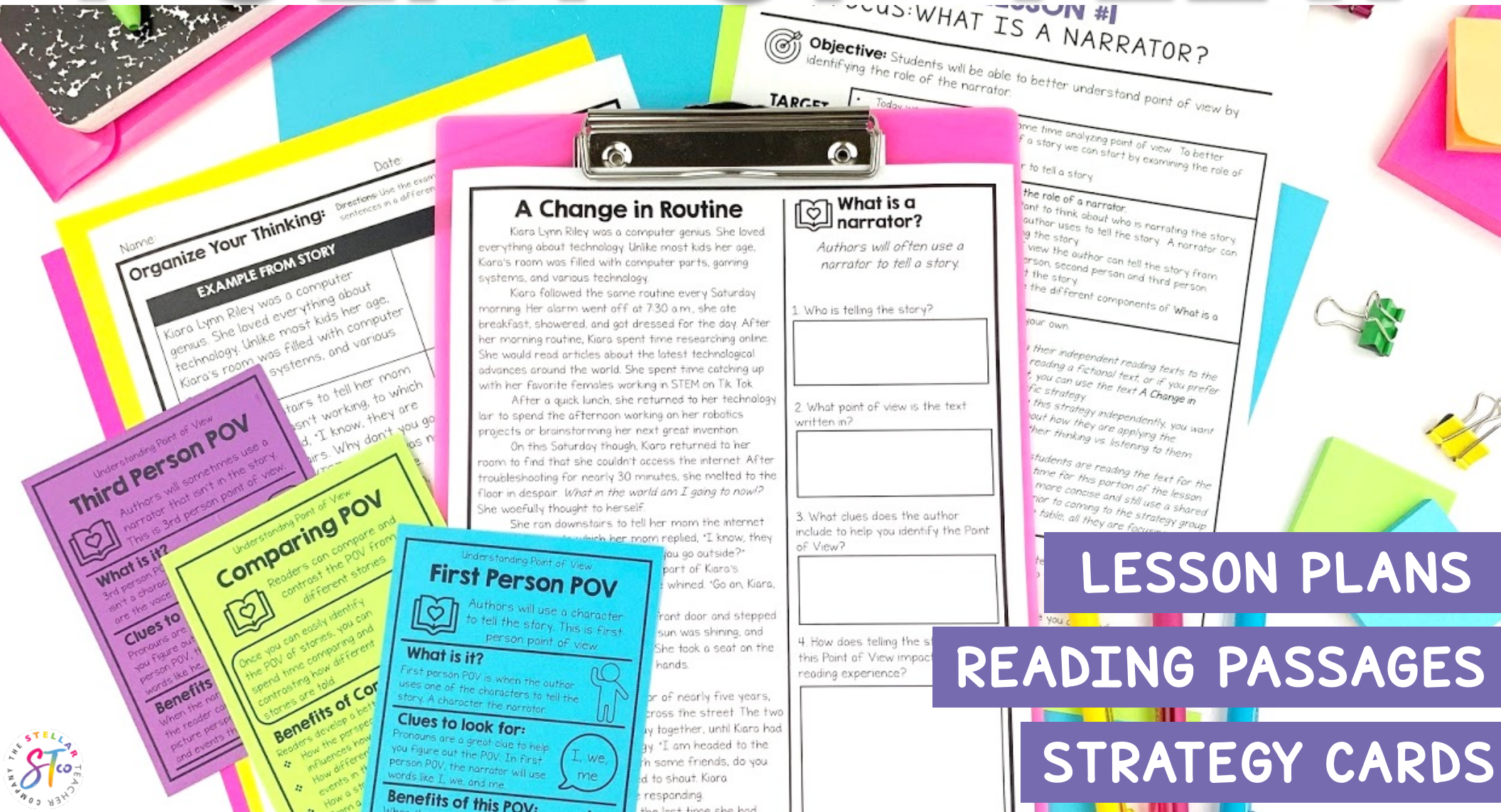


6 scripted lessons and passages to teach all about point of view.

SMALL GROUP LESSONS POINT OF VIEW



Objective: Students will be able to better understand point of view by identifying the role of the narrator.

TARGET: Today...

What is a narrator?

Authors will often use a narrator to tell a story.

1. Who is telling the story?

2. What point of view is the text written in?

3. What clues does the author include to help you identify the Point of View?

4. How does telling the story from this Point of View impact the reading experience?

A Change in Routine

Kiara Lynn Riley was a computer genius. She loved everything about technology. Unlike most kids her age, Kiara's room was filled with computer parts, gaming systems, and various technology.

Kiara followed the same routine every Saturday morning. Her alarm went off at 7:30 a.m., she ate breakfast, showered, and got dressed for the day. After her morning routine, Kiara spent time researching online. She would read articles about the latest technological advances around the world. She spent time catching up with her favorite females working in STEM on TikTok.

After a quick lunch, she returned to her technology lab to spend the afternoon working on her robotics projects or brainstorming her next great invention.

On this Saturday though, Kiara returned to her room to find that she couldn't access the internet. After troubleshooting for nearly 30 minutes, she melted to the floor in despair. *What in the world am I going to do now?* She woefully thought to herself.

She ran downstairs to tell her mom the internet wasn't working. Her mom replied, "I know, they are going to go outside?"

Part of Kiara's frustration whined, "Go on, Kiara. You go outside!"

front door and stepped outside. The sun was shining, and she took a seat on the porch. She was in her hands.

of nearly five years, she crossed the street. The two of them walked together, until Kiara had to go to work. "I am headed to the office in some friends, do you want to go?" she said to shout. Kiara responded, "No, I'm not going." The last time she had...

Organize Your Thinking

EXAMPLE FROM STORY

Kiara Lynn Riley was a computer genius. She loved everything about technology. Unlike most kids her age, Kiara's room was filled with computer systems, and various technology.

