



**Welcome to Study Island Wednesday!**

## **6.4 Pathway: SUMMARY AND POINT OF VIEW**

**DO YOU REMEMBER THE TYPES OF POINT OF VIEW???** CAN YOU NAME THEM IN CHAT  
**(HINT: THERE ARE FOUR!!)**





Whiteboard Tools

**Teacher Key:**



Know It Notes



Chat Box



Polling Tools



Free for all MIC

# Objectives:

## We will be able to:

- \* Choose ideas to include in a summary.
- \* Put information in your own words.
- \* Identify and write complete and accurate summaries.
- \* Essential Question:
  - \* **How can writing a summary help me understand a story better?**

# Summarization

A **summary** is a shorter way to tell about a passage. It tells the most important details or events of a story or article. It does not tell all of the details of a passage. Look at the passage and its summary below for an example.

## Thank You for Every Military Person

Many Americans will celebrate Armed Forces Day on Saturday, May 21. But a California teenager has done something different. She has done what no other person has been able to do. She has sent one thank-you note for every person serving in the United States Armed Forces.

In 2004, 16-year-old Shauna Fleming started a project called "A Million Thanks." Her goal was to collect one million thank-you letters for U.S. service members and veterans.

In October, Fleming reached her goal. In November, she presented the millionth letter framed to President George W. Bush. The presentation took place in the Oval Office. Fleming, however, didn't feel that a million thanks was enough.

"I wanted to find a way to thank all of our Service Members. I decided to continue collecting letters and emails until I reached 1.4 million. This was the number given to me by the Pentagon," Fleming said. "This week we reached that. Now, I can say, at least symbolically, that A Million Thanks has a thank you for every Service Member," Fleming said.

**IN CHAT, TRY TO SUMMARIZE THIS STORY IN 3 SENTENCES OR LESS.**



### Summary of Passage

A young girl started a project in which every member of the U.S. military received a thank-you note. Over 1.4 million notes were sent to service members.

# Summary

GameFAQs is a Web site that hosts walkthroughs for video games. It also has answers to many frequently asked questions to popular video games. The Web site was created in November 1995 by Jeff Veasey. The site has a lot of video game information. It is a place where gamers can get almost any information about games. It covers systems from the Atari to the Xbox 360. The Web site also covers computer games. The information on the Web site is given by volunteer gamers. Then, it is reviewed by the site's two editors, Jeff Veasey and Allen Tyner. The Web site also has a large message board community. Every game listed on the site has a board for discussion or game help.

1. Which is the best summary for this paragraph?

- A** GameFAQs is a good Web site that allows gamers to discuss all kinds of video and computer games. It was started in November 1995. Allen Tyner is one of the two editors who checks the information volunteers put on the Web site.
- B** GameFAQs has information on old and new video games. It has information for Xbox 360 games like Halo. It also has several message boards where gamers can discuss their favorite computer games. It was created by Jeff Veasey.
- C** GameFAQs is a Web site that helps video gamers with their games. It was created in 1995 and covers old and new video and computer games. The site is run by two editors, who check volunteer information before putting it on the site.
- D** GameFAQs has a lot of information about video games. It helps people with questions they have about games. It also gives them information on how to play the games well. Users can post messages on the message boards.

## Moving Magnetism



Scientists from the Geological Survey of Canada go hunting every few years. They dress in thick winter coats and warm gloves, tuck compasses in their pockets, and jump on airplanes that fly out over Canada's arctic region. They look down on a vast and empty landscape with only a few tiny islands and shiny sea ice. What they hunt is always moving and cannot be seen with their eyes. These scientists are hunters of Earth's magnetic north pole.

In December 2003, Earth's north magnetic pole was located 600 kilometers from the northern Canadian town of Resolute Bay. But it has not always been there and it will not stay. In 1831, explorer James Ross found the pole for the first time. No one looked for it again for over 70 years because the weather conditions were so dangerous. Ross's ship had been stuck in the arctic ice for four years! In 1904 when Roald Amundsen looked again and found the magnetic north pole, it had moved 50 kilometers.

Sometimes, the Earth's magnetic north pole even trades places with the magnetic south pole. This strange event has been recorded in the magnetism of ancient rocks and happens about every 300,000 years. Geologists can't predict when the poles will swap places again.

Scientists have been recording the movement of the magnetic north pole across Canada since James Ross first found it. It was moving at an average speed of 10 kilometers a year until the end of the 1900's. Then the speed increased to 40 kilometers per year. One day in the near future, the scientists from the Geological Survey of Canada will have to do their hunting in Siberia instead of Canada.

