

SPECIAL ED

POINT OF VIEW  
UNIT  
HIGH SCHOOL



Special Needs for Special Kids



*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves a good story. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*

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In a separate files there are:

- lesson plan
- 20 extra point of view scenarios
- voice recorded PowerPoint
- Directions and links to digital activities

*This unit contains over 150 pages of material along with google slides. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.*

## Point of View Lesson Plan

### Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Book
  - Print out, laminate, and bind
  - OR your students can listen to the pre-recorded version
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and also one for the teacher to use in I Spy games

### Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

### Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here:  
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways:  
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
  - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
  - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.
3. *Options for Use:* Turn any activity into a reusable file folder activity by laminating and adding Velcro.

The lesson plans contain:

Overall tips for teaching students with significant needs

## Quick Look

| Day | Activity  | Day |   |
|-----|---|-----|---|
| 1   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Circle map</li></ul>                                      | 9   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity OR alternate activity</li><li>• Determining point of view</li></ul> |
| 2   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Pronoun sorting</li></ul>                                 | 10  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity OR alternate activity</li><li>• Writing prompts</li></ul>           |
| 3   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Sorting characteristics</li></ul>                         | 11  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cut and paste</li><li>• Sudoku puzzle</li></ul>                               |
| 4   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Venn Diagram</li></ul>                                    | 12  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cut and paste</li><li>• Word search</li></ul>                                 |
| 5   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Determining point of view</li></ul>                       | 13  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity OR alternate activity</li><li>• Close worksheet</li></ul>           |
| 6   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity</li><li>• Determining point of view</li></ul>                       | 14  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity OR alternate activity</li><li>• Close worksheet</li></ul>           |
| 7   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity OR alternate activity</li><li>• Determining point of view</li></ul> | 15  | <ul style="list-style-type: none"><li>• Assessment</li></ul>  |
| 8   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocab cards activity OR alternate activity</li><li>• Determining point of view</li></ul> |     |   |

*The lesson plans contain:*

*A quick look at what you will do each day*

## Day 3

| Activity  | Notes  | Materials   |
|---|--|---|
| Read or listen to a recording of the book (15 minutes)              | <ul style="list-style-type: none"><li>• Read through the story, asking lots of questions</li><li>• Continue to make connections between book and vocabulary board</li></ul>  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary board</li></ul>   |
| Vocabulary cards I Spy Game (10 minutes)                            | <ul style="list-style-type: none"><li>• I play this game, or variations of it the first few days<ul style="list-style-type: none"><li>◦ Determine how many cards your students can handle in front of them. This can vary, some students may be able to have all the cards, so may only be able to handle a field of 3-5</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Vocabulary cards (student set and teacher set)</li><li>• Vocabulary board</li></ul> |
| Sorting activity review (5 minutes)                                 | <ul style="list-style-type: none"><li>• Review the worksheet completed yesterday</li></ul>   | <ul style="list-style-type: none"><li>• Worksheet completed yesterday</li></ul>   |
| Sort the characteristics of each type of point of view (10 minutes) | <ul style="list-style-type: none"><li>• Students will sort characteristics of each type of point of view.</li><li>• There is a color-coded version provided.</li><li>• Make connections to the book as necessary</li></ul>   | <ul style="list-style-type: none"><li>• worksheet</li><li>• scissors</li><li>• glue</li></ul>                               |
| Sharing (10 minutes)  | <ul style="list-style-type: none"><li>• Each student shares their worksheets with the group using the communication method of their choice</li></ul>   | <ul style="list-style-type: none"><li>• Completed worksheets</li><li>• Communication devices</li></ul>                      |

