Writing Workshop

Mