

**Lesson 1: Third Person Limited and Omniscient Points of View****Learning Outcome**

Identify and describe first person, third person limited, and third person omniscient points of view

**Duration**

Approximately 50 minutes

**Necessary Materials**

*Provided:* Direct Teaching and Guided Practice Worksheet, Direct Teaching and Guided Practice (Teacher's Copy), Independent Practice Worksheet, Independent Practice Worksheet (Teacher's Copy), Reference Sheet for Teachers and Students

*Not Provided:* N/A

**Lesson Plan**

- DIRECT TEACHING**

**I** will review the differences between first and third person points of view. (In the first person point of view the narrator is telling a story and is a character in the story. In third person point of view, the narrator is telling a story from someone else's viewpoint and is not a character in the story.) I will explain that there are two different types of third person point of view: limited and omniscient. I will explain that the difference is that third person omniscient is written as if the narrator is watching all that is happening and knows what each character is thinking. Third person limited does not include the character's thoughts. For example, the sentence, "The teacher proudly read the worksheet to her students," is written in third person limited; the sentence, "The teacher proudly read the worksheet to her students and thought to herself, 'I have the smartest students,'" is written in third person omniscient. I will read the first paragraph on the "Look Who's Talking!" worksheet (see Direct Teaching and Guided Practice Student Worksheet, provided below in Teacher and Student Materials) and model how to identify the clues that help me determine the point of view (character's name is used; narrator knows his thoughts). A Teacher's Answer Guide and a Reference Sheet with definitions are also provided below.

- THINK CHECK**

Ask: How did I identify the point of view? Students should respond that you read the text and thought about who was telling the story and if the narrator knew the feelings and thoughts of the characters.

- GUIDED PRACTICE**

**WE** will read the remaining paragraphs on the "Look Who's Talking!" worksheet and determine the point of view of each paragraph. We will identify and discuss the clues that help us determine the point of view in each paragraph.

- INDEPENDENT PRACTICE**

**YOU** will determine the point of view of each paragraph on the "Determine the Point of View" worksheet. You will identify the clues in each paragraph that help you determine the point of view. (Student Independent Practice is provided below.)

**Build Student Vocabulary eternity**

Tier 2 Word: <b>eternity</b>	
Contextualize the word as it is used in the story	He had 45 minutes until lunch! It seemed like an <b>eternity</b> .
Explain the meaning student-friendly definition)	An <b>eternity</b> is a period of time that seems to last forever, or does actually last forever. If you say that it feels like it will be an <b>eternity</b> until your birthday, that means it feels like you are going to have to wait forever until your birthday!

**Lesson 1: Third Person Limited and Omniscient Points of View**

Students repeat the word	Say the word <b>eternity</b> with me: <b>eternity</b> .
Teacher gives examples of the word in other contexts	Scientists believe that the universe will be in motion for <b>eternity</b> . I waited for the bus for what seemed like an <b>eternity</b> this morning – I don't know why it took so long!
Students provide examples	Can you give an example of an event that feels like it is an <b>eternity</b> away? Students should say, "_____ feels like it is an <b>eternity</b> away because _____."
Students repeat the word again.	What word are we talking about? <b>eternity</b>
Additional Vocabulary Words	grumbled

**Build Student Background Knowledge**

After reading Teaching Example #2 on the Chart, explain that in some apartment buildings, the walls can be thin, so your neighbors can hear what is going on in your apartment. Tell your students that when walls are filled with something called "insulation" it helps to keep sound and heat in one place. When there is not insulation, it is easy to hear what your neighbors are saying and doing.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Look Who's Talking!

**Directions:** Read each paragraph carefully, and then circle the point of view. Describe the clues that helped you make your decision.