3. Which statement summarizes the main idea of the selection?

- A** Scientists hunting in remote Canadian areas should always wear coats and gloves and carry compasses.
- B** Explorers gave up searching for the magnetic north pole because of dangerous Canadian weather.
- C** Earth's magnetic north pole has been moving since scientists first began keeping records of it.
- D** Dangerous Arctic weather conditions make it hard for scientists to find Earth's magnetic north pole.



## Save the Puppies

April's parents were dog breeders and their kennels were often filled with a litter of puppies. April helped care for the dogs by bathing them and giving them the best food and water.

April's class had also been learning how to care for animals in their science lessons, so she was thrilled when her teacher announced a field trip to an animal shelter. The shelter manager, Rachel, led the class into the kennel area where dogs and cats sat along opposite walls of the building. April was stunned by what she saw. Some dogs looked like they had been starved before coming to the shelter.

"What happened to these dogs?" April asked.

"These dogs are here because their owners did not care for them properly," Rachel replied. "We try to keep the animals healthy so they can go to good homes. If you know someone who wants to adopt a pet, please tell them about our shelter."

April decided to take action and she printed flyers with information about the shelter. April's parents handed them out to people who bought their puppies. The following day April received permission to post a flyer at her school. That afternoon, April received a phone call at home.

"Hi, April, this is Rachel. I wanted to thank you for creating flyers for the shelter. Our adoptions have already started to increase!"

"You're welcome! I just wanted to help rescue the puppies."

6. Which detail from the second paragraph would be most important to include in a summary of this passage?

- A** April's class took a field trip to the local animal shelter.
- B** April's class had been learning about animals in their classes.
- C** April received a phone call at home in the afternoon.
- D** The shelter manager named Rachel gave April a tour.





# Objectives:

## We will be able to:

- \* Identify first person point of view.
- \* Identify and analyze the distinction between third person limited and third person omniscient points of view.
- \* Recognize different points of view.
- \* Use different points of view in their writing.

### **Essential Question:**

- \* **How can identifying an author's point of view help me understand a story better?**

# Point of View

**First Person** — narrated using *I* or *we*

*We ran so fast from the graveyard that our lungs were on fire.*

## Create Your Own!!



# Point of View

## Second Person

**Second-person point of view** uses the word "you." Second person is a good choice when giving directions or anytime you're speaking directly to someone. Second person is almost never used to tell a story.

*example:*

"You should really come and join the group because you would probably like it a lot."


# Create Your Own!!



# Point of View


**Third Person** — narrated using *he, she, or they*

**Third Person Limited** — written from the point of view of a *single* character



*Phoebe stared at the crime scene. She waited for Ray to offer to take the lead on this case. But he didn't, and she wondered why.*

**Third Person Omniscient** — the narrator knows what *all* the characters think and feel



*Phoebe stared at the crime scene. She waited for Ray to offer to take the lead on this case. But he didn't, and she wondered why.*

*Earlier that day, the commander had pulled Ray aside and said, "You need to let Phoebe take the next case. She needs the experience," Ray shrugged his shoulders and gave a nod. He was perfectly happy to step aside and see what Phoebe could do.*

## Lost on a Mission

by Tirzah Tyler

"Why can't you just use your electronic navigation system?" Sandra asked.

"I don't like navigation systems," Sandra's mother replied while she kept her eyes on the tree-lined road.

Sarah exhaled by blasting air through her bottom lip upwards so that her bangs flitted above her forehead.

"We have fun together, don't we?" Sandra's mother asked with a smile.

"Yes, but I think we could have even more fun if we could find the department store," Sandra replied politely. "I can't believe you've never been there before."

Sandra's mother chuckled and said, "I've never liked shopping." Then she added with a friendly wink, "You'll have to teach me how you do it."

Sandra laughed. "It's so easy. You just look at the things that you like, try them on, and buy the cheapest ones."

While her mother drove aimlessly through the hilly streets, Sandra became frustrated. "Maybe we can stop for directions?"

"Good idea," Sandra's mother said. She slowed down her car, rolled down her window, and called out to a man who was walking his Labrador retriever nearby.

"Excuse me! Where is the River Creek Department Store?"

The man replied, "Just enter the directions into your navigation system," before he laughed and kept walking.

Sandra's mother rolled up her window and sighed. "How about if I put you in charge of our entire shopping mission?"

Sandra laughed and said, "Does that mean that you'd like me to drive?"



**1. Directions: Select all the correct answers.**

Which statements describe the passage's point of view?

- The narrator tells the story from Sandra's mother's point of view.
- The narrator knows what Sandra feels.
- The narrator knows what Sandra's mother feels.
- The narrator tells the story from Sandra's point of view.
- The narrator knows what Sandra thinks.
- The narrator knows what Sandra's mother thinks.



The fireflies had arrived, just as my father said they would, and I watched them with my dry lips parted in wonder, my palms sliding expectantly on the lap of my dress. I felt like running and greeting them, but they joined me instead. Dozens of tiny blinks materialized, floating.

