Compare and contrast first- and third-person narrations

1

Language Objectives

- Identify first- and third-person points of view.
- Use parts of speech to learn and understand new vocabulary.
- Determine the meaning of figurative language.
- Compare and contrast the point of view from which different stories are narrated.

Building Literacy

Comparing and contrasting texts will help students move beyond what is stated by an author by

- analyzing the author's decisions about whose story is told.
- focusing on nuances of word choice.
- considering alternate versions of the text.
- making connections across texts and to personal experiences.

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Focus on Language

Display the following vocabulary words that students will encounter in these texts. Have students use a T-chart to list these adverbs and their related adjectives, such as *furious* and *particular*. (Spanish cognates are in parentheses. Point out that the adverb suffix *-ly* is like the ending *-mente* in Spanish.)

- furiously (furiosamente)
- particularly (particularmente)
- immediately (inmediatamente)
- suddenly
- faintly

ENGLISH LANGUAGE LEARNERS

Become familiar with common cognates in English and students' primary languages. Cognates are words that share origins and appear in similar forms in different languages. For example, the English word *school* is of Greek origin and is similar to the Spanish *escuela*. For speakers of languages that share word origins with English, the study of cognates can be a powerful vocabulary-building tool.

1 Compare and contrast first- and third-person narrations

show me

In this lesson, students will compare a first-person story about a lifeguard with a third-person story about an earthquake.

Say: Today, you are going to compare and contrast two stories with different points of view. In fiction, **point of view** refers to the narrator, or who is telling the story, and what the narrator thinks or feels about what happens. A **first-person** narrator is a character in the story. A **third-person** narrator is *not* a character in story. To **compare and contrast** points of view, find how the narration of two stories is alike and different.

Have students name the characters in a familiar story and discuss whether one of those characters is also the narrator of the story. Then ask students to talk to a partner about how the story would be different if it were told by a different narrator.

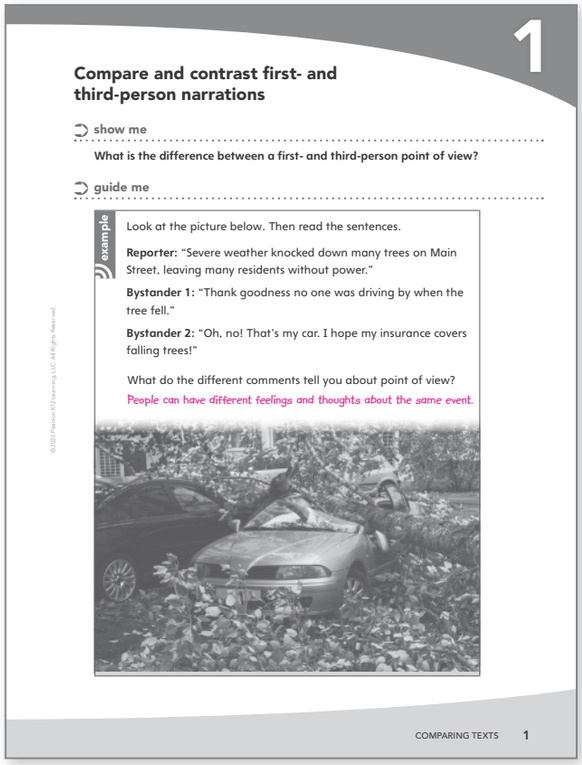
guide me

Use the **guide me** text to help students practice comparing points of view. Assign three volunteers the role of Reporter, Bystander 1, and Bystander 2. Have them read the script aloud.

Then ask volunteers to say something about each character's point of view, based on following questions:

- What details does he or she give?
- What does he or she think about what happened?

Finally, have student pairs **compare and contrast** the comments by answering the question about point of view.



1

Compare and contrast first- and third-person narrations

show me

What is the difference between a first- and third-person point of view?

guide me

example

Look at the picture below. Then read the sentences.

Reporter: "Severe weather knocked down many trees on Main Street, leaving many residents without power."

Bystander 1: "Thank goodness no one was driving by when the tree fell."

Bystander 2: "Oh, no! That's my car. I hope my insurance covers falling trees!"

What do the different comments tell you about point of view?

People can have different feelings and thoughts about the same event.

COMPARING TEXTS 1

VISUAL LITERACY

Readers can strengthen their understanding of a text by making connections between its words and graphic features. Have students work in small groups to discuss the picture of the car on page 1. Then, have them write a caption for the picture, based on the details in the text. Ask for volunteers to share their captions with the group.