- Arthur could hear his stomach grumbling and looked around quickly to see if anyone else had noticed. He thought, "I am glad nobody heard that." He looked at the clock and saw that it was 10:30. He had 45 minutes until lunch! It seemed like an eternity.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

Clues I Used to Figure Out the Point of View

- As I hurried towards my apartment, I could hear my dog, Ringo, howling. "Oh no!" I thought. "Mr. Jenson is going to be so mad." Mr. Jenson was the cranky man who lived next door and was always complaining to my mom. It seemed as if he were always knocking on our door to tell us to turn down our TV or walk more quietly. It didn't matter how low we kept the TV or how quietly we walked, he always seemed to be complaining. With Ringo making so much noise, Mr. Jenson would finally have a real reason to complain.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

Clues I Used to Figure Out the Point of View

3. Caitlin couldn't believe that her special day had come. Finally, after years of struggling, she would graduate with her high school class. Caitlin sat, remembering all of the teachers who had encouraged and supported her. She wished that she could thank them right then and there for helping her become a successful young woman.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

Clues I Used to Figure Out the Point of View

4. George loved walking to school with his best friend, Matt. They would laugh at their sisters and make jokes about everything. Today, George had to walk to school alone, because Matt and his family had moved to a different state. George looked sad as he quietly walked to school alone.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

Clues I Used to Figure Out the Point of View

## Look Who's Talking!

### Teacher's Copy

1. Arthur could hear his stomach grumbling and looked around quickly to see if anyone else had noticed. He thought, "I am glad nobody heard that." He looked at the clock and saw that it was 10:30. He had 45 minutes until lunch! It seemed like an eternity.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

#### Clues I Used to Figure Out the Point of View

*The character's name is used and the reader knows his thoughts.*

2. As I hurried towards my apartment, I could hear my dog, Ringo, howling. "Oh no!" I thought. "Mr. Jenson is going to be so mad." Mr. Jenson was the cranky man who lived next door and was always complaining to my mom. It seemed as if he were always knocking on our door to tell us to turn down our TV or walk more quietly. It didn't matter how low we kept the TV or how quietly we walked, he always seemed to be complaining. With Ringo making so much noise, Mr. Jenson would finally have a real reason to complain.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

#### Clues I Used to Figure Out the Point of View

*The word "I" is used.*

3. Caitlin couldn't believe that her special day had come. Finally, after years of struggling, she would graduate with her high school class. Caitlin sat, remembering all of the teachers who had encouraged and supported her. She wished that she could thank them right then and there for helping her become a successful young woman.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

#### Clues I Used to Figure Out the Point of View

*The narrator knows how Caitlin is thinking and feeling.*

4. George loved walking to school with his best friend, Matt. They would laugh at their sisters and make jokes about everything. Today, George had to walk to school alone, because Matt and his family had moved to a different state. George looked sad as he quietly walked to school alone.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

#### Clues I Used to Figure Out the Point of View

*The narrator identifies what is happening but does not know what George is thinking or feeling.*

## Point of View: Definitions

**1<sup>st</sup> Person Point of View:** The narrator is a character in his/her own story.

**3<sup>rd</sup> Person Omniscient Point of View:** The narrator is not a character in the story but observes what is happening and knows all the facts, including what the characters in the story think and feel.

**3<sup>rd</sup> Person Limited Point of View:** The narrator is not a character in the story but observes what is happening. In this point of view, the narrator does not know what the characters in the story think or feel.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Determine the Point of View**

**Directions:** Read each paragraph carefully and then circle its point of view. Describe the clues that helped you make your decision.

1. Jeff wrapped his arms around himself and leaned into the wind as he ran. He was wearing his heaviest winter coat, a hat, scarf, and gloves, but he was still shivering from the cold. He rubbed his arms as he ran and dreamed of hot chocolate and warm chocolate chip cookies. He couldn't wait to get home so he could warm up.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

<b>Clues I Used to Figure Out the Point of View</b>

2. I wrapped my arms around myself, leaned into the wind, and ran as fast as I could. I was wearing my heaviest winter coat, a hat, scarf, and gloves, but I was still shivering from the cold. I rubbed my arms as I ran, and I dreamed of hot chocolate and warm chocolate chip cookies. I couldn't wait to get home and warm up.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

<b>Clues I Used to Figure Out the Point of View</b>

3. Jeff wrapped his arms around himself and leaned into the wind as he ran. He was wearing a heavy winter coat, a hat, scarf, and gloves, but he was still shivering from the cold. He rubbed his arms as he ran down the street.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