Third Person POV

Authors will sometimes use a narrator that isn't in the story. This is 3rd person point of view.

Clues to look for: Pronouns are used to refer to the person POV, like he, she, and it.

Benefits of this POV: When the reader can see the picture perspective and events from outside the story.

Comparing POV

Readers can compare and contrast the POV from different stories.

Benefits of Comparing: Readers develop a better understanding of how perspective influences how events are told.

First Person POV

Authors will use a character to tell the story. This is first person point of view.

What is it? First person POV is when the author uses one of the characters to tell the story. A character is the narrator.

Clues to look for: Pronouns are a great clue to help you figure out the POV. In first person POV, the narrator will use words like I, we, and me.

Benefits of this POV: Readers can see the story from the character's perspective.

LESSON PLANS

READING PASSAGES

STRATEGY CARDS



3

REASONS TO LOVE

THESE SMALL GROUP LESSONS

TIME-SAVING

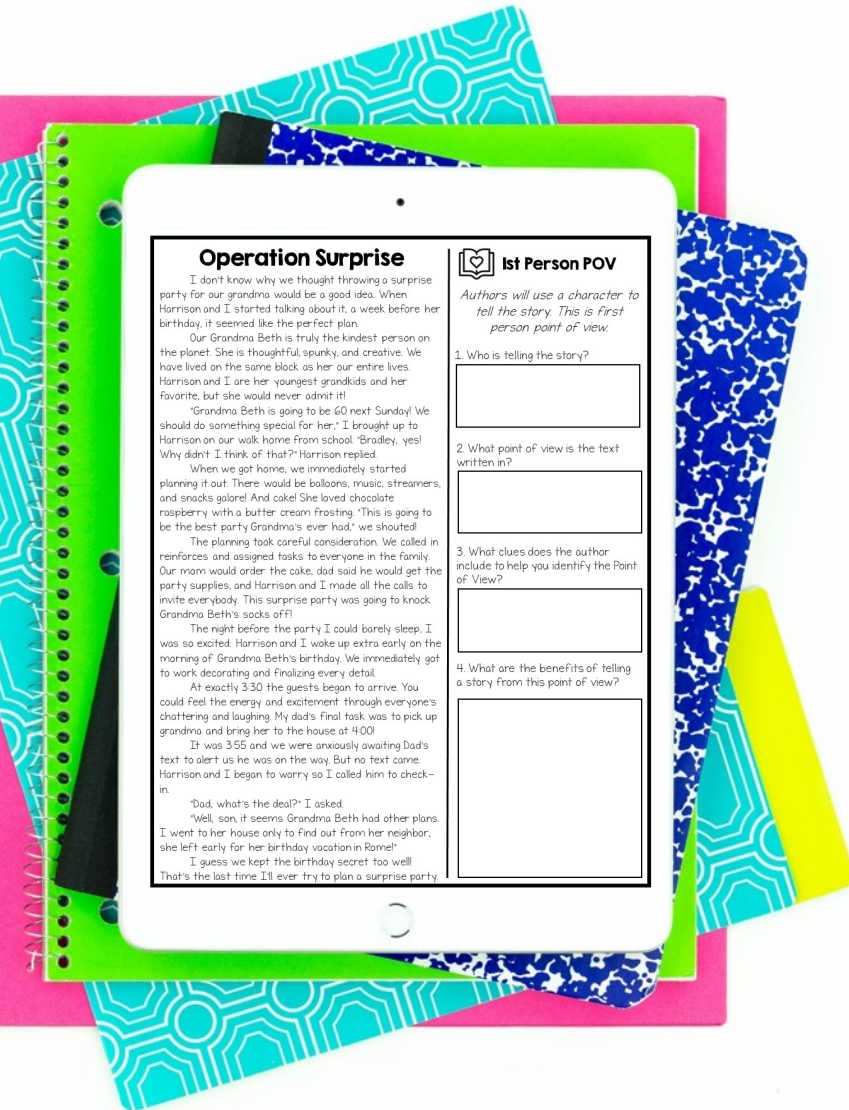
Stop searching for small group resources. This bundle includes EVERYTHING you need for a successful small group lesson on point of view.

LOW PREP

These lessons are seriously just print and teach. Pick the objective you want to cover, print the materials, and you'll be all set to teach your lesson. It will take you just a few minutes each week to print and prep your small group lessons.