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work time

Introduce Vocabulary Write the following vocabulary words on the board: **furiously, particularly, immediately**. Point out the Spanish cognates. Then, have students scan the text to find the verb each adverb describes.

Read—Pause—Make Connections Use the following interactive strategy to promote a strategic reading of the text.

Have student pairs take turns reading "The Rip Current Rescue" aloud. After each student reads two paragraphs, have him or her pause and share a personal connection.

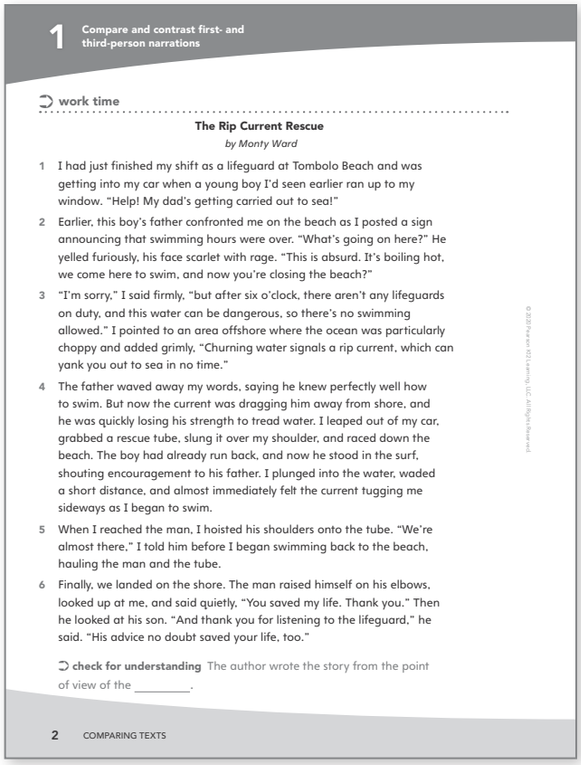
On the board, write a few connection stems to help guide the conversation, such as:

- This reminds me of _____.
- I remember reading about _____.
- Lifeguards are _____.

Analyze Author's Craft and Style: Sensory Language Point out the phrase in paragraph 2 that uses sensory language to describe the man ("face scarlet with rage"). Have students tell which sense these words appeal to and how they help the author show the man's anger.

Then, have partners read paragraphs 4 and 5. Have them identify sensory language that shows the narrator's difficulty in rescuing the man and discuss why the author most likely chose to use these words.

check for understanding by having students complete the sentence frame about point of view. (The author wrote the story from the point of view of the lifeguard.)


1 Compare and contrast first- and third-person narrations

work time

The Rip Current Rescue

by Monty Ward

1 I had just finished my shift as a lifeguard at Tombolo Beach and was getting into my car when a young boy I'd seen earlier ran up to my window. "Help! My dad's getting carried out to sea!"

2 Earlier, this boy's father confronted me on the beach as I posted a sign announcing that swimming hours were over. "What's going on here?" He yelled furiously, his face scarlet with rage. "This is absurd. It's boiling hot, we come here to swim, and now you're closing the beach?"

3 "I'm sorry," I said firmly, "but after six o'clock, there aren't any lifeguards on duty, and this water can be dangerous, so there's no swimming allowed." I pointed to an area offshore where the ocean was particularly choppy and added grimly, "Churning water signals a rip current, which can yank you out to sea in no time."

4 The father waved away my words, saying he knew perfectly well how to swim. But now the current was dragging him away from shore, and he was quickly losing his strength to tread water. I leaped out of my car, grabbed a rescue tube, slung it over my shoulder, and raced down the beach. The boy had already run back, and now he stood in the surf, shouting encouragement to his father. I plunged into the water, waded a short distance, and almost immediately felt the current tugging me sideways as I began to swim.

5 When I reached the man, I hoisted his shoulders onto the tube. "We're almost there," I told him before I began swimming back to the beach, hauling the man and the tube.

6 Finally, we landed on the shore. The man raised himself on his elbows, looked up at me, and said quietly, "You saved my life. Thank you." Then he looked at his son. "And thank you for listening to the lifeguard," he said. "His advice no doubt saved your life, too."

check for understanding The author wrote the story from the point of view of the _____.

2 COMPARING TEXTS

CRITICAL LITERACY

To think critically, students must understand that the author has made specific decisions about the words and ideas he or she included in the text.