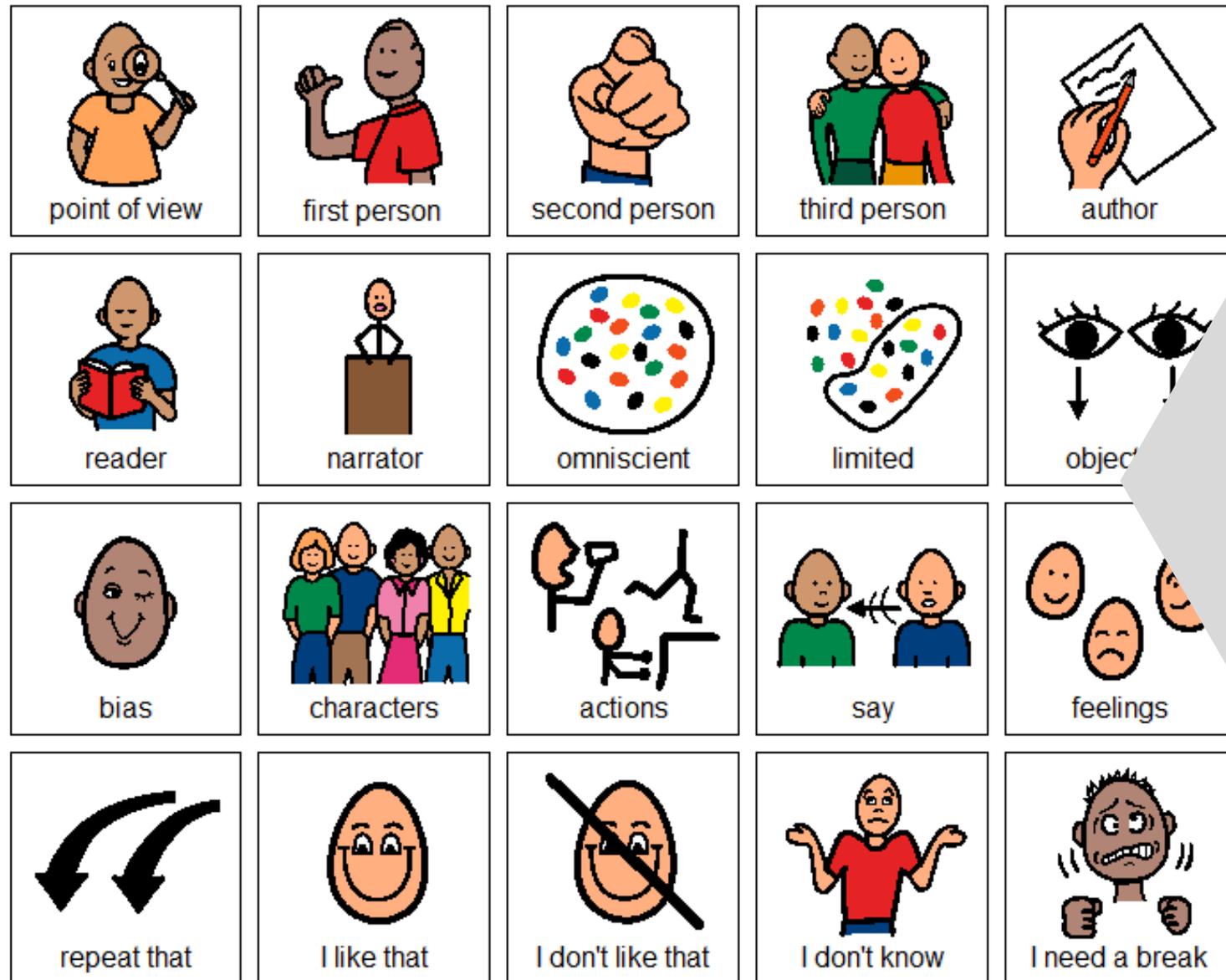
The lesson plans contain:

Detailed instructions on how that day's lesson should run

This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!





The first point of view is called **first person**. In this instance, the narrator is one of the characters and uses words like: I, me, we, my, our and ours.



Christa Joy, Special Needs for Special Kids



Here is what the point of view of first person would be like:

I walked on beach listening to the waves crashing around me, thinking about my day.



Christa Joy, Special Needs for Special Kids

There is a book with this unit using simple text and photos. It is 42 pages and goes through how to find the point of view.

It comes in a pdf version as well as a voice-recorded PowerPoint (so you don't have to print it out.)

### point of view

How the author tells the story.



### narrator

Who is telling the story.



### perspective

How the narrator sees and experiences the story.



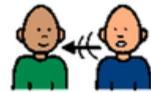
### first person

The narrator is one of the characters; uses words I, me we, my, our, ours.



### dialogue

What the characters are saying.



### quotation marks

Punctuation used to show that people/characters are talking in the story.



### second person

The reader is actually a character in the story; uses words like you and yours.



### third person

The narrator exists outside reports what is happening to words he/she, it, they, their



### omniscient

When the narrator knows everything that is happening including what all the characters think and feel.



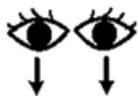
### limited omniscient

The narrator is closely associated with one character and shares what that character is thinking and feeling.



### objective

Narrator does not know what any characters are thinking or feeling. Reader determines this by watching what they do and say.



### bias

The narrator tries to convince the reader to feel and think a certain way through what they are relating about the characters.



There are 12 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

### point of view

How the author tells the story.



### narrator

Who is telling the story.



### perspective

How the narrator sees and experiences the story.



### first person

The narrator is one of the characters; uses words I, me we, my, our, ours.

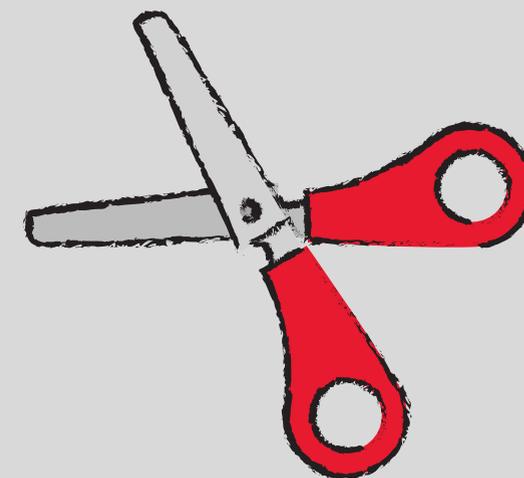


Cut apart and match pictures with definition.