EASY TO USE

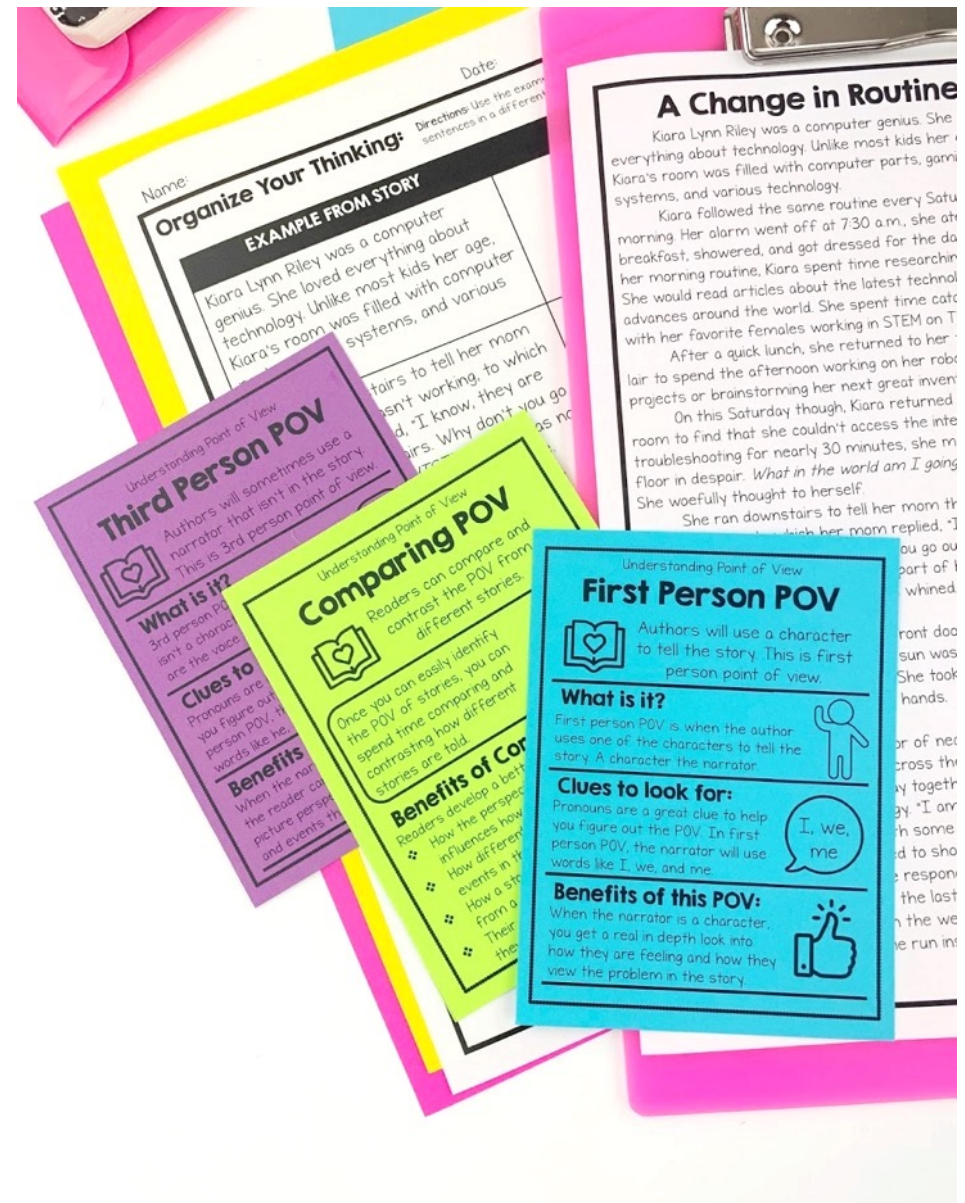
Each lesson set follows a simple easy-to-use framework. If you are uncertain how to structure your small group lessons, this resource is perfect for you. You can finally feel confident in how you teach your small group lessons.



WHAT'S INCLUDED?

