his Lola.
 - Page 4. He feels like “unbattered toast” compared to his older brothers.
 - Pages 5–6. He trusts Lola, who compares him to Stone Boy and Federico the Sorrowful.
 - Page 7. Gulliver makes him feel better.
- Add the following notes in the “Problems and Conflicts” section for Virgil:
 - Page 2. He feels like a “Grand Failure” on the first day of summer.
 - Page 4. It hurts every time his parents call him “Turtle.”
- You can use Digital Projection 1.1 to support the following instruction. Explain to students that a resolution is an answer or a conclusion in response to a problem or conflict, and that it often takes time to reach a resolution.

Also explain that character perspectives and behaviors usually change or develop during a sequence of events, or as the plot of the story unfolds. Tell students that notes won't necessarily be added to every section for every chapter and that the "Resolutions and Changes" section can be left blank for now.

- Have students go to the last section of Activity Page 1.1, labeled "Other." Explain that there are many interesting characters in the story who have unique personalities and perspectives. Students will choose an additional character for their notes, other than the main characters. Explain that if they choose Lola, for example, they might add the following notes in the "Characteristics and Behaviors" section:
 - Page 2. She's from the Philippines.
 - Page 3. She plucked eyebrows.
 - Page 5. She's old and slices mangoes "like an artist."
 - Page 5. She dreams about the Stone Boy.

At the end of Chapter 1, ask students the following comprehension questions:

1. **Literal/Inferential.** What is Virgil's parents' nickname for him? Why do they call him this name? (*They call him "Turtle" because he won't "come out of his shell."*)
2. **Literal.** What happens to the Stone Boy in Lola's dream? (*He begs a rock to eat him. When it opens its mouth, he jumps inside and his parents can't get him out.*)
 - Continue reading Chapter 2. Pause on page 11 after reading the line "It's the nightmare."
 - Ask, "What do you think about Valencia so far? What details, quotes, or ideas would you like to include in your Character Development Notes?" (*Answers may vary, but could include that Valencia prays to Saint Rene, is hard of hearing, and can't sleep because of a nightmare.*) Add these notes to the second blank Character Development Notes chart, labeled "Valencia," that you prepared before the lesson.
 - Give students a minute or two to write down some initial notes in the section for Valencia on Activity Page 1.1. Ask students to continue adding notes about Valencia as you read aloud. Explain that they will review the Character Development Notes as a group at the end of the reading.

Challenge

Some of the words Virgil's family uses are Tagalog, a language spoken in the Philippines. Search for those italicized words and phrases and use the context to guess their meanings. Then use a translating dictionary to find out what the words mean.

- Continue reading and pause at the end of page 12. Ask, “Have you ever had a dream or a nightmare that would not let you sleep? Did you wonder what it meant?” (*Answers may vary, but should include students nodding in agreement, perhaps raising their hands, or shaking their heads.*) Then ask, “What is a solar eclipse?” (*when the moon moves in front of the sun due to the earth’s orbit, and the sun becomes darker for a period of time*)
- Continue reading and pause after finishing page 16, the end of Chapter 2.
- Prompt students to reflect on the following, “Valencia says she doesn’t think her father ‘knows how to be a dad to an eleven-year-old girl.’ Why does she think this? Why might her father find it difficult to talk to her?” (*Answers may vary, but could include that Valencia’s dad knew how to have fun with her and take care of her when she was very little, but now that she is older he can’t do the same things as before. It might be challenging for her dad to talk with his growing, adolescent daughter who has hearing loss.*)
- Prompt students to reflect on the following, “At the end of Chapter 2, Valencia says there are plenty of things for her to do that summer. Read the sentences that come after her statement again. What do they all have in common? Why do you think Valencia repeats this thought?” (*Answers may vary, but could include that it sounds like she’s trying to convince herself that she’s better off spending time alone.*)

At the end of Chapter 2, ask students the following comprehension questions:

1. **Inferential.** What happens in Valencia’s nightmare? What could it mean? (*She’s in a field surrounded by people, but after a solar eclipse, she’s left alone in the field. Answers may vary, but could include that she’s afraid of being left alone.*)
 2. **Inferential.** Why doesn’t Valencia want to tell her mother about her nightmare? (*Answers may vary, but could include that her mother is overprotective, may ask her a lot of questions, or will bring her to see a psychiatrist.*)
- Give students a few minutes to add any notes about Valencia to Activity Page 1.1. Provide the following examples orally and add them to the sample chart labeled “Valencia”.

Characteristics and Behaviors:

- Page 8. She prays to Saint Rene.
- Page 9. She has hearing loss; she doesn’t know sign language except for the alphabet.

