



United States
Department of
Agriculture

NIFA

National Institute
of Food
and Agriculture



[https://nifa.usda.gov/
program/4-h-positive-youth-
development](https://nifa.usda.gov/program/4-h-positive-youth-development)



National Aeronautics
and Space
Administration

EXPEDITIONARY
SKILLS **FOR LIFE**

A FEDERAL PARTNERSHIP FOR **STEM** EDUCATION

LESSON PLAN: ACTIVITY 1.7

EXPLORING POINT OF VIEW THROUGH LITERATURE

LESSON DETAILS

AGE/GRADE LEVEL

Elementary School

LEARNER OUTCOMES

Youth will identify how their personal tendencies resulted in success or failure in literature circle discussion.

SUCCESS INDICATORS

Youth will reflect on personal tendencies and identify whether it was a success or failure.

LIFE SKILLS

Social skills, communication, managing feelings, accepting differences, concern for others, sharing

NATIONAL STANDARDS

CCSS.ELA-Literacy.SL5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

21st Century: Life and Career Skills / SOCIAL AND CROSS-CULTURAL SKILLS / Interact effectively with others; work effectively in diverse teams

PREP TIME

30 minutes

ACTIVITY TIME

1 hour 45 minutes (all activities combined)

MATERIALS LIST

- Copies of literature circle job sheets; one set of the four jobs sheets for each small group. (If groups will be reading more than one book then multiple copies of literature circle job sheets will be needed.)
- Books – one per small group (Examples: Storm Boy, The Rainbow Fish, Grandfather Tang's Story, The Giving Tree. No endorsement of these books is implied or intended.)

HANDOUTS

- Vivid Visualizer Job Sheet
- Awesome Artist Job Sheet
- Quick Questioner Job Sheet
- Clever Connector Job Sheet

SUGGESTED SPACE

Open space with comfortable seating for reading

SUGGESTED GROUP SIZE

Literature circle discussions work best with small groups of four youth per group. Suggested number is five groups with 20 total youth.

REFERENCES

Perception and Communication
[http://study.com/academy/lesson/
how-perception-influences-the-
communication-process.html](http://study.com/academy/lesson/how-perception-influences-the-communication-process.html)

Perception Process
[http://2012books.lardbucket.org/
books/a-primer-on-communication-
studies/s02-communication-and-
perception.html](http://2012books.lardbucket.org/books/a-primer-on-communication-studies/s02-communication-and-perception.html)

Role of Perception in Communication
[https://www.reference.com/
world-view/role-perception-play-
communication-e69365e-
a2a428bd6](https://www.reference.com/world-view/role-perception-play-communication-e69365e-a2a428bd6)

INTRODUCTION

Do you remember the first time you met your best friend? What was your first thought about that person? Did you think they looked scary, funny, smart, stupid or strange? The first thoughts that ran through your mind were your point of view or perceptions of the person.

Perception is the getting, figuring out, and organizing of information. Perception's effect on the communication process is all about how the same message can be interpreted or understood differently by different people.

People organize information and communicate that information to others in a variety of ways. Past experiences, culture and even the mood you are in all contribute to different perceptions of the same communication.

Each person's perception is unique, and perception greatly affects how we communicate with each other. Effective communication comes from a deeper understanding of your own perceptions and the perceptions of others.

Think of it this way. Everyone wears their own goggles. In other words, everyone sees the world slightly differently through the goggles they're wearing at the time. These goggles can be colored by many things: their past experiences, their upbringing, what they know (and don't know) about a given situation, their mood and emotions at the time, and so on. Everyone sees differently through their own eyes, and finding out what others see differently can be a fun way to learn about someone.

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NIFA



EXPEDITIONARY SKILLS FOR LIFE

EXPLORING POINT OF VIEW THROUGH LITERATURE

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ACTIVITY INSTRUCTIONS

ACTIVITY: LITERATURE CIRCLE (60 MINUTES)

Preparation:

Complete sample Literature Circle Jobs for each book that is being used in this activity.

Discuss:

Gather groups around facilitator to introduce the short stories you have chosen for them to read in their small groups.

Introduce each book by showing them the cover and having them read the title. For each book, ask:

- What do you think this story is about?
- Do you think you will like this story? Why or why not?
- Add a question that relates specifically to the book being discussed.

Introduce the different roles associated with a Literature Circle.

- Clever Connector is responsible for making connections about the story - text to self, text to text, or text to world.
- Quick Questioner is responsible for asking questions related to the assigned reading. There are question prompts on the sheet.
- Awesome Artist draws a picture that represents a part of the book.
- Vivid Visualizer brings the story to life by recording the images visualized during the reading.

Directions:

1. Explain that they are going to form Literature Circles. Each circle will have four youth and each youth will take on a different role. In other words, each youth will experience the story from a different point of view and for a different purpose.
2. Divide the youth into groups of four. Provide

one book and one set of job sheets to each group.

3. Allow each youth (or assign) to select which job role they will take on.
4. Allow time for each group to read their book and complete their job sheets.
5. Within their small groups have each youth share their completed job sheet and explain the point of view they were using.