<b>Clues I Used to Figure Out the Point of View</b>

**Determine the Point of View***Teacher's Copy*

1. Jeff wrapped his arms around himself and leaned into the wind as he ran. He was wearing his heaviest winter coat, a hat, scarf, and gloves, but he was still shivering from the cold. He rubbed his arms as he ran and dreamed of hot chocolate and warm chocolate chip cookies. He couldn't wait to get home so he could warm up.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

**Clues I Used to Figure Out the Point of View**

*Jeff dreamed of hot chocolate and the reader knows Jeff couldn't wait to get home without Jeff saying anything.*

2. I wrapped my arms around myself, leaned into the wind, and ran as fast as I could. I was wearing my heaviest winter coat, a hat, scarf, and gloves, but I was still shivering from the cold. I rubbed my arms as I ran, and I dreamed of hot chocolate and warm chocolate chip cookies. I couldn't wait to get home and warm up.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

**Clues I Used to Figure Out the Point of View**

*The paragraph uses the words "I," "myself," and "my."*

3. Jeff wrapped his arms around himself and leaned into the wind as he ran. He was wearing a heavy winter coat, a hat, scarf, and gloves, but he was still shivering from the cold. He rubbed his arms as he ran down the street.

**Point of View:** (1<sup>st</sup> Person, 3<sup>rd</sup> Person Omniscient, 3<sup>rd</sup> Person Limited)

**Clues I Used to Figure Out the Point of View**

*The reader knows the name of the character but doesn't know his thoughts, only his actions.*



**Lesson 2: Changing the Point of View****Learning Outcome**

Change one point of view to another

**Duration**

Approximately 50 minutes

**Necessary Materials**

*Provided:* Direct Teaching and Guided Practice, Direct Teaching and Guided Practice (Teacher's Answer Guide), Independent Practice Worksheet

*Not Provided:* N/A

**Lesson Plan**

- DIRECT TEACHING**

**I** will review what we have learned about point of view. I will explain that the point of view of a story affects the author's purpose, voice and plot of the story. Today we will change the point of view of texts and identify how a different point of view affects each story. I will read the first paragraph on the "Changing the Point of View" worksheet (provided) and model how to identify the point of view (third person limited). I will model how to change the point of view and rewrite this paragraph in the first person. (Direct Teaching and Guided Practice Student Worksheet and Teacher Answers are provided below in Teacher and Student Materials.) I will explain that changing the point of view to first person allowed me to add more feeling to the story because it was told from a personal point of view.

- THINK CHECK**

Ask: How did I change the point of view? Students should respond that you changed the narrator in the story to yourself. You were able to add your feelings to the story because you wrote it in first person.

- GUIDED PRACTICE**

**WE** will compare and contrast the two paragraphs. For example: The story written in first person allowed the reader to learn more about the narrator's feelings about being good at sports but not good at singing. We will rewrite the paragraph again in the third person omniscient. We will discuss how the paragraph changed each time the point of view was changed. (Direct Teaching and Guided Practice Student Worksheet and Teacher Answers are provided below.)

- INDEPENDENT PRACTICE**

**YOU** will determine the point of view of each paragraph on the Independent Practice worksheet and rewrite each paragraph in another point of view. (Student Independent Practice is provided below.) You will explain how changing the point of view changes the paragraphs.

**Build Student Vocabulary assembly**

Tier 2 Word: <b>assembly</b>	
Contextualize the word as it is used in the story	Kathy has a beautiful singing voice, and her teachers are always asking her to sing at assemblies or in school musicals.
Explain the meaning student-friendly definition)	An <b>assembly</b> is a group of people gathered together for a specific purpose. We often have assemblies at school, but the government and other groups of people hold assemblies as well.
Students repeat the word	Say the word <b>assembly</b> with me: <b>assembly</b> .
Teacher gives examples of	Every year, our school organizes a terrific <b>assembly</b> for Black History Month. When I'm trying to make major decisions, I

**Lesson 2: Changing the Point of View**

the word in other contexts	sometimes call an <b>assembly</b> of my friends, so I can ask their advice.
Students provide examples	Can you give an example of an <b>assembly</b> ? Start by saying, "One example of an <b>assembly</b> is _____."
Students repeat the word again.	What word are we talking about? <b>assembly</b>

**Build Student Background Knowledge**

Pause when reading the short paragraph aloud. Since Kathy is a great singer, she can be called a vocalist, and because Therese is a great athlete, she can be called a competitor or sportsperson.