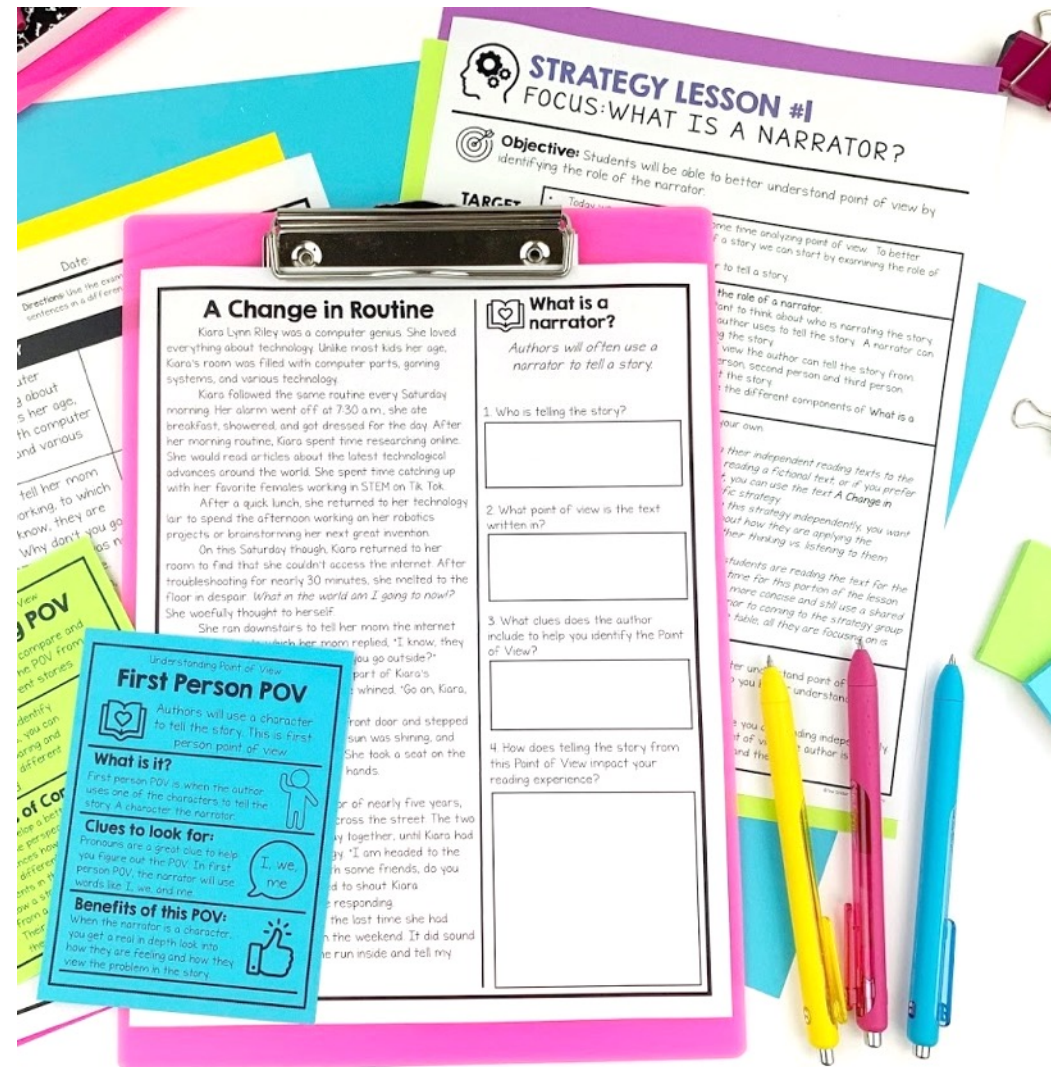
6 READING SMALL GROUP LESSON SETS

- 6 Scripted Lesson Plans
- 6 Reading Passages
- 6 Response Sheets/
Graphic Organizers
- 6 Strategy Cards (AKA
Mini Anchor Charts)
- Digital Versions
- Answer Key
- Small Group Teacher Guide



WHAT SKILLS DO THESE LESSONS COVER?

- Lesson #1: Identifying the Narrator
- Lesson #2: First Person Point of View
- Lesson #3: Second Person Point of View
- Lesson #4: Third Person Point of View
- Lesson #5: Different Perspectives
- Lesson #6: Comparing Points of View



WHO NEEDS THIS RESOURCE?

THIS RESOURCE IS PERFECT IF YOU ARE A...

STRATEGY LESSON #4
FOCUS: THIRD PERSON POV

Objective: Students will be able to better understand point of view by identifying third person point of view.

TARGET

- Today we are going to spend some time analyzing point of view. To better understand the point of view of a story we can start by examining third person point of view.
- Authors will sometimes use a narrator that isn't in the story. When they do this, the story is written in third person point of view.

TEACH

The focus for today is understanding third person point of view.

- In order to understand third person point of view we can look at what it is, clues that the author is using third person POV and the benefits of this POV in the story.
- Third person is when the narrator isn't a character in the story. They are the voice telling the story from an outside point of view.
- Pronouns like, he, she and them can be clues that the author is writing the story in the third person POV.
- Let's look at the strategy card to see the different components of **Third Person Point of View**.

TACKLE

Now it's your turn to try this strategy on your own.

Teacher Notes

- *Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a fictional text, or if you prefer to have all students using the same text, you can use the text **The Rescue** to help students apply this specific strategy.*
- *While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.*
- *If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.*

TRANSFER

Discuss:

- Who can tell me how this focus helped you better understand point of view?
- How did considering the characteristics of third person point of view help you better understand the story?

Link:

- Remember, you can analyze point of view anytime you are reading independently. You can identify if the author is using third person POV by the pronouns. Understanding POV will help you better understand the story.

- 4th or 5th grade reading teacher
- 3rd grade teacher with strong readers
- 6th grade teacher looking for remedial resources
- Intervention teacher
- Tutor
- Literacy coach looking for resource for your teachers
- Parent who wants to provide enrichment at home
- Student teacher

Just print the set you want to teach, and you're set for a stellar small group lesson.

LOW PREP and EASY-TO-USE



STRATEGY LESSON #1

FOCUS: WHAT IS A NARRATOR?



Objective: Students will be able to understand point of view by identifying the role of the narrator.

TARGET

- Today we are going to spend time understanding the point of view of the narrator.
- Authors will often use a narrator.

TEACH

- The focus for today is understanding the narrator.
- When we read a story it is important to know who is telling the story, or an author's point of view.
 - There are three different types of narrators.
 - A narrator's point of view is the author's perspective.
 - Let's look at the strategy for identifying the narrator?

TACKLE

Now it's your turn to try!

Teacher Notes:

- Ideally, students will work in a strategy group. If you don't have all students, you can use the **Routine** to help students understand the strategy.
- While students are working, check-in and provide support as needed.
- If you choose to use this for the first time, you may want to read the text aloud. This will make it easier for students to apply the strategy.

A Change in Routine

Kiara Lynn Riley was a computer genius. She loved everything about technology. Unlike most kids her age, Kiara's room was filled with computer parts, gaming systems, and various technology.

Kiara followed the same routine every Saturday morning. Her alarm went off at 7:30 a.m., she ate breakfast, showered, and got dressed for the day. After her morning routine, Kiara spent time researching online. She would read articles about the latest technological advances around the world. She spent time catching up with her favorite females working in STEM on Tik Tok.

After a quick lunch, she returned to her technology projects or brainstorming her next great invention. On this Saturday though, Kiara returned to her room to find that she couldn't access the internet. After troubleshooting for nearly 30 minutes, she melted to the floor in despair. *What in the world am I going to now!*

She ran downstairs to tell her mom the internet wasn't working, to which her mom replied, "I know, they are doing some repairs. Why don't you go outside?"

GO OUTSIDE! This was not apart of Kiara's Saturday routine. "But mom.....," she whined. "Go on, Kiara, it is beautiful today!"

Kiara made her way to the front door and stepped outside. Well, it was beautiful. The grass was green and the



What is a narrator?

Authors will often use a narrator to tell a story.

1. Who is telling the story?

2. What point of view is the text written in?

3. What clues does the author include to help you identify the Point of View?

TAKE A CLOSER LOOK...

SCRIPTED TEACHER LESSON PLANS

Focuses on one bite-sized objective.

Each lesson follows the same 4T lesson structure: Target, Teach, Tackle, Transfer.

Includes the exact words and phrases you should say to help your students master the objective.

STRATEGY LESSON #2
FOCUS: FIRST PERSON POV

Objective: Students will be able to better understand point of view by identifying first person point of view.

TARGET

- Today we are going to spend some time analyzing point of view. To better understand the point of view of a story we can start by examining first person point of view.
- Authors will sometimes use a character to tell the story. When they do this, it is called first person point of view.