- Page 11. She shakes a Crystal Caverns globe before sleeping.
- Page 11. She has the same nightmare every night.
- Page 13. She's eleven years old.
- Page 15. She reads lips.

Relationships:

- Page 13. Popcorn ceiling, Twizzlers, and chocolate with her dad.
- Page 13. She doesn't have as much fun with her dad now that she's older.
- Page 14. Her mom says she's not overprotective because she's deaf, but that's what it feels like.

Problems and Conflicts:

- Page 13. She can't sleep because of a recurring nightmare.
- Page 14. She can't talk to her overprotective mom.
- Tell students that you will continue to read Chapter 3. Ask them to continue to add notes to the Virgil section of Activity Page 1.1 as you have modeled for them. Ask them to add a note when a detail, quote, or idea about Virgil stands out as important to the character's development. Remind students that they will review notes as a group after the reading, so they can relax and enjoy reading the story.
- Continue reading Chapter 3 and pause at the end of page 18. Ask, "Who do you think Kaori is and why is Virgil texting her for an appointment?" *(Answers may vary, but could include student predictions that she's a friend or a fortune teller.)*
- Continue reading and pause after finishing page 25, the end of Chapter 3. Ask, "What does Lola mean by 'You could play in Madison Square Garden with fingers like that'?" *(Madison Square Garden is a place in New York where great musicians give concerts, so Lola is saying that Virgil could become a great pianist if he wanted to.)*
- *Think-Pair-Share:* Virgil's father says that "boys need to play sports, not fool around on a silly piano." Turn to a partner to talk about how you would respond to that statement in Virgil's position.
- Read aloud the prompt for character analysis, "What do the stories that Lola tells Virgil, and Valencia's story about Saint Rene, have in common?"
- *Think-Pair-Share:* Have students turn to a partner to discuss the prompt using evidence from the text in their Character Development Notes.

Support

Explain to students how a question that compares aspects of the characters' experiences will help them think analytically about what they are reading.



Reading
Identifying Details

Beginning

Have students work in small groups to identify words in the text that describe the main characters, Virgil and Valencia.

Intermediate

Have students work with a partner to identify details in the text that describe each of the main characters, Virgil and Valencia. Have partners share complete sentences that describe each character.

Advanced/Advanced High

Have students work with a partner and use their Character Development Notes to ask each other questions about the characters.

ELPS 3.E; ELPS 4.F

Activity Page 1.2



DISCUSS AND REFLECT (10 MIN.)

- Have students look at Activity Page 1.1.
- Go to the displayed Character Development Notes charts for Virgil and Valencia you prepared before the lesson.
- Model how to take notes for character analysis using the Character Development Notes charts for Virgil and Valencia for Chapters 1–3.
- Explain to students that these are examples and there is no right answer for note-taking.
- Explain that the purpose of taking these notes is to gain a deeper understanding of the novel by practicing close reading and character analysis.
- Tell students they will use their notes to help build their final projects for the unit.
- Address any questions students may have about how to take Character Development Notes. Refer to Digital Projection 1.1 as needed.
- Tell students that for the third character, they may choose to take notes about Lola, Virgil’s mom, one of Valencia’s parents, or even Gulliver, the guinea pig.

Note: Students may complete notes for the third character at home or with a partner if they didn’t have enough time to do it during the reading.

- Have students get together with an assigned partner and use their notes to discuss their reactions to some of the details and ideas in the novel so far. Have students help each other reflect on the main characters and write their thoughts in the spaces provided on Activity Page 1.1.
- Have students discuss the following prompt, “What is your purpose for reading this novel?” (*Discussions and responses may vary, but could include that the purpose is to learn how to think analytically about different perspectives, relationships, and experiences by studying character development in a text.*)
- Have students put Activity Page 1.1 in their unit folders.

INTRODUCE THE HELLO, UNIVERSE CHARACTER ANALYSIS PROJECT (5 MIN.)

- Have students take out Activity Page 1.2. Then display Digital Projection 1.2.

➤ **Digital Projection 1.2 Character Analysis Project: Presentation Rubric**

- Tell students that their final project for this unit will be a *Hello, Universe* Character Analysis Project. Explain that they will use their creativity to build a text-based, visually engaging presentation that portrays a detailed analysis of two or three characters in *Hello, Universe*. Tell students that there are

many creative ways to analyze a character’s perspective, experience, and development. As the unit progresses, they will learn more about the characters and different ways to analyze them.

- Briefly go over the descriptions and qualifications in the Presentation Rubric. Explain to students that they will go over the rubric and the instructions for their final project in more detail in future lessons, once they have read more of the novel.
- Address any questions from students regarding their final project. Then have them put Activity Page 1.2 in their unit folders.