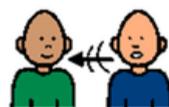


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On days 11&12 there is an activity where students will match either the picture to the definition or the definition to the picture (harder).



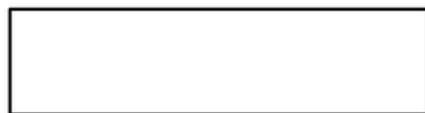
### dialogue



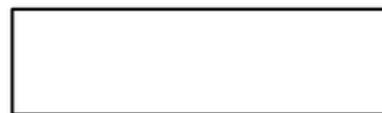
### quotation marks



### second person

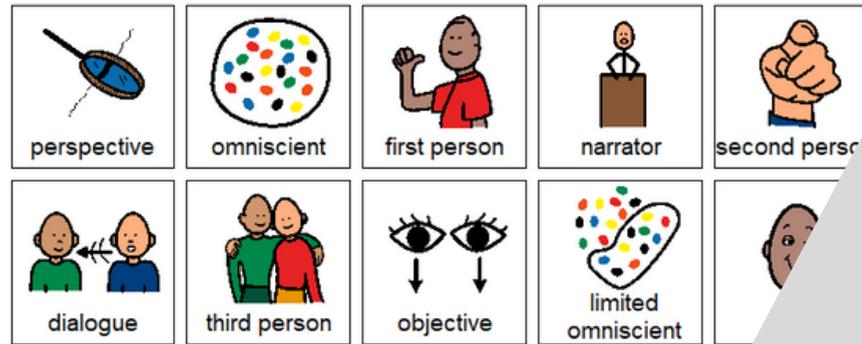


### third person

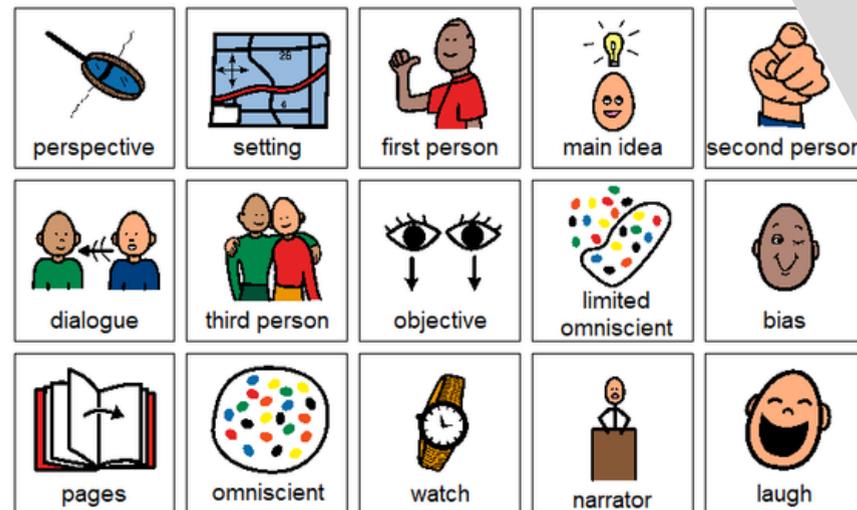


|   |   |
|---|---|
| When the narrator knows everything that is happening including what all the characters think and feel.                          | What the <b>charac</b>  |
| How the narrator sees and experiences the story.  | The narrator tries to convince the reader to feel and think a certain way about the story they are relating about the |
| Narrator does not know what any characters are thinking or feeling. Reader determines this by watching what they do and say.    | The reader is actually a character in the story; uses words like you and  |
| Punctuation used to show that people/characters are talking in the story.   | <b>How</b> the author tells the story.  |
| The narrator exists outside of the story and reports what is happening to the reader; uses words he/she, it, they, them, names. | The narrator is one of the characters; uses words I, me we, my, our, ours.  |
| <b>Who</b> is telling the story.  | The narrator is closely associated with one character and shares what that character is thinking and feeling.         |

Errorless version  
Cut apart pictures and place in circle map about point of view.



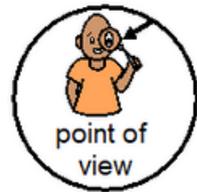
Cut apart pictures and place in circle map **ONLY IF** the  
about point of view.



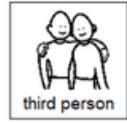
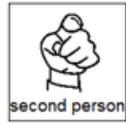
There is 1 circle map on point of view.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside



Sort the examples pronouns and names on the next page into the correct column.



|        |        |      |
|--------|--------|------|
| I      | he     | my   |
| you    | it     | Tre  |
| Trevor | me     | she  |
| they   | Mya    | them |
| we     | Jordan | your |
| Ana    | Brian  | our  |
| ours   | yours  | Alex |

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Sort the examples pronouns and names on the next page into the correct column.