After students have finished reading, have them reflect on these questions:

- What does the author want readers to learn?
- Why did the author tell this story from this point of view?
- How would someone who has been in a rip tide feel about this story?

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work time

Introduce Vocabulary Write the following vocabulary words on the board: **suddenly, faintly**. Then, have students identify synonyms for each word.

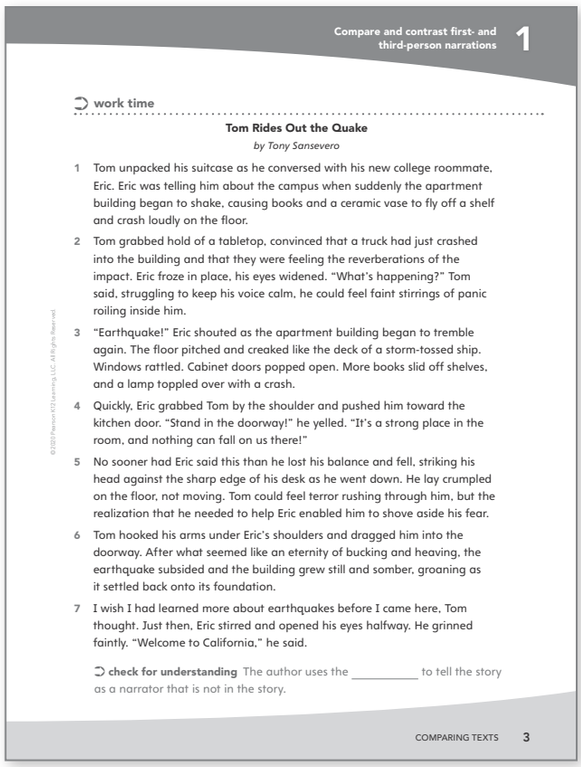
Read—Pause—Retell Use the following interactive strategy to promote a strategic reading of the text.

Have student pairs take turns reading "Tom Rides Out the Quake" aloud. After each student reads two paragraphs, pause and have the partner retell what just happened. Continue the process until the end of the text.

Analyze Author's Craft and Style: Figurative Language Explain to students that authors use **figurative language** to make their writing more interesting and help the text come to life for readers. Point out the simile in paragraph 3 and discuss how the author compares the floor to a ship's deck.

Have a volunteer read aloud paragraph 6. Then, have students discuss how the author uses **personification** to describe the building. Invite volunteers to share their responses with the class.

check for understanding by having students identify the point of view the author has used to tell the story (third person).



Compare and contrast first- and third-person narrations 1

work time

Tom Rides Out the Quake

by Tony Sansevero

1 Tom unpacked his suitcase as he conversed with his new college roommate, Eric. Eric was telling him about the campus when suddenly the apartment building began to shake, causing books and a ceramic vase to fly off a shelf and crash loudly on the floor.

2 Tom grabbed hold of a tabletop, convinced that a truck had just crashed into the building and that they were feeling the reverberations of the impact. Eric froze in place, his eyes widened. "What's happening?" Tom said, struggling to keep his voice calm, he could feel faint stirrings of panic roiling inside him.

3 "Earthquake!" Eric shouted as the apartment building began to tremble again. The floor pitched and creaked like the deck of a storm-tossed ship. Windows rattled. Cabinet doors popped open. More books slid off shelves, and a lamp toppled over with a crash.

4 Quickly, Eric grabbed Tom by the shoulder and pushed him toward the kitchen door. "Stand in the doorway!" he yelled. "It's a strong place in the room, and nothing can fall on us there!"

5 No sooner had Eric said this than he lost his balance and fell, striking his head against the sharp edge of his desk as he went down. He lay crumpled on the floor, not moving. Tom could feel terror rushing through him, but the realization that he needed to help Eric enabled him to shove aside his fear.

6 Tom hooked his arms under Eric's shoulders and dragged him into the doorway. After what seemed like an eternity of bucking and heaving, the earthquake subsided and the building grew still and somber, groaning as it settled back onto its foundation.

7 I wish I had learned more about earthquakes before I came here, Tom thought. Just then, Eric stirred and opened his eyes halfway. He grinned faintly. "Welcome to California," he said.

check for understanding The author uses the _____ to tell the story as a narrator that is not in the story.

COMPARING TEXTS 3

VISUAL LITERACY

After students have finished reading, monitor their understanding by having them draw an event from the text. Then, have them work with classmates to put their drawings in plot order. Ask for volunteers to retell the most important events of the story.