Discuss (whole group):

- Is this what you predicted the book to be about?
- Were you successful with your literature circle job?
- Can you identify a personal tendency you noticed during your prediction or while completing your job sheet? (Personal tendency refers to a line of action or movement.)
- Did your personal tendency cause you to be successful or unsuccessful?

If time allows, have groups rotate books and Literature Circle Jobs. Go through the process again. This is especially important since each student will pick their favorite Literature Circle Job first. The second time through, they now can be encouraged to complete a job that they might not be as comfortable with.

Note: If possible, recruit older youth to assist with each small group. These older youth could be responsible for creating the example Literature Circle Job sheets for a specific book. Then they could ask guiding questions of the small group reading that book to assist the younger youth in completing their Literature Circle Job sheets.

DEBRIEF ACTIVITY (15 MINUTES)

Present the group with a value statement. Examples:

- The Fourth of July is more fun than Memorial Day.
- Vegetables are healthier than fruit.
- Soccer is more exciting than football.

Ask the youth to arrange themselves in a single line from Strongly Agree to Strongly Disagree. Remind the youth that there is no correct response, just different perceptions. Encourage discussion so each youth can find a place in line.



EXPLORING POINT OF VIEW THROUGH LITERATURE

Vivid Visualizer



The Vivid Visualizer brings the story to life by recording the images visualized (pictured in your head) during the reading. The author's word choice helps the reader visualize the reading through the senses. Responses may start with the following prompts:

I visualized

I could picture

I imagined

In my mind I could see

I could feel

I could hear

I could smell

I could taste....

Visualizations:

1. _____

2. _____

3. _____

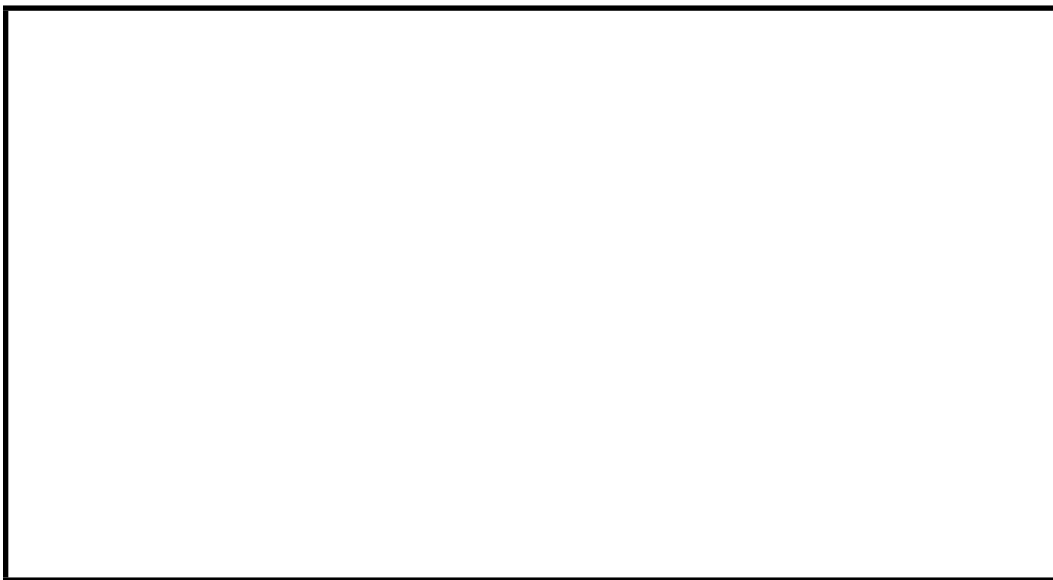
EXPLORING POINT OF VIEW THROUGH LITERATURE

Awesome Artist



The Awesome Artist draws a picture that represents a part of the book or chapter. You may draw something that represents:

- | | | |
|-----------|----------|----------------------|
| Setting | Problem | Activity |
| Character | Solution | An interesting event |



Caption:



EXPLORING POINT OF VIEW THROUGH LITERATURE

Quick Questioner



The Quick Questioner is responsible for asking questions related to the assigned reading. Questions may start with the following prompts:

Suppose

What would happen if

I wonder

Why did

What caused

How

What might

If

Questions:

1. _____

2. _____

3. _____

EXPLORING POINT OF VIEW THROUGH LITERATURE

Clever Connector



The Clever Connector is responsible for making connections about the story or the chapter.

Text to self: I relate to the story because.....
I felt like the character when.....
I could understand when....

Text to text: The character/setting/problem/theme/
illustrations reminds me of another book...

Text to world: This reminds me of...

Connections:

1. _____

2. _____

3. _____



ACTIVITY 1.7: LEARNER ASSESSMENT

These questions are about things you learned during this activity. Please check the circle that best describes you.

Q1 I understand what the word "perception" means.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q2 I understand why someone might view a story differently from me.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q3 I understand the different roles in a literature circle.

- Not at all like me
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