TEACH

The focus for today is understanding first person point of view.

- In order to understand first person point of view we can look at what it is, clues that the author is using first person POV and the benefits of this POV in the story.
- First person is when the author uses one of the characters to tell the story.
- Pronouns like I, we and me can be clues that the author is writing the story in the first person POV.
- Let's look at the strategy card to see the different components of **First Person Point of View**.

Now it's your turn to try this strategy on your own.

Teacher Notes

- *Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a fictional text, or if you prefer to have all students using the same text, you can use the text **Operation Surprise** to help students apply this specific strategy.*
- *While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.*
- *If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.*

TACKLE

TRANSFER

Discuss:

- Who can tell me how this focus helped you better understand point of view?
- How did considering the characteristics of first person point of view help you better understand the story?

Link:

- Remember, you can analyze point of view anytime you are reading independently. You can identify if the author is using first person POV by the pronouns. Understanding POV will help you better understand the story.

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TAKE A CLOSER LOOK...

STUDENT PASSAGES & RESPONSE PAGES

Student passage written for each lesson objective.

Lava Java

Lava Java was the best coffee shop on the island. The line was always out the door! Kalei was only sixteen, but he had been helping his dad run the coffee shop for many years. From wiping tables to emptying coffee grounds in the garden, he did whatever job was assigned to him.

Kalei didn't always like it though. "Come on, dad. Wiping the tables, again?" He huffed as he grabbed a bucket of soapy water and a rag.

His dad merely grinned. "No task is too small, mea aloha. Everybody must start somewhere." Kalei washed the tables, but he wasn't happy about it. As he was completing yet another meaningless task, his dad was happily humming and counting the money in the register.

Kalei and his dad finished the closing tasks and locked up the shop. On their walk home, Kalei hung his head with disappointment the whole way.

The next morning, he joined his dad at Lava Java bright and early and began wiping the tables and setting up the chairs. At exactly 7:00 he flipped the closed sign to open and welcomed the guests inside. "Welcome to Lava Java!" he greeted the customers with a smile.

As the day went on, he did his usual tasks without even thinking about them. Taking out the trash, refilling the napkins, emptying the coffee grounds in the garden behind the shop. All the while, still feeling a bit sorry for himself.

"Kalei, time to go!" his father called. Another day at Lava Java had come and gone and he had done nothing important. "Thanks for all your help today, son," his dad hugged him.

The next morning an alarm beeped in the distance and Kalei slowly opened his eyes. When he looked at the clock it read 6:00. Another morning had arrived, and he was feeling less than happy about it. He went to meet his father in the kitchen, but his dad was not there!

"Dad!?" Kalei shouted. "In here..." he heard his dad's raspy voice. "Sorry Kalei, I must've come down with a cold. I have called your uncle to help you open the coffee shop today. He will meet you there."

Kalei arrived at the shop before his uncle and began the opening tasks. By the time his uncle had arrived, he had finished and was already flipped the closed sign to open.

"Wow, Kalei!" his uncle gleamed, "look who's the boss today!" Kalei smiled with surprise.

Different Perspectives

Characters can have different perspectives about the same event.

1. How does (insert character's name) feel about (insert problem/event)?

2. What do you think is influencing the way they think about the situation?

3. How does (insert character's name) feel about (insert problem/event)?

4. What do you think is influencing the way they view the situation?

Graphic Organizer
Directions: Use the example provided from the story to write 1-2 sentences in a different point of view than the original story.

FROM STORY
rinned. "No task is too small, mea aloha. Everybody must start somewhere." Kalei washed the tables, but he wasn't happy about it. As he was completing yet another meaningless task, his dad was happily humming and counting the money in the register.

DIFFERENT POV

Write in the Dad's POV.

he did his usual tasks without even thinking about them. Taking out the trash, refilling the napkins, emptying the coffee grounds in the garden behind the shop. All the while, still feeling a bit sorry for himself.

Write in 1st person

Questions:
or himself throughout most of the story?

Use at least 3 traits.

oy writing: "Wow, Kalei!" his uncle gleamed, "look who's the boss today!" Kalei smiled with surprise. What do you think the word gleamed means in this

Questions to help students apply the focus skill to the passage.

Includes graphic organizer & three general comprehension questions.

TAKE A CLOSER LOOK...