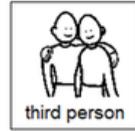
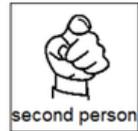
|        |        |      |
|--------|--------|------|
| I      | he     | my   |
| you    | it     | Tre  |
| Trevor | me     | she  |
| they   | Mya    | them |
| we     | Jordan | your |
| Ana    | Brian  | our  |
| ours   | yours  | Alex |

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There are several activities that work on building skills to help find the point of view. This one has students sorting pronouns commonly used with different points of view. There is a differentiated version that is included.



Sort the examples on the next page into the correct column.



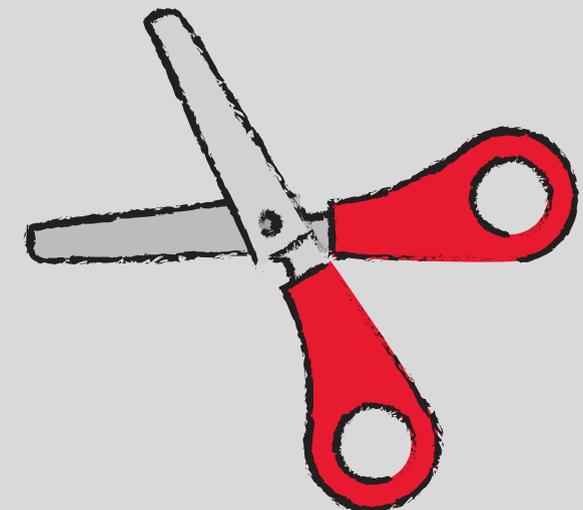
|  |  |
|--|--|
| The coach was so proud of his team after the game. | I just know I am going to win the contest.         |
| First, you melt some butter in a pan.              | The scared puppy growled as the fox came closer.   |
| We worked so hard on the project.                  | If you give a puppy a new toy, he will be happy.   |
| I was frozen from my whiskers down to my paws.     | She was so excited to see what was under the tree. |
| His dad taught him how to ride a bike.             | You have no idea what you are talking about.       |
| Red Riding Hood stopped to talk to the wolf.       | We all met at the movie theater after dark.        |
| I love to go on long hike in the woods.            | Your best bet is to go north to beat the traffic.  |

Sort the examples pronouns and names on the next page into the correct column.



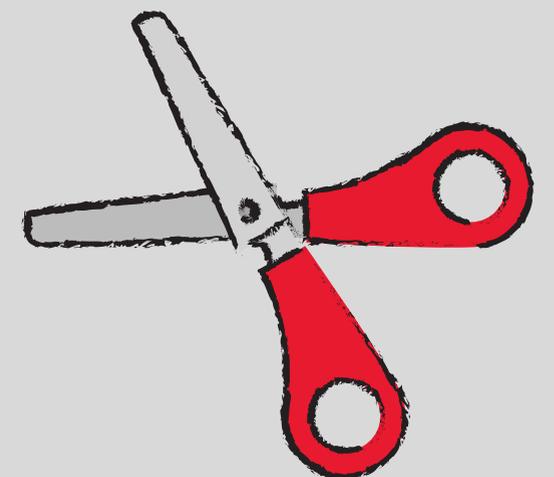
|  |  |
|--|--|
| The coach was so proud of his team after the game. | I just know I am going to win the contest.         |
| First, you melt some butter in a pan.              | The scared puppy growled as the fox came closer.   |
| We worked so hard on the project.                  | If you give a puppy a new toy, he will be happy.   |
| I was frozen from my whiskers down to my paws.     | She was so excited to see what was under the tree. |
| His dad taught him how to ride a bike.             | You have no idea what you are talking about.       |
| Red Riding Hood stopped to talk to the wolf.       | We all met at the movie theater after dark.        |
| I love to go on long hike in the woods.            | Your best bet is to go north to beat the traffic.  |

This activity has students sorting sentences using different points of view. There is a differentiated version that is included.





There is a Venn Diagram to compare the three different third-person points of view. A color-coded version is included.

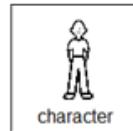
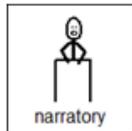


I reached my hand down into the bag. I reached deep down into the bag, not knowing what was there. Would something bite me? Would it feel slimy? I felt something soft and furry. It was small. But I didn't think it was alive. I slowly closed my fingers around it and pulled the mystery object out of the bag. It was a fluffy, pale pink set of earmuffs. They were perfect for me.

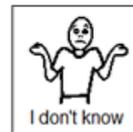
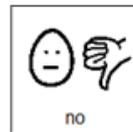
1. Is the person speaking watching what is happening?



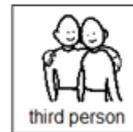
2. Is the speaker a narrator or character?