## Changing the Point of View

Kathy and Therese are very talented. Kathy has a beautiful singing voice and her teachers are always asking her to sing at assemblies or in school musicals. Therese doesn't have a good singing voice, but she is an amazing athlete. She is always the fastest runner in her class and she easily hits homeruns when she plays baseball.

This paragraph is written in the \_\_\_\_\_ point of view. I will rewrite this paragraph in the \_\_\_\_\_ point of view.

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I will rewrite this paragraph in the \_\_\_\_\_ point of view.

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## Changing the Point of View

Kathy and Therese are very talented. Kathy has a beautiful singing voice and her teachers are always asking her to sing at assemblies or in school musicals. Therese doesn't have a good singing voice, but she is an amazing athlete. She is always the fastest runner in her class and she easily hits homeruns when she plays baseball.

This paragraph is written in the **third person limited** point of view. I will rewrite this paragraph in the **first person** point of view.

**Kathy and I are very talented. Kathy has a beautiful singing voice and her teachers are always asking her to sing at assemblies or in school musicals. Sometimes I feel jealous of Kathy because I don't have a good singing voice. But I am an amazing athlete. I am always the fastest runner in my class and I easily hit homeruns when I play baseball.**

I will rewrite this paragraph in the **third person omniscient** point of view.

**Kathy and Therese are very talented. Kathy thought to herself, "I have a beautiful singing voice." Her teachers are always asking her to sing at assemblies or in school musicals. Therese doesn't have a good singing voice, but she is an amazing athlete. Therese thought to herself, "I am always the fastest runner in my class and can easily hit homeruns when I play baseball." Both girls were very proud of their talents.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Changing the Point of View

1. Ed loved his hamster, Hippy, and took good care of him. Before school, Ed would carefully feed Hippy. When he came home from school, Hippy would be so glad to see Ed that he would jump on his wheel and run as fast as he could. Sometimes Ed would let Hippy out to run around in his room.

This paragraph is written in the \_\_\_\_\_ point of view. I will rewrite this paragraph in the \_\_\_\_\_ point of view.

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How does changing the point of view change the story?

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2. I am sad because my best friend Michele moved away. I really miss her and think about her every day. I think about all of the fun times we had together and all the games that we used to play. I especially miss her after school because we would walk home together and then help each other with our homework. Just thinking about her makes me sad.

This paragraph is written in the \_\_\_\_\_ point of view. I will rewrite this paragraph in the \_\_\_\_\_ point of view.

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How does changing the point of view change the story?

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3. Charlie checked his watch as he hurried to school. If he didn't hurry up, he would be late. Charlie hated being late and loved being early. He always tried to be one of the first people at school in the morning, and he was almost always the first person to finish an assignment in class. That fall his brother Tommy started school, and they have to walk to school together. Now Charlie is late a lot. He hates being late, but Tommy doesn't seem to mind.

This paragraph is written in the \_\_\_\_\_ point of view. I will rewrite this paragraph in the \_\_\_\_\_ point of view.

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How does changing the point of view change the story?

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**Unit Level Materials****Unit Extension Ideas**

- Have students read Concepts of Comprehension Reading Passages and determine in which point of view each is written. Students can highlight or circle words that indicate the point of view.
  - Students can read comic strips and determine the point of view of each. Have them discuss which words in the strip indicate the point of view.
  - Have students discuss which genres tend to be written in first person (autobiography, memoir, fiction, and personal narrative), third person limited (biography, nonfiction), and third person omniscient (fairy tales and fiction).
  - Have students rewrite the paragraphs in Additional Activity A (provided below in Teacher and Student Materials) in another point of view. Students can also rewrite a familiar fairy tale or a story they previously wrote in another point of view.
  - Discuss the point of view of books read in literature groups, independent reading, and for homework, and complete Additional Activity B. Students can also chart a list of the books they read, classifying them by point of view.
  - Choose an author to study. Does this author tend to write from one point of view or from different points of view? Does the author change points of view within a book? How does this affect the story?
  - Have students complete Additional Activity C as a review or an assessment.
  - Have students write two paragraphs about a birthday party (or another topic). One paragraph should be in the third person limited and one in the third person omniscient. Students can then compare and contrast the two paragraphs (Additional Activity D).
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**More Books for Teaching Point of View**