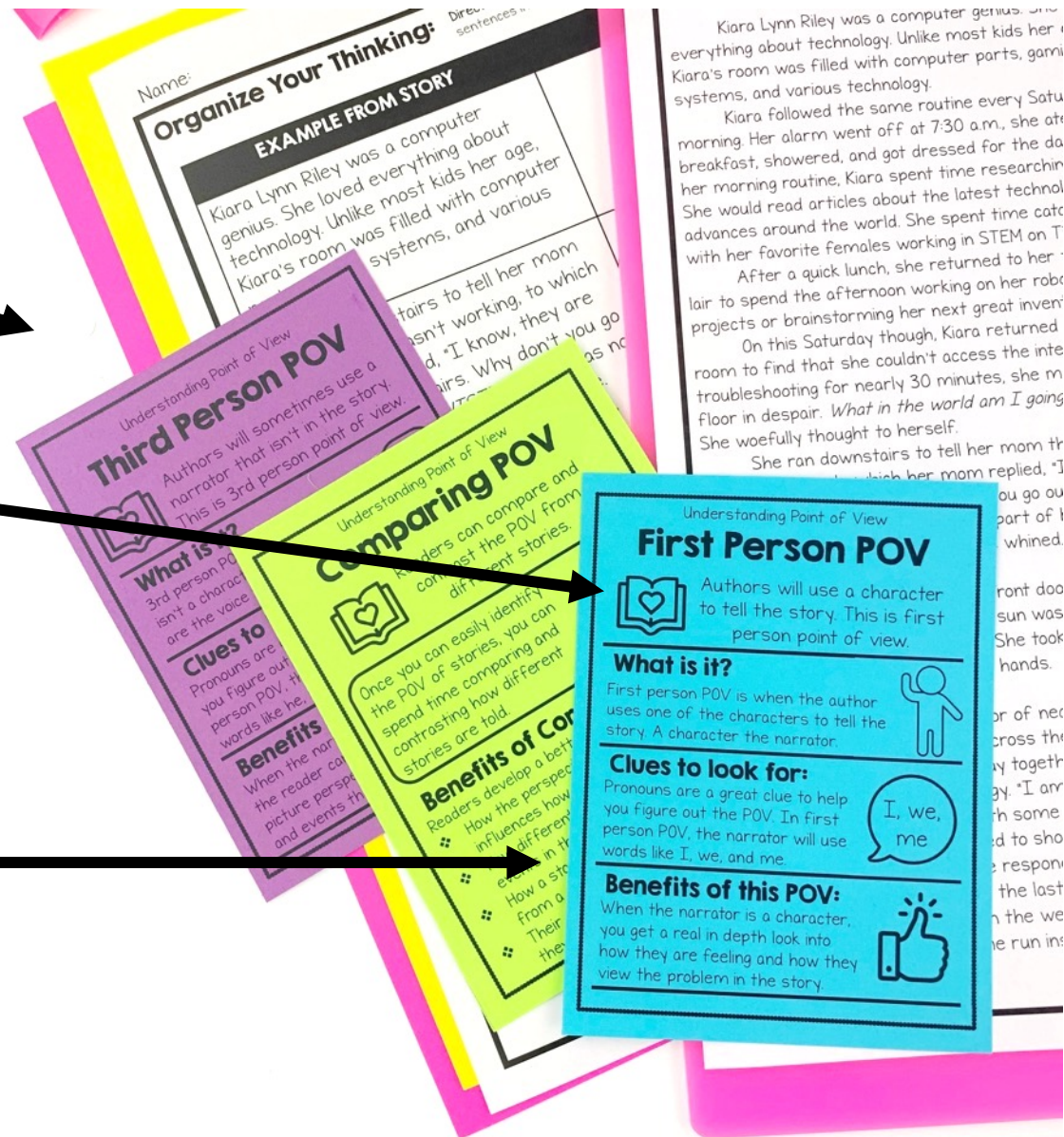
STRATEGY CARDS (AKA MINI ANCHOR CHARTS)

Strategy card for each lesson objective.

Student friendly definition or explanation.

Includes questions, steps, a process, or a visual reminder of how to apply that focus skill.

Great to place on a strategy ring!



TAKE A CLOSER LOOK...

ANSWER KEY WITH POSSIBLE ANSWERS

A Change in Routine

Kiara Lynn Riley was a computer genius. She loved everything about technology. Unlike most kids her age, Kiara's room was filled with computer parts, gaming systems, and various technology.

Kiara followed the same routine every Saturday morning. Her alarm went off at 7:30 a.m., she ate breakfast, showered, and got dressed for the day. After her morning routine, Kiara spent time researching online. She would read articles about the latest technological advances around the world. She spent time catching up with her favorite females working in STEM on Tik Tok.

After a quick lunch, she returned to her technology lair to spend the afternoon working on her robotics projects or brainstorming her next great invention.

On this Saturday though, Kiara returned to her room to find that she couldn't access the internet. After troubleshooting for nearly 30 minutes, she melted to the floor in despair. *What in the world am I going to do now?!* she woefully thought to herself.

She ran downstairs to tell her mom the internet wasn't working, to which her mom replied, "I know, they are doing some repairs. Why don't you go outside?"

GO OUTSIDE?! This was not a part of Kiara's Saturday routine. "But mom..." she whined.

"Go on, Kiara, it is beautiful today!"

Kiara made her way to the front door and stepped outside. Well, it was beautiful. The sun was shining, and the grass was finally greening up. She took a seat on the steps and rested her head in her hands.

"Kiara, is that you?"

Jenny Chen, Kiara's neighbor of nearly five years, was shouting and waving from across the street. The two girls use to spend every Saturday together, until Kiara had discovered her love of technology.

"I am headed to the park to play a pick-up game with some friends, do you want to come?" Jenny continued to shout. Kiara contemplated a decision before responding.

She couldn't remember the last time she had played a game of basketball on the weekend. It did sound fun. Kiara replied, "sure! Let me run inside and tell my mom!"

What is a narrator? Answer Key

Authors will often use a narrator to tell a story.

- Who is telling the story?
A narrator is telling the story.
- What point of view is the text written in?
The text is written in the third-person point of view.
- What clues does the author include to help you identify the point of view?
The author uses "she" and "her" throughout the story.
- How does telling the story from this point of view impact your reading experience?
Having the story in the third-person point of view helps me get an overall picture of what's going on and what Kiara is like. If it was in the first-person point of view, I probably wouldn't get the same type of information about Kiara's personality and actions.

Our Thinking

Directions: Use the example provided from the story to write 1-2 sentences in a different point of view than the original story.

FROM STORY	DIFFERENT POV
was a computer everything about most kids her age, filled with computer parts, and various	Write in 1st person POV I am really good with computers, and I love everything about technology. My room is filled with computer parts, gaming systems, and various technology, which is probably a bit different from most kids my age.
to tell her mom working, to which I know, they are Why don't you go outside? This was not a Saturday routine. I whined. beautiful today!"	Write from the mom's POV I heard Kiara running down the stairs. "Mom, the internet isn't working!" "I know, they are doing some repairs. Why don't you go outside?" "I told her to go outside!" "But mom..." Kiara whined. "Go on, Kiara, it is beautiful today!" "You can't just stay cooped up in your room all the time, I thought. I supported Kiara's interest in technology, but I really want her to interact with other kids, too."

