

OBJECTIVE

Students will be able to:

- Identify how point of view is used throughout the short story "Fish Cheeks"

MATERIALS

- Copies of "Fish Cheeks" by Amy Tan for students to read
- Chart for each group

TEACHER PREP

- Write Quickwrite prompt on the board or chart paper.
- Have copies of the Small Group Reading discussion questions available for students to refer to.
- Distribute copies of "Fish Cheeks" by Amy Tan for students to read and annotate (digital or paper).
- Gather markers and chart paper for students to use while they complete the FAST point of view poster.

VOCABULARY

Academic Vocabulary:

Point of View

Content Vocabulary:

Shabby, Resembled, Despair, Grimaced

GUIDING QUESTIONS

- So far (in paragraphs 1-3), is the narrator proud of her family/who she is? Why or why not?
- What is the narrator thinking in paragraphs 4-6? What do you think the other characters are thinking?
- How has the narrator changed as a character from the beginning to the end of the text?

LESSON HIGHLIGHTS

- Warm-Up: Quickwrite - What is something that makes your family unique? Do you have any traditions or customs that your family finds important?
- Mini-Lesson: Guided Annotation and Reading
- Small Group Reading: Group Annotation and Analysis
- Tone Tracker: Student Groups
- Share: Gallery Walk

WARM-UP | 5 minutes

Post the Quickwrite prompt on the board for students to begin upon entry to class:

Quickwrite - What is something that makes your family unique? Do you have any traditions or customs that your family finds important?

Allow 2-3 minutes for students to write a short response to the Quickwrite prompt, then direct students to share their response with a partner. Ask students to consider how their experiences are similar and different.

MINI-LESSON | 8 minutes

Review Academic Vocabulary:

Ask students to look at the classroom without turning their heads and think about what they see. Ask students to raise their hands and share different things they see in the classroom—remind students that their point of view is their perspective, so it will be different from others' points of view! When reading a text, it is important to consider how narrators' or other characters' points of view are different and impact the story. Remind students to keep this in mind as they read today's text, "Fish Cheeks" by Amy Tan.

Model:

Explain that students should highlight/underline/annotate words and phrases they think show the author's point of view. Start reading the text "Fish Cheeks" and begin modeling this annotation strategy, calling attention to various lines of text that help shape the narrator's point of view.

Once you finish reading page 3, ask students to discuss the following question with their groups:

- *So far (in paragraphs 1–3), is the narrator proud of her family/who she is? Why or why not?*

After providing time for student discussion, ask students to share their group's ideas.

GROUP WORK/CONTENT PRACTICE | 20 minutes

Small Group Reading:

Direct the students to continue reading and annotating the text. As students read, encourage them to discuss the following questions:

- *What is the narrator thinking in paragraphs 4–6? What do you think the other characters are thinking?*
- *How has the narrator changed as a character from the beginning to the end of the text?*

Think FAST Point of View Poster:

When students finish reading the text, explain that they are going to focus on the point of view shown throughout the short story. When considering how a character's point of view is created, students need to think FAST and analyze how a character **F**eels, how they **A**ct, what they **S**ay, and what they **T**hink (FAST).

Direct student groups to decide what specific point of view they would like to analyze—the narrator's point of view from the beginning, from the middle, or from the end. Explain that students will create a poster where they draw the narrator (or a stick-figure) with a heart that has the narrator's feelings inside it, actions written near their hands/feet, a speech bubble with what they would say, and a thought bubble summarizing their thoughts.

Remind students to look back into the text and use the events in the text to guide the choices they make on their poster.

Differentiation:

Support:

- Consider reading the text aloud or playing recorded audio for students to listen along to the text.
- Consider highlighting words/phrases for student groups to analyze or use in their FAST poster.
- Consider completing one FAST poster as a whole group.
- Consider assigning students specific roles within each group to aid in completion of the FAST poster.

Extension:

- Encourage students to write their own short, first-person narrative about experiencing a family tradition. Remind students to think FAST and include what they **F**elt, how they **A**cted, what they **S**aid, and what they **T**hought during that experience.

Assessment:

As student groups work on their FAST posters, circulate the room and ask the groups some guiding questions such as:

- *Is this poster depicting the narrator at the beginning, middle, or end of the story?*
- *Which lines from the text support the choices you made on the poster?*
- *How do you think this version of the narrator's point of view is different from the other versions?*

SHARE | 5 minutes

Direct students to walk around and view other groups' FAST charts. As they visit other groups' posters, ask students to discuss whether they think the poster represents the narrator at the beginning, middle, or end of the story.

CCSS ELA

Standard of Focus: CCSS.ELA-LITERACY.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Supporting Standard: CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