Lesson 1: Chapters 1–3, Different Points of View

Writing



Primary Focus: Students will identify and understand first person and third person point of view and will write a short narrative using one of these literary devices. **TEKS 4.10.E**

POINT OF VIEW: FIRST PERSON AND THIRD PERSON (5 MIN.)

- Direct students’ attention to Digital Projection 1.3.

➤ Digital Projection 1.3: Point of View

- Share the information about point of view on Digital Projection 1.3 with students. Explain that there are three different points of view that authors commonly use when they write: first person, second person, and third person. Explain that for the purpose of this novel study, they will focus on first-person and third-person point of view.
- Explain to students that point of view is a literary device, a tool that authors use to provide purposeful perspective.
- Explain first-person point of view to students. Say, “When a story is written in first person, the speaker or narrator is a character in the story who is telling it from their personal perspective and experience. When a text is written in first person, we often see the use of the word *I*. The intentional personality and tone of the text will depend on the character who is telling the story.”
- Explain third-person point of view to students. Say, “Third-person point of view is told from the perspective of someone outside the story who is watching

➤ **TEKS 4.10.E** Identify and understand the use of literary devices, including first- or third-person point of view.

Support

Provide examples of texts often written in first-person point of view, such as personal narratives. Provide examples written in third person, such as biographies and newspaper articles.

or experiencing things unfold for the characters. The third-person point of view can be close to the characters, or it can be more detached and objective. When a text is written in third person, we often see the words *he*, *she*, and *they*. There are different ways a third-person perspective can sound or feel in a text, depending on the author's purpose.

- Ask students whether they have any questions about first- and third-person point of view or the information on Digital Projection 1.3. After addressing students' questions, ask for volunteers to share which point of view they prefer to use when they write (first person or third person).



Check for Understanding

Ask students to explain the difference between first- and third-person point of view.

Challenge

Have students find a text written in second-person point of view to share and interpret for the class.

WHO IS THE NARRATOR? (10 MIN.)

- Pair students with their assigned partners. Ensure that partners have adequate space to read, write, and talk about their task.
- Explain to students that the author Erin Entrada Kelly uses first-person and third-person point of view in engaging and purposeful ways in her novel *Hello, Universe*. She does so to develop the characters' unique personalities and perspectives for readers.
- Explain that the narrator of the text is the person who is speaking or telling the story. If a story is written in first person, the narrator could be the author or a character that the author has created and is using to tell the story. If a story is written in third person, the narrator is someone, the author or someone else, who is watching or remembering what is happening to the characters in the story.
- Have students take out Activity Page 1.3. Have students take out a copy of the novel *Hello, Universe*.
- Display Digital Projection 1.3 for students to use as reference as they work with their partner to complete Activity Page 1.3.
- Instruct students to refer back to Chapters 1–3 in the novel as needed to complete the activity.
- Facilitate, monitor, and assist students as needed while they are completing the activity.

Activity Page 1.3



- In the last two minutes of the lesson segment, ask students, “In the novel, which character’s perspective or story is given in first person?” (*Valencia*) “Why did the author choose to tell her story in first person?” (*Answers may vary, but could include that the author uses first person for Valencia because it’s more intimate and shares the character’s thoughts and feelings more directly. We can understand Valencia’s experience and innermost thoughts more clearly through a first-person point of view.*)
- Direct students to place their activity page in their folders at the end of lesson.

EXIT TICKET (10 MIN.)

- Distribute previously prepared Exit Tickets and allow students 10 minutes to complete them before collecting them for review.



Exit Ticket



Choose a character that has been introduced in the novel and write a short narrative about them using the first-person or third-person point of view. **TEKS 4.10.E**

End Lesson

Support

Explain to students that they may write about a character for their Exit Ticket using a point of view that is different from the one used in the novel. For example, they could write about Virgil using a first-person point of view.



ENGLISH LANGUAGE LEARNERS

Writing

Exploring Points of View

Beginning

Have students gather in small groups to practice asking one another getting-to-know-you questions using question starters. Remind students to use the word *I* when they respond.

Intermediate

Have students get together with a partner to exchange short first-person narratives about their morning. Remind students to include details about how their morning went and to use first-person pronouns like *I* and *we*.

Advanced/Advanced High

Have students practice writing a short first-person narrative (a short paragraph) about their morning. Remind students to include details about how their morning went and to use first-person pronouns like *I* and *we*.

ELPS 1.E; ELPS 1.F;

ELPS 5.G

TEKS 4.10.E Identify and understand the use of literary devices, including first- or third-person point of view.