Questions: Answer Key

character, Kiara?
ve. She's inventive and predictable, since she really likes to solve problems. She is a problem solver, but she also is a little dramatic.

the internet not working after lunch?
internet not working because it messed up her routine, she normally did, which was researching online, reading about technological advances around the world, and catching up on working in STEM on Tik Tok.

before responding. What does the word *contemplated* mean?
thought about." Kiara thought about what to do before she went to the park.

Includes possible answers for the questions on the front of the reading passage.

Also includes possible/suggested answer options for the graphic organizer and comprehension questions.



The Rescue

Mora, Aminata, and Lulu were finishing up packing for their overnight camping trip with their Girl Scouts troop. Mora and Aminata had been part of the same troop for many years, but this was Lulu's first year. And her first overnight camping trip.

"Okay, we need to make sure we have the essentials," Mora said. "I am going to read the list. Aminata, make sure Lulu has everything!" Lulu was appreciative of all their support, but she couldn't help but feel a little silly that she was so nervous for this trip.

"Don't worry, Lulu, we will help you out with everything!" Aminata eagerly grabbed Lulu's bag. *Come on, guys, Lulu thought, I'm not helpless!* But she would never say that aloud.

The girls finished checking their bags and lists and loaded their things into Aminata's mom's minivan. As they drove to the school to meet the bus, they sang along to their favorite songs and laughed the whole time. Lulu was feeling a little more relaxed.

The bus ride to the campsite was just as fun. Once the bus parked, the Girl Scout leaders led the troop on a scenic 2-mile hike. When they reached the end of the trail, it opened to a grassy area right next to a rushing river.

"Welcome to your home for the night!" one of the leaders happily cheered. It took the entire troop around 30 minutes to set up camp. Most of the girls were experienced in setting up tents and the rest of the camping supplies, but Lulu struggled.

"We've got this, girl! Just sit back and relax," Mora and Aminata chimed in, as they took the tent pieces from Lulu's hand. Lulu sat on a log near by, watching as her friends happily worked together.

Instead of watching her friends, Lulu decided to take a walk along the river. She was feeling defeated. *Nobody thinks I can do this camping thing,* she thought to herself.

Suddenly, she heard a scream. Up ahead she saw a hiker lying in the middle of the trail, holding her ankle. "Help please!" the hiker screamed in pain. Lulu immediately acted. She ran back to camp and got her leaders attention. Lulu led them to the injured hiker.

Later that night around the campfire, the leaders told the story of Lulu's bravery and quick thinking with proud smiles on their faces. All the other scouts cheered and chanted Lulu's name. *Maybe I'm not so helpless after all,* Lulu grinned as she took a second bite of her s'more.

3rd Person POV

Authors will sometimes use a narrator that isn't in the story. This is 3rd person point of view.

1. Who is telling the story?

2. What point of view is the text written in?

3. What clues does the author include to help you identify the Point of View?

4. What are the benefits of telling a story from this point of view?

works in both
VIRTUAL &
In person
CLASSROOMS

INCLUDES TEACHER GUIDE

Are you new to using small groups in your classroom?
No worries! We got you!

This resource also includes a 2 page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.

Strategy Group FAQs
Strategy groups are an effective tool for...
group instruction, it can...
Here are some...

TEACHING GUIDE: Strategy Groups

What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers - book selection, comprehension skill, responding to reading etc.

Why should I prioritize strategy groups?
• Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
• It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
• Practicing reading strategies in small group can be much more engaging for students than independent practice.
• Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

Target	Teach	Tackle	Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
1-2 minutes	1-2 minutes	5-7 minutes	2-3 minutes

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“I needed a new way to teach narrator’s point of view because my students were still struggling. This resource was amazing. Their grasp of the concept has greatly improved.”
- Latoya W.

STRATEGY LESSON
FOCUS: WHAT I

Objective: Students will be able to identify the role of the narrator.

TARGET

- Today we are going to understand the point of view of the narrator.
- Authors will often use first person point of view.

TEACH

The focus for today is understanding first person point of view.

- When we read a story, we can be in the story, or we can be outside the story.
- There are three types of first person point of view.
- A narrator's point of view is called first person point of view.
- Let's look at the narrator's point of view.

TACKLE

Now it's your turn to try this strategy.

Teacher Notes:

- Ideally, students would be able to identify the narrator's point of view.
- While students are reading and discussing, check-in and talk with each student to keep the discussion focused on the strategy.
- If you choose to use the shared strategy, you might need to provide a model of how to identify the narrator's point of view.

TRANSFER

Discuss:

- Who can tell me how this focus helps us understand the story?
- How did considering the character's point of view help you better understand the story?

Link:

- Remember, you can analyze point of view. You can identify if the author is using first person point of view. Understanding POV will help you better understand the story. This will help you better understand the story.

STRATEGY LESSON
FOCUS: FIRST P

Objective: Students will be able to identify first person point of view.

TARGET

- Today we are going to spend time understanding the point of view of the narrator.
- Authors will sometimes use a point of view called first person point of view.

TEACH

The focus for today is understanding first person point of view.

- In order to understand first person point of view, we need to know that the author is using first person point of view.
- First person is when the author is using I, we, and me to tell the story.
- Pronouns like I, we, and me can be used to tell the story.
- Let's look at the strategy card for first person point of view.

TACKLE

Now it's your turn to try this strategy.

Teacher Notes:

- Ideally, students would be able to identify first person point of view.
- While students are reading and discussing, check-in and talk with each student to keep the discussion focused on the strategy.
- If you choose to use the shared strategy, you might need to provide a model of how to identify first person point of view.

TRANSFER

Discuss:

- Who can tell me how this focus helps us understand the story?
- How did considering the character's point of view help you better understand the story?

