**ELA Lesson: Perspective using *The Sweetest Fig***

Teacher: Lauren D’Ambra Grade: 3rd

Date: 12/16/13

**Standards:**

**RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Positive and Productive Environment**: *What routines, procedures, and norms need to be in place for students to access the content and language objectives?*

* Rules on rug for read-aloud and partner collaboration.

**Evidence of Learning**: *What is the student work, product or performance that will demonstrate learning?*

* Students will write and compare/contrast two different points of view in the final scene. If they were each of the characters in the story, how would he/she act or behave towards the other?

**Content Objectives**: *What will your students known and be able to do by the end of this lesson?*

* Students will be able to compare and contrast two different perspectives of the same situation.
* Students will be able to verbally express why it is important to understand different characters’ perspectives of the same situation.

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| **Instructional Design and Formative Assessment***What do I expect students to be able to do and say? How will I check for understanding throughout the lesson?* |
| **Connect**: Communicate the objective, discuss relevance, connect to prior knowledge. *“Let’s connect.”* | Tell students that, like in the previous story read (*Voices in the Park*), characters may view objects from perspectives that differ from their own. (3 minutes) |
| **Model:** State purpose and explicitly demonstrate the objective. *“I do, you interact.”* | Tell students that “to appreciate the plot of a story and understand the actions of the characters, students must understand the characters' differing points of view.”“In *The Sweetest Fig*, the character of Bibot is one about whom many readers develop strong feelings. There is another character who doesn’t use words, but who may have a different view of things than Bibot. Be on the lookout for this character. “Read *The Sweetest Fig*(15 minutes) |
| **Shared Experience**: Continue demonstration and expand students’ levels of participation. “*I do, you assist.”* | Prompt students’ thinking and interaction with story with guiding questions (SL.3.3):* Why does Bibot smile when he tells the old woman her tooth must come out? What does this tell us about what kind of a person he is?
* Knowing what you know about Bibot’s character, how do you think Marcel feels about him? *What in the book makes you think that?*
* Did Marcel’s dream come true? What was it? What kind of person do you think he will be? How do you think he might treat his dog Bibot?

(During Reading) |
| **Guided Practice**: Support students to implement the objective(s). “*We do*.” | State purpose of collaboration activity: “In the final scene, Marcel and Monsieur Bibot switch places. In order to understand a character’s real or imagined actions in a story, it’s important to try and understand their point of view - the way they see things – based on who they are as a character and their experiences in the story. In just a few moments with your partner, you are going to imagine that you are the character in this final scene, thinking about what they are thinking or feeling.”Model how students will work with a partner for the ‘Collaboration’ portion. When students act out a feeling or thought, they should try and support with an example from the story. Set expectations for how it should look and feel. Give directions for props during and after conversation. Provide index cards with conversation prompts:Monsieur Bibot: You are Monsieur Bibot. What kind of dog are you? Act out how you might **react** (without words) to your new master Marcel.Are you scared? Then you might shiver, whimper and move away from Marcel.Are you angry? Then you might growl and show your teeth.Marcel: You are Marcel. What kind of person are you? Act out how you might treat and talk to your dog Bibot.“Bibot, you have treated me \_\_\_\_\_\_\_\_\_. “Remember the time you \_\_\_\_\_\_\_\_?” “I feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”(8 minutes) |
| **Collaboration:** Provide a structure for students to work together to share their thinking and implement the objective. “*You do, I assist*.” | Students will turn and talk as partners, each having the opportunity to ‘play the role’ of Monsieur Bibot and Marcel. Students will use props to help in placing themselves in the role of each character.(5 minutes)Before writing and after collaboration, pose questions to help clarify character perspective:* “How did taking each character’s perspective feel? “
* “As an author, why do you think Chris Van Allsburg had the characters switch bodies in the final scene of the story?”

(5 minutes) |
| **Independent Practice**: Determine how students practice and apply the objective on their own. “*You do, I observe*.” | Students will choose one of the characters and write a note from their point of view to the other character that describes how they are feeling and what they are thinking in the final scene.*Extension*: If student finishes and time allows, he/she will be allowed to write a note from both characters’ perspectives.(10 minutes) |
| **Closure**: Summarize and synthesize the objective. Can students articulate their understanding to me and/or to peers? “*Let’s recap and set next steps*.” | Have a few students share their notes with the rest of the class. Compare/contrast in discussion how characters’ perspectives are alike and different.   |
| **Adaptations or Accommodations:*** Provide index cards with conversation prompts to help guide students’ conversation.
* Provide graphic organizer for independent practice to help reinforce objective and guide writing.

**Materials/Resources:*** *The Sweetest Fig*, by Chris Van Allsburg
* Character props – 9 pairs of ears (Marcel) and 9 mustaches (Monsieur Bibot)
* Index card prompts
* Prepared graphic organizer for writing assignment
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