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check for understanding

Analyze Author's Craft and Style Have students work with a partner to answer the **check for understanding** questions.

If students struggle to understand how the story would change if it were told from a different point of view, use a Think Aloud to model how a critical thinker would approach the text.

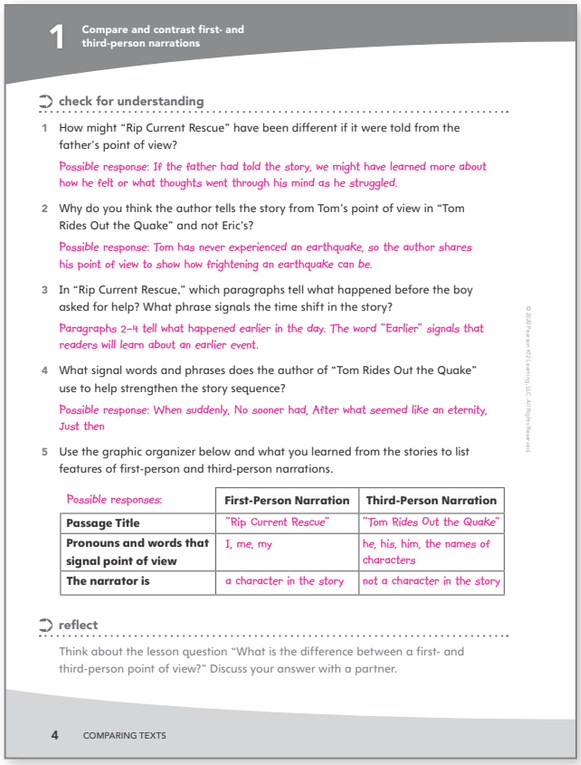
Think Aloud The author of "The Rip Current Rescue" tells the story from the lifeguard's point of view. We know the lifeguard thinks "this water can be dangerous" and rip currents can "yank you out to sea in no time," but we do not know what the father was thinking. If the story were told from the father's point of view, we might understand why he thought it was safe to swim. He might also describe how he felt when he knew he was in danger.

Compare and Contrast: Narration Explain that students can compare and contrast points of view across texts by identifying pronouns and signal words the narrators uses to describe what happens. For example, point out the first paragraph of "The Rip Current Rescue" and have students circle words that reveal the narrator (*I, my, lifeguard*). Discuss how these words reveal a first-person narrator. Then, have students complete the chart one column at a time.

reflect

Have students work in small groups to contrast first- and third-person points of view. Use the following sentence frames to guide their discussions.

- A first-person point of view _____.
- However, a third-person point of view _____.



1 Compare and contrast first- and third-person narrations

check for understanding

1 How might "Rip Current Rescue" have been different if it were told from the father's point of view?

Possible response: If the father had told the story, we might have learned more about how he felt or what thoughts went through his mind as he struggled.

2 Why do you think the author tells the story from Tom's point of view in "Tom Rides Out the Quake" and not Eric's?

Possible response: Tom has never experienced an earthquake, so the author shares his point of view to show how frightening an earthquake can be.

3 In "Rip Current Rescue," which paragraphs tell what happened before the boy asked for help? What phrase signals the time shift in the story?

Paragraphs 2–4 tell what happened earlier in the day. The word "Earlier" signals that readers will learn about an earlier event.

4 What signal words and phrases does the author of "Tom Rides Out the Quake" use to help strengthen the story sequence?

Possible response: When suddenly, No sooner had, After what seemed like an eternity, Just then

5 Use the graphic organizer below and what you learned from the stories to list features of first-person and third-person narrations.

Possible responses:	First-Person Narration	Third-Person Narration
Passage Title	"Rip Current Rescue"	"Tom Rides Out the Quake"
Pronouns and words that signal point of view	I, me, my	he, his, him, the names of characters
The narrator is	a character in the story	not a character in the story

reflect

Think about the lesson question "What is the difference between a first- and third-person point of view?" Discuss your answer with a partner.

4 COMPARING TEXTS

CRITICAL LITERACY

One way to help students develop a critical response is to construct alternatives to the text. For example, have students imagine how the story of "Tom Rides Out the Quake" would change if it were told by Eric, who is used to living in California. Or, have students consider how the plot would be different if the story took place in Colorado or Hawaii. Would the natural disaster be an earthquake or something else? These lines of inquiry will help open new ways of thinking for students.

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guide me

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What do the different comments tell you about point of view?

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check for understanding

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