3. Do you know what the narrator is feeling and thinking?

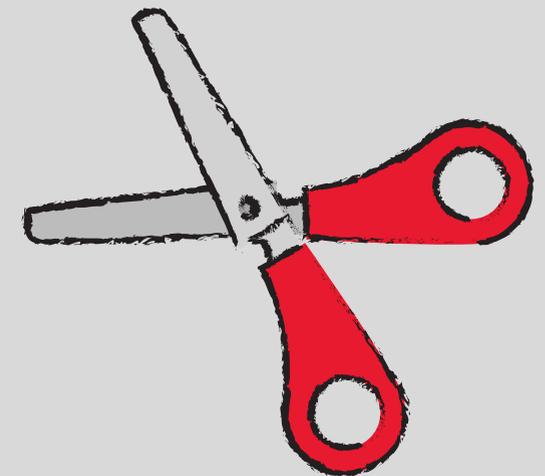


4. What point of view is this story?



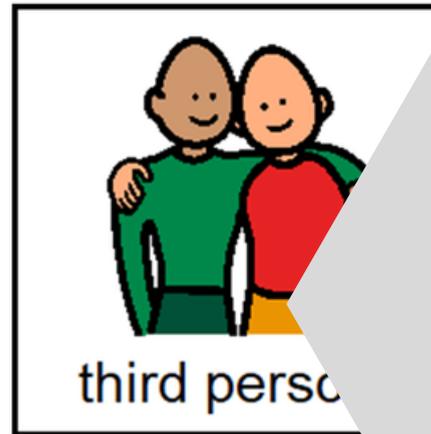
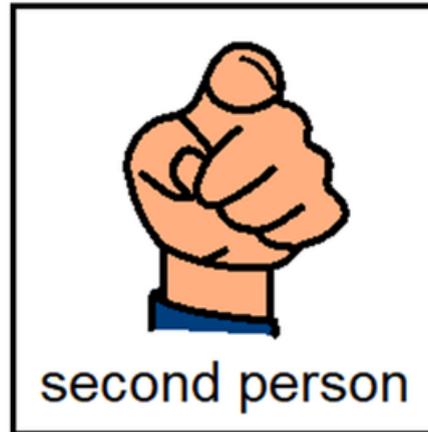
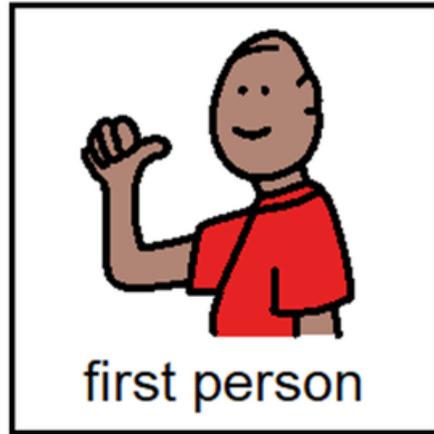
5. **Highlight** all the pronouns or names that show you it is that point of view.

This activity has students read a passage, answer questions about the point of view and highlight pronouns used.



**Includes 5 examples**

Make a set for each student



It was a hot and humid day outside. No one really wanted to play. The blacktop felt like 100 degrees. But I could not stay in my room another minute. I had to get some fresh air. No one would go with me, but that was okay. I like spending time alone outside with nature. Even when it is hot.

1

The dolphin came up out of the water. It was an amazing sight. Everyone on the boat clapped and cheered. This is what Sam had been hoping for. She knew if she saw just one dolphin, then it would be a good summer. Now, she know it would be the best summer.

2

If you want to go out in the snow and build a snowman, make sure you wear lots of warm clothes. You will want to have mittens, a hat, and a scarf. Most importantly, make sure you go to the bathroom first! You don't want to get outside and have to come right back in.

3

My mom told me I had to clean up my room. I hate cleaning my room. I don't even think it is messy. It is just the way I like it. I know where everything is, and everything is out in the open where I can get to it. Why can't she see that it is perfect just the way it is?

4

There are 20 passages included to practice point of view. There are large picture cards to facilitate group activities.

*How you survive on a deserted island*

If you find yourself on a deserted island, you could last

Make sure you have  with you.

Try to find  to eat.



You should use

*How I would survive on a deserted island*

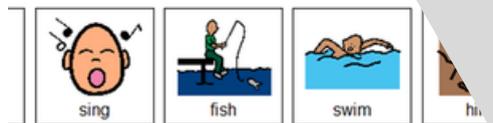
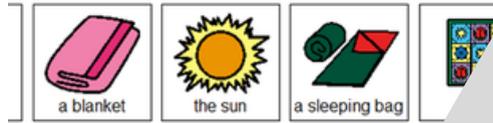
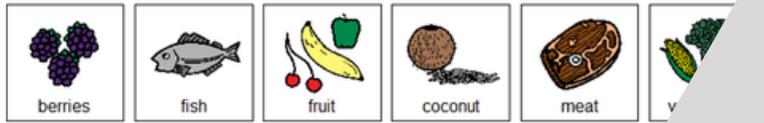
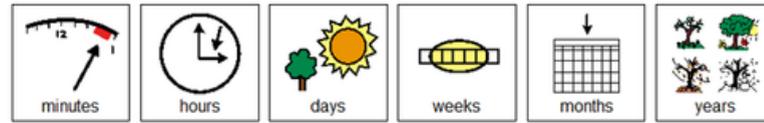
I think I could last three  on a deserted island.