Link:

- Remember, you can analyze point of view. You can identify if the author is using first person point of view. Understanding POV will help you better understand the story.



“I think the teacher instructions are even better than the student passage and questions! This is a great enhancement to teaching POV.”
- Julie E.

Lava Java

Lava Java was the best coffee shop on the island. The line was always out the door! Kalei was only sixteen, but he had been helping his dad run the coffee shop for many years. From wiping tables to emptying coffee grounds in the garden, he did whatever job was assigned to him.

Kalei didn't always like it though. "Come on, dad. Wiping the tables, again?" He huffed as he grabbed a bucket of soapy water and a rag.

His dad merely grinned. "No task is too small, meo aloha. Everybody must start somewhere." Kalei washed the tables, but he wasn't happy about it. As he was completing yet another meaningless task, his dad was happily humming and counting the money in the register.

Kalei and his dad finished the closing tasks and locked up the shop. On their walk home, Kalei hung his head with disappointment the whole way.

The next morning, he joined his dad at Lava Java bright and early and began wiping the tables and setting up the chairs. At exactly 7:00 he flipped the closed sign to open and welcomed the guests inside. "Welcome to Lava Java!" he greeted the customers with a smile.

As the day went on, he did his usual tasks without even thinking about them. Taking out the trash, refilling the napkins, emptying the coffee grounds in the garden behind the shop. All the while, still feeling a bit sorry for himself.

"Kalei, time to go!" his father called. Another day at Lava Java had come and gone and he had done nothing important. "Thanks for all your help today, son," his dad hugged him.

The next morning an alarm beeped in the distance and Kalei slowly opened his eyes. When he looked at the clock it read 6:00. Another morning had arrived, and he was feeling less than happy about it. He went to meet his father in the kitchen, but his dad was not there!

"Dad!?" Kalei shouted. "In here..." he heard his dad's raspy voice. "Sorry Kalei, I must've come down with a cold. I have called your uncle to help you open the coffee shop today. He will meet you there."

Kalei arrived at the shop before his uncle and began the opening tasks. By the time his uncle had arrived, he had finished and was already flipped the closed sign to open.

"Wow, Kalei!" his uncle gleamed. "look who's the boss today!" Kalei smiled with surprise.

Different Perspectives

Characters can have different perspectives about the same event.

1. How does (insert character's name) feel about (insert problem/event)?

2. What do you think is influencing the way they think about the situation?

3. How does (insert character's name) feel about (insert problem/event)?

4. What do you think is influencing the way they view the situation?



“We do one lesson per week. I have noticed each week their reading and writing skills are improving. I find them using the questions from this resource when reading other texts.”
- Andrea N.

Name: _____

Organize Your Thinking: Directions: Use sentences in a

EXAMPLE FROM STORY

The girls finished checking their bags and lists and...

3rd Person POV

Authors will sometimes use a narrator that isn't in the story. This is 3rd person point of view.

1. Who is telling the story?
2. What point of view is the text written in?
3. What clues does the author include to help you identify the Point of View?
4. What are the benefits of telling a story from this point of view?

The Rescue

Mara, Aminata, and Lulu were finishing up packing for their overnight camping trip with their Girl Scouts troop. Mara and Aminata had been part of the same troop for many years, but this was Lulu's first year. And her first overnight camping trip.

"Okay, we need to make sure we have the essentials," Mara said. "I am going to read the list. Aminata, make sure Lulu has everything!" Lulu was appreciative of all their support, but she couldn't help but feel a little silly that she was so nervous for this trip.

"Don't worry, Lulu, we will help you out with everything!" Aminata eagerly grabbed Lulu's bag. *Come on, guys, Lulu thought, I'm not helpless!* But she would never say that aloud.

The girls finished checking their bags and lists and loaded their things into Aminata's mom's minivan. As they drove to the school to meet the bus, they sang along to their favorite songs and laughed the whole time. Lulu was feeling a little more relaxed.

The bus ride to the campsite was just as fun. Once the bus parked, the Girl Scout leaders led the troop on a scenic 2-mile hike. When they reached the end of the trail, it opened to a grassy area right next to a rushing river.

"Welcome to your home for the night!" one of the leaders happily cheered. It took the entire troop around 30 minutes to set up camp. Most of the girls were experienced in setting up tents and the rest of the camping supplies, but Lulu struggled.

"We've got this, girl, just sit back and relax," Mara and Aminata chimed in, as they took the tent pieces from Lulu's hand. Lulu sat on a log near by, watching as her friends happily worked together.

Instead of watching her friends, Lulu decided to take a walk along the river. She was feeling defeated. *Nobody thinks I can do this camping thing,* she thought to herself.

Suddenly, she heard a scream. Up ahead she saw a hiker laying in the middle of the trail, holding her ankle. "Help please!" the hiker screamed in pain. Lulu immediately acted. She ran back to camp and got her leaders attention. Lulu led them to the injured hiker.

Later that night around the campfire, the leaders told the story of Lulu's bravery and quick thinking with proud smiles on their faces. All the other scouts cheered and chanted Lulu's name. *Maybe I'm not so helpless after all,* Lulu grinned as she took a second bite of her s'more.

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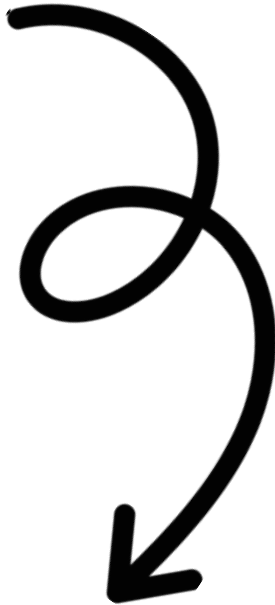
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