

# Lesson: Starting a Book Club Padlet Chat (Point of View and Perspective)

**Summary:** Students within their book club group will begin creating posts (using Padlet) from a character's point of view or perspective in their book club book.

## Context, Content, Purpose:

- Grade level: 5th
- Content: Reading/Reading Workshop/Book Clubs
- Purpose: I focused on this lesson because students are just beginning their book clubs and thinking about reading interpretively. One of the goals we have for our students is to identify point of view and perspective. This is a difficult concept at times for students so this lesson can explicitly support their learning on this skill. Students are also building their collaboration and group skills as they read a realistic fiction book together. Students have also been discussing strong qualities in writing about reading and implementing those qualities in their reading journals. This lesson builds on those skills of writing and analyzing, by giving them a platform to write about their reading in a different way.

## Goals:

- Students will be able to identify point of view and perspective of a character in their book.
- Students will be able to generate a post on Padlet that demonstrates the perspective of a character on something that has happened in their book.
- Students will be able to reflect on their learning by creating a video that discusses what they learned about perspective and extending their thinking about the character.

## Pedagogy: Instructional strategies

- Reading workshop structure: Connection, Whole group instruction (Teaching, Active Engagement), Independent Work/Conferencing, Midworkshop, Share
- Group collaboration work
- Technology integration/differentiation
- Mentor text

## Technology:

- Padlet: Students will engage with Padlet as a writing platform to demonstrate the skills they learn in Reading Workshop. They will create posts to illustrate their understanding of their book and skills.
- Flipgrid: Students will utilize Flipgrid as a video platform to discuss their ideas/reflections on their book and share it with others in the class. This is also a form of assessment for me to check their understanding of the lesson.

**Assessment:** Book club groups will create a Flipgrid video to answer two questions as they reflect and demonstrate an understanding of the skills they learned in the lesson:

1. Why you think using Padlet and posting as your character helped you today to learn about perspective.
2. One think aloud you have about the perspective you posted about - Do you think it will/can change? Do you think it will stay the same throughout the book?

	<b>Prep list:</b> Home of the Brave Padlet/Book, Students-made Book Club Padlets, Chrome books, Book Club books.
<b>MINILESSON PART</b>	<b>Language of the Reading Strategy Instruction</b> MENTOR TEXT: Home of the Brave (Read aloud) and Padlet account made for Home of the Brave
<b>Connection (1 minute)</b>	<i>When someone comes to me telling me about an argument that took place on the playground, they are giving me their perspective. However, the other person would have a different perspective. Both could be true, but also different, they just had different perceptions of what happened. The same can be true for stories you read. Depending on who is telling the story, readers might get a very different version of events. When reading a book, one of the most important things you want to figure out is who is telling the story and what their perspective is on the events that happen in the story. Yesterday we watched a tutorial on how to make a Padlet and the features of posting and commenting on the Backchannel mode. You set up a Padlet for your book club group and made your first post about a think aloud you have had so far in your book (We wonder, We noticed, We think). Today we are going to put that Padlet to use as we explore the point of view and perspective of the narrator in our book club book.</i>
<b>Teaching Point: (1 minute)</b>	<i>Today I want to teach you that readers start a book trying to figure out who the narrator is. They also step into their character's shoes to see what thoughts and feelings they have on what has happened so far to them in the book. Once they figure out whose voice they are hearing, whose perspective they are getting, they carry that with them through the book to notice changes within the narrator or with other characters.</i>