I would want  with me.

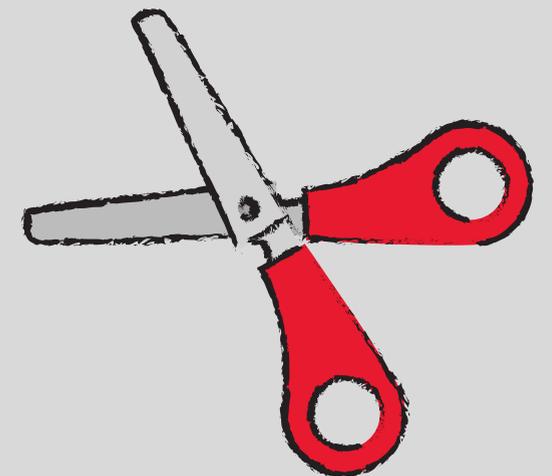
I would get for  to eat.

I would use  to stay warm.

To have fun, I would .



There are 3 writing prompts included, each with a different point of view. They all come with the same pictures choices.. These are errorless activities.



# Point of View

|  |  |  |   |   |
|--|--|--|---|---|
| <br>bias          |  | <br>third person  | <br>perspective  |   |
| <br>second person |  | <br>first person  | <br>bias         | <br>third person |
|  | <br>second person | <br>perspective   | <br>first person | <br>omniscient   |
| <br>first person  | <br>bias          | <br>omniscient    |   |   |
| <br>perspective   |  | <br>bias          | <br>omniscient   | <br>third person |
| <br>omniscient    | <br>third person  | <br>second person |   |   |

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Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

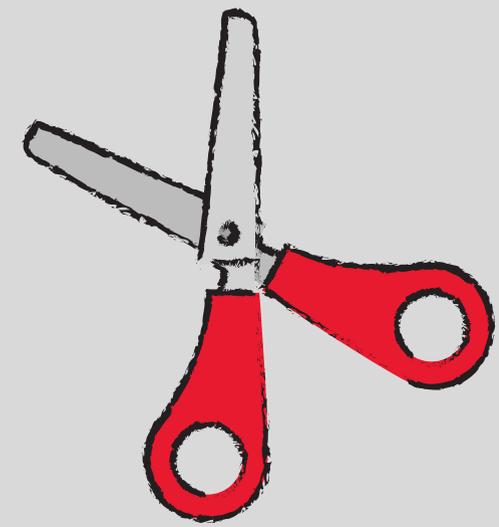
|  |   |   |  |  |
|--|---|---|--|--|
| <br>first person  | <br>first person | <br>first person | <br>second person | <br>second person |
| <br>second person | <br>third person | <br>third person | <br>omniscient    | <br>omniscient    |
| <br>bias          | <br>perspective  | <br>perspective  | <br>perspective   |  |

# Point of View

|   |  |   |   |
|---|--|---|---|
| <br>first person | <br>omniscient      | <br>third person   |   |
|   | <br>second person | <br>first person |   |
|   | <br>third person  |   |   |
|   | <br>first person  |   | <br>third person |

There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.



## Point of view

v w g x s b a e m s b a q t z  
z t v v n i w r d e v o k h l  
e u k t l a o p w c d r s i o  
a o p h l s b j i o f t c r m  
j d e w w i j v n n i f f d n  
i i r i l y e g m d r l g p i  
q a s m i b c k o p s z j e s  
m l p r m o t c e e t b x r c  
u o e b i h i o l r p z t s i  
d g c g t f v p g s e d r o e  
b u t j e h e f c o r c v n n  
z e i c d m u g a n s a u t t  
u x v q f g c f s o o m d x w  
x k e b v k a o g m n x s z j  
j n a r r a t o r w f w y q o

|  |                                  |                          |                          |
|--|----------------------------------|--------------------------|--------------------------|
| second person<br>omniscient<br>limited | first person<br>narrator<br>bias | third person<br>dialogue | perspective<br>objective |
|--|----------------------------------|--------------------------|--------------------------|

## Point of view

v w g x s b a e m s b a q t z  
z t v v n i w r d e v o k h l  
e u k t l a o p w c d r s i o  
a o p h l s b j i o f t c r m  
j d e w w i j v n n i f f d n  
i i r i l y e g m d r l g p i  
q a s m i b c k o p s z j e s  
m l p r m o t c e e t b x r c  
u o e b i h i o l r p z t s i  
d g c g t f v p g s e d r o e  
b u t j e h e f c o r c v n n  
z e i c d m u g a n s a u t t  
u x v q f g c f s o o m d x w  
x k e b v k a o g m n x s z j  
j n a r r a t o r w f w y q o

|  |                                  |                          |                          |
|--|----------------------------------|--------------------------|--------------------------|
| second person<br>omniscient<br>limited | first person<br>narrator<br>bias | third person<br>dialogue | perspective<br>objective |
|--|----------------------------------|--------------------------|--------------------------|

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.

