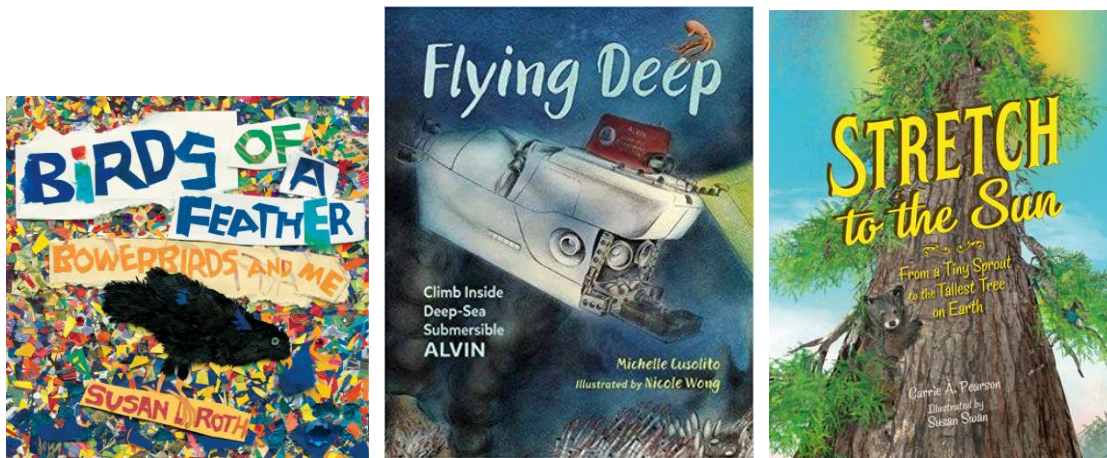
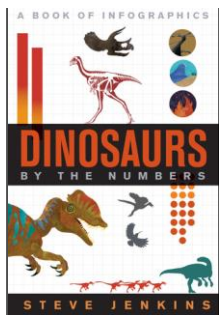


Point of View in Nonfiction: An Activity

After reading aloud portions of *Birds of a Feather* by Susan L. Roth (first-person narration), *Flying Deep: Climb Inside Deep-Sea Submersible ALVIN* by Michelle Cusolito (second-person narration), and *Stretch to the Sun: From a Tiny Sprout to the Tallest Tree on Earth* by Carrie A. Pearson (third-person narration), introduce your students to the characteristics of first-, second-, and third-person narration and work with students to identify each book's point of view.



When the class seems to have a good understanding of the three kinds of narration, organize students into small groups. Give each team a packet of sticky notes two or three nonfiction books (some expository literature, some narrative nonfiction) with different points of view. Some possibilities include:



Dinosaurs by the Numbers by Steve Jenkins

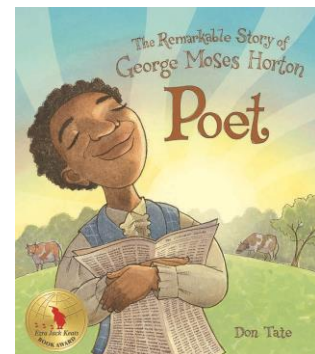
If You Decide to Go to the Moon by Faith McNulty

If You Hopped Like a Frog by David Schwartz

Poet: The Remarkable Story of George Moses Horton by Don Tate

The Scraps Book: Notes from a Colorful Life by Lois Ehlert

This Is How We Do It: One Day in the Lives of Seven Kids from Around the World by Matt LaMothe



Then invite students to classify the books by point of view and label each one with a sticky note.

When the teams complete this task, encourage each group to rotate to a different station, leaving their books behind. Students should review the books at their new station and discuss how the previous group classified the books. If they disagree with the previous group, they should add a second sticky note explaining their rationale.

Repeat this process until each group has reviewed all the books. Then have a brief class discussion about books that have multiple sticky notes on them.

To bring the lesson to a close, invite students to look back at nonfiction they wrote earlier in the year. What point of view did they use? Now that they know more about different points of view, can they see any advantages to re-writing the piece with a different type of narration? Encourage small groups of students to brainstorm reasons they might want to revise their writing with a different point of view.

CCSS.ELA—Literacy.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.

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