<p><b>Teach and active engagement: (6-8 minutes)</b></p>	<ul style="list-style-type: none"> <li>● <b>Identify narrator and point of view for Home of the Brave (Kek, first person).</b> <i>Students, today you are going to demonstrate your narrator/character's perspective through a post. Now, I know some of you may be thinking that your character wouldn't post since the story takes place in history, etc., but I want you to step in the shoes of your character and imagine if they did post about something that happened to them in the book, what that would look/sound like through their perspective (make a connection that it is similar to a journal or diary).</i></li> <li>● <b>Demonstrate perspective with Kek and Home of the Brave.</b> <i>We just finished the part of the book where Kek got some new school clothes and Ganwar is telling him what to expect with other students. We talked about how this moment is significant because this is when Kek is really going to start his life in America and meet other people. Ganwar's advice isn't super positive, and unfortunately Ganwar won't be at the same school since he is in high school and Kek is in middle school. Kek will be the new student, and as we know he is still learning a lot about America. When we are stepping into the character's shoes we want to think about what they might be feeling or thinking at that moment, and what details are given to us to support that. In a moment, turn and talk to your group about what Kek might be feeling at that very moment, and a detail in our chapter that supports that. Go!</i></li> <li>● <b>Display the Home of the Brave Padlet and review the process of adding a post.</b></li> <li>● <b>Give students a chance to talk to their group about a possible post that Kek would have about starting school. Emphasize that it should include a feeling and a detail from the book that supports this feeling. Monitor and listen in on ideas</b></li> <li>● <b>Possible example: "I don't know why some people are not excited for school. You get new clothes! I can't wait to wear my new hard pants to school tomorrow. Ganwar told me to wear them so I don't get beat up, but he won't be at the same school. America is making me excited and nervous."</b></li> <li>● <b>Identify point of view (Kek and using "I"), and perspective (He is excited he got new jeans for school, but nervous since Ganwar won't be there and he doesn't want to get beat up). *Push student thinking about what a post from Ganwar's perspective may look like and why it would be different*</b></li> </ul>
<p><b>Link: (1-2 minutes)</b></p>	<p><i>Today I want you to identify the narrator and point of view in your book club book. Then your club will choose a character, and post their perspective about something that has happened to them in your book so far. Remember that it is important to step into your character's shoes and imagine what they are thinking or feeling, and what details in the book support that thought or feeling. Once your group has identified both, write a post on your book club Padlet. If you finish before we come back as a group, continue reading your book club book and carry that perspective with you as you learn more about your characters.</i></p>
<p><b>Midworkshop (After 20 minutes)</b></p>	<p><i>Readers, I am seeing some FANTASTIC posting so far! Your thinking and writing is taking on a whole new level! I am also hearing some great conversations within your club about what is happening with your characters. Remember that your post should include two things: A feeling that your character has, and a detail mentioned in the book that supports that feeling. Step into their shoes to help you when your creating a post!</i></p>
<p><b>Conferring Small Group</b></p>	<p>Monitor clubs and support groups that may be struggling with perspective, and generating their tweet.</p> <p>If struggling with perspective:</p> <ul style="list-style-type: none"> <li>● What just happened to your character in the last chapter? What is an important event that has just happened? How does your character feel about it? How do you know that? What in the book supports that feeling?</li> </ul> <p>If struggling with creating a posts:</p> <ul style="list-style-type: none"> <li>● Ask them to refer back to their character's feelings on a specific event that they chose. Start with a sentence starter, "I feel like..." or "Today..." (Refer again to if this was a journal or diary entry what might that look like for the character).</li> </ul>
<p><b>Share (5 minutes)</b></p>	<p><i>Great job today starting your character posts! We will be continuing this throughout the rest of the unit as you continue reading your book club books. You will have the opportunity to also interact with each other on Padlet and comment on each other's work. We are just starting to explore all the cool things about Padlet!</i></p> <p><i>In a moment, your club will create a short Flipgrid video. I want you to answer two questions:</i></p> <ol style="list-style-type: none"> <li><i>1. Why you think using Padlet and posting as your character helped you today to learn about <u>perspective</u>.</i></li> <li><i>2. One think aloud you have about the perspective you posted about - Do you think it will/can change? Do you think it will stay the same throughout the book?</i></li> </ol> <p><i>Home of the Brave post example: I think that Kek's perspective on school and America is really positive, but I know that some kids can be mean to new kids at school. Kek's perspective may change because Kek may start to feel overwhelmed about all the new things he has to learn and people may not be so nice to him.</i></p>

**References:**

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