## Point of View

1. The reader accesses the story through the type of the author chooses to use.

2. The  is the person telling the story.

3. The perspective tells you  the narrator sees and feels what is going on.

4. In first person point of view, the narrator is one of the .

5. The narrator will use words like I, me, and we in  point of view.



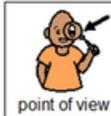
first person



narrator



how



point of view



characters

## Third Person Point of View

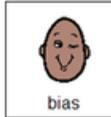
1. With omniscient point of view, the narrator knows .

2. With  the narrator only know some of the characters feelings.

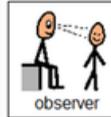
3. With limited omniscient, the narrator is often tied to  of the characters.

4. With objective point of view, the narrator is just an .

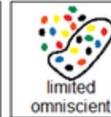
5. Objective point of view helps to eliminate any  in the story.



bias



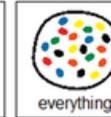
observer



limited omniscient



one

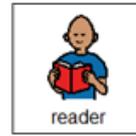
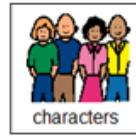
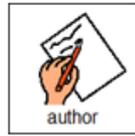


everything

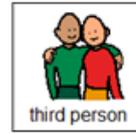
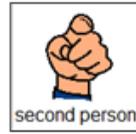
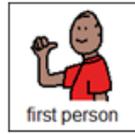
Close worksheets are a great informal assessment. There are two worksheets that cover the point of view and one for third person specifically and supporting details.

Answer key included.

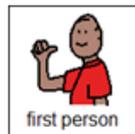
1. The point of view is how who access the story?



2. The narrator is one of the characters in which point of view:



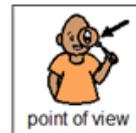
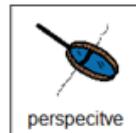
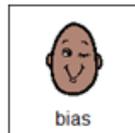
3. Which point of view is the narrator just an observer?



4. Circle the words often used with first person point of view:

he    I    we    she    my    our

5. This is when the narrator tries to influence how the reader feels about the story:

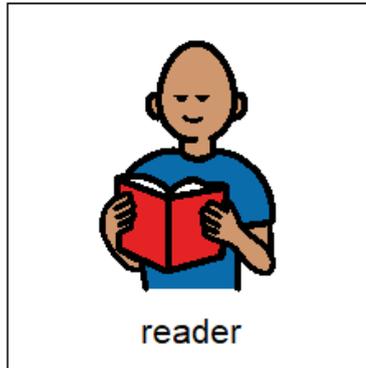
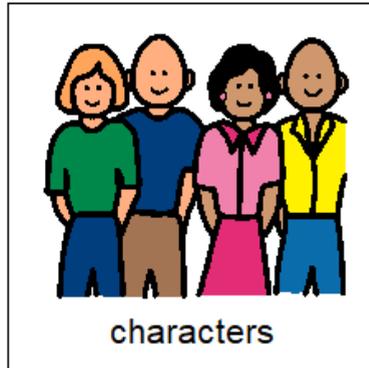
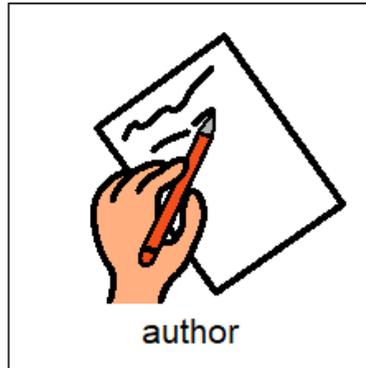


FINALLY the assessment!! There are 3 versions. This version has **10 questions** with 3 picture choices for each question.

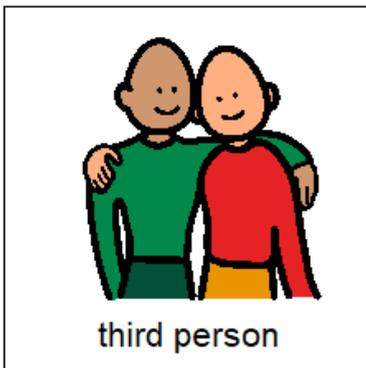
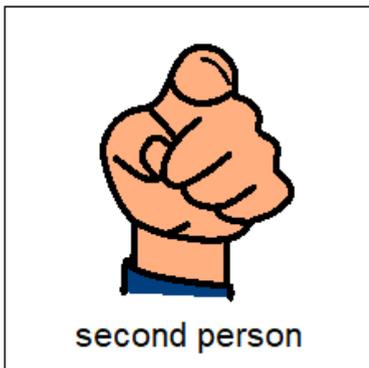
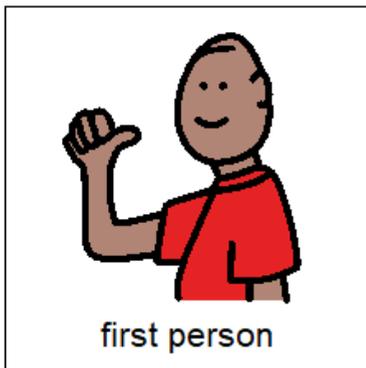
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 1