"I'm Jeliza-Rose," I said, bouncing on my crossed legs. "Hello."

Their flickers indicated understanding: The more I spoke, the more they blinked—or so I believed.

In vain I reached out, attempting to snatch the nearest one, but when I unclenched my fist there was nothing to be seen. After several failed captures, I made myself content by simply naming the fireflies as they flashed.

"You're Michael. You're Ann. Are you Michael again? No, wait, you're Barbie. And that's Chris. There's Michael."

Then the fireflies were gone, having been whisked afield by the wind. I glanced in the direction of the old house, wondering if my father was in the living room, quiet and awaiting my return.

*adapted from Tideland by Mitch Cullin*

3. From whose point of view is the story being told?

A

the fireflies

B

Jeliza-Rose

C

the father

D

Michael





4. How would the story be different if it was told from the third person point of view?

- A** The audience would know how scared the narrator is of the fireflies.
- B** The audience would know where the father is at the end of the story.
- C** The audience would see the narrator as brave for playing with the bugs.
- D** The audience would see that the narrator is foolish for naming the bugs.

5. What effect does limiting the point of view to the narrator have on the story?

- A** It gives the audience a sense of how proud the father feels as he watches his daughter.
- B** It gives the audience a sense of how concerned the narrator's father is of the insects.
- C** It gives the audience a sense of how terrified the fireflies are of the narrator.
- D** It gives the audience a sense of how a child thinks and how his or her imagination works.





## Alexander Fleming

*According to the Winston Churchill center in Washington, D.C., the story below is fiction and not based on historical fact.*

His name was Fleming, and he was a poor Scottish farmer. One day, while trying to eke out a living for his family, he heard a cry for help coming from a nearby bog. He dropped his tools and ran to the bog. There, mired to his waist in black muck, was a terrified boy, screaming and struggling to free himself. Farmer Fleming saved the lad from what could have been a slow and terrifying death.

The next day, a fancy carriage pulled up to the Scotsman's sparse surroundings. An elegantly dressed nobleman stepped out and introduced himself as the father of the boy Farmer Fleming had saved.

"I want to repay you," said the nobleman. "You saved my son's life."

"No, I can't accept payment for what I did," the Scottish farmer replied, waving off the offer. At that moment, the farmer's own son came to the door of the family hovel.

"Is that your son?" the nobleman asked.

"Yes," the farmer replied proudly.

"I'll make you a deal. Let me take him and give him a good education. If the lad is anything like his father, he'll grow to a man you can be proud of."

And that he did. In time, Farmer Fleming's son graduated from St. Mary's Hospital Medical School in London, and went on to become known throughout the world as the noted Sir Alexander Fleming, the discoverer of Penicillin.

Years afterward, the nobleman's son was stricken with pneumonia.

What saved him? penicillin.

The name of the nobleman? Lord Randolph Churchill.

His son's name? Sir Winston Churchill.

6. Through what point of view does the narrator tell the story?



First person



Third person omniscient



Third person limited



Second person



## How to Become a Sportscaster

Have you ever wanted to announce sports on television or on the radio? If you are interested in learning what it takes to be a sportscaster, read the steps below.

### Steps:

1. Get a college degree in journalism with a focus on broadcasting.
2. Learn to write well by taking writing classes and by reading a variety of literature.
3. Study good sportscasters. Listen to and watch the way successful sportscasters announce games.
4. Practice announcing by watching games and by recording yourself.
5. Send your best recordings to sportscasters that you admire.
6. Volunteer at or get an entry-level job at a radio or television station. This will help you gain experience in broadcasting and help you make contacts with people in the business.
7. Become an expert on one or two sports. It is impossible to know everything about every sport. However, you can become very knowledgeable about one or two sports.
8. Tell people that you want to become a sportscaster. You have to make contacts and let people know that you are pursuing a career as a sportscaster.
9. Be willing and ready to cover sporting events. You may get an unexpected opportunity to announce at a sporting event. You have to be willing to travel, and you have to be available.

7. Instructions like the ones above are usually written from a

- A** first person point of view.
- B** third person limited point of view.
- C** second person point of view.
- D** third person omniscient point of view.



# Are You Blue?



1. Log in to Study Island.
2. Click on ENGLISH A
3. Complete **MISSING 6.4 PATHWAYS: SUMMARY AND LITERARY POINT OF VIEW**
- 4.\* Practice this skill until you earn a Blue Ribbon!  
Answer AT LEAST 10 questions  
Get AT LEAST 70% correct

You CAN do it!

SMILE!

**MONDAY: WE WILL START UNIT 15: PERSUASIVE WRITING  
CHECK OUT THE UNIT 15 LESSON 1 TO GET READY!!!**