- *Missing May* by Cynthia Rylant
  - *How My Parents Learned to Eat* by Ina R. Friedman
  - *Tales of a Fourth Grade Nothing* by Judy Blume
  - *Amber Brown is Not a Crayon* by Paula Danziger
  - *Talkin' About Bessie* by E.B. Lewis, Nikki Grimes
  - *When Will This Cruel War Be Over: The Civil War Diary of Emma Simpson* by Barry Denenberg
  - *The Whipping Boy* by Sid Fleischman
  - *George Washington's Socks* by Elvira Woodruff
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Name: \_\_\_\_\_

### Rewriting the Point of View

1. Ricardo sat in his classroom listening to the rain hit the roof and watching the puddles in the playground grow larger and larger. Boy was he glad that he brought his umbrella to school! He knew his class wouldn't go out to play at lunch time, which disappointed him.

This paragraph is written in the \_\_\_\_\_ point of view.

I will rewrite this paragraph in the \_\_\_\_\_ point of view.

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2. New York City has two major league baseball teams: the Mets and the Yankees. The Mets play in a stadium called Shea Stadium, located in Queens. Yankee Stadium is sometimes called "The House that Ruth Built," and is located in the Bronx.

This paragraph is written in the \_\_\_\_\_ point of view.

I will rewrite this paragraph in the \_\_\_\_\_ point of view.

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**Additional Activity A: Worksheet**

3. I love winter. It is definitely my favorite time of year. There is something about snow that just makes me feel like smiling. I love how beautiful everything looks after a snowfall.

This paragraph is written in the \_\_\_\_\_ point of view.

I will rewrite this paragraph in the \_\_\_\_\_ point of view.

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4. Ryan and Grace ride their bikes everywhere they go. They ride them to and from school. On the weekends, they sometimes ride them around their neighborhoods for hours.

This paragraph is written in the \_\_\_\_\_ point of view.

I will rewrite this paragraph in the \_\_\_\_\_ point of view.

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Name: \_\_\_\_\_

### Let's Determine the Point of View!

Title of Story	Point of View (1 <sup>st</sup> Person, 3 <sup>rd</sup> Person Limited, 3 <sup>rd</sup> Person Omniscient)	Clues I Used to Figure Out the Point of View	Genre
"Fannie Lou Hamer" from <i>Great Black Heroes: Five Bold Freedom Fighters</i>	This story is written in 3 <sup>rd</sup> person limited.	The narrator is not a character and does not know what the characters think or feel.	Nonfiction: Biography

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### What is Point of View?

1. **1<sup>st</sup> Person Point of View:** If the narrator is a character in his/her own story, it is written in 1<sup>st</sup> Person.

Write the definition in your own words: \_\_\_\_\_

\_\_\_\_\_

Write a sentence using 1<sup>st</sup> Person Point of View: \_\_\_\_\_

\_\_\_\_\_

2. **3<sup>rd</sup> Person Omniscient Point of View:** If the narrator is not a character in the story but observes what is happening and knows all the facts, including what the characters in the story think and feel, it is written in 3<sup>rd</sup> person omniscient.

Write the definition in your own words: \_\_\_\_\_

\_\_\_\_\_

Write a sentence using 3<sup>rd</sup> Person Omniscient Point of View: \_\_\_\_\_

\_\_\_\_\_

3. **3<sup>rd</sup> Person Limited Point of View:** If the narrator is not a character in the story but observes what is happening without knowing what the characters in the story think or feel, it is written in 3<sup>rd</sup> person limited.

Write the definition in your own words: \_\_\_\_\_

\_\_\_\_\_

Write a sentence using 3<sup>rd</sup> Person Limited Point of View: \_\_\_\_\_

\_\_\_\_\_





# PoV

## Point of View



**Definition:** The perspective from which a story is told to the reader (i.e. first person).

### Questions:

- Who is telling the story?
- From what perspective was this story written?

### **Point of View clue words:**

narrator	point of view	viewpoint
First Person	Second Person	Third Person
Limited	Omniscient	perspective