Q 2,3,6



*With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.*

1. The point of view is how who access the story?
  - A. Author
  - B. Characters
  - C. Reader
2. The narrator is one of the characters in which point of view:
  - A. First person
  - B. Second person
  - C. Third person
3. Which point of view is the narrator just an observer?
  - A. First person
  - B. Second person
  - C. Third person
4. Circle the words often used with first person point of view:

he

I

we

she

my

our

5. This is when the narrator tries to influence how the reader feels about the story:
  - A. Bias
  - B. Perspective
  - C. Point of view
6. Which point of view is often used for directions?
  - A. First person
  - B. Second person
  - C. Third person

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*

Watch the  
movie on Point  
of View

The two together, point of view and perspective, are very powerful tools authors use to bring the story to life. And, as a reader it is important to know what these are. But how do you figure that out?



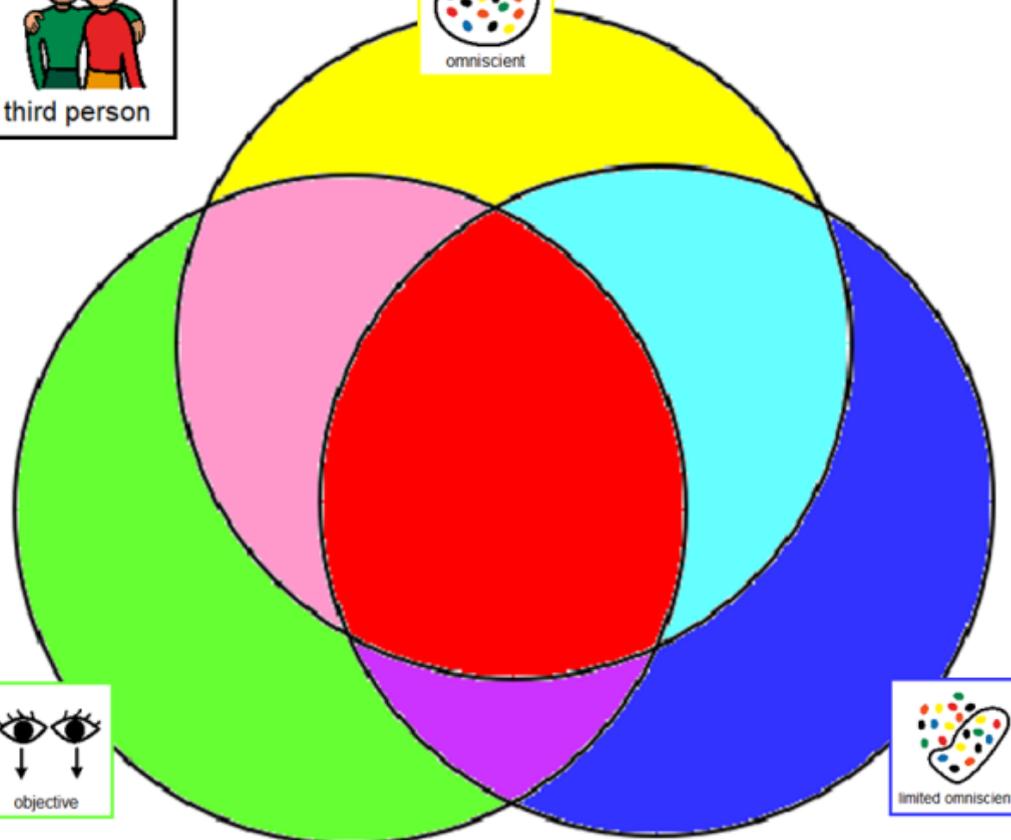
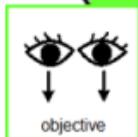
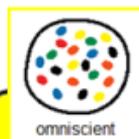
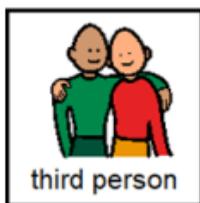
Christa Inc, Special Needs for Special Kids

This unit also has 48  
google slides. This  
includes a movie  
version of the book.

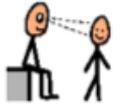
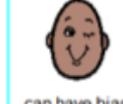


Sort the pronoun into the point of view that uses it.

|        |        |      |
|--------|--------|------|
| I      | he     | my   |
| you    | it     | Tre  |
| Trevor | me     | she  |
| they   | Mya    | them |
| we     | Jordan | your |
| Ana    | Brian  | our  |



Place pictures in the correct location on the Venn Diagram.

|  |   |  |
|--|---|--|
| <br>knows everything                   | <br>knows some things | <br>know what everyone is thinking |
| <br>knows what one person is thinking | <br>third person     | He/She   |
| <br>only watches                      | <br>no bias          | It   |
| <br>knows what nobody is thinking     | <br>can have bias    | They/Them  |

There are 2 sets of slides (24 in each set). The second set is differentiated using color. They have students click and drag pictures to manipulate.



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

*All of the activities (except the book) come in color and black and white.*

**[Click Here to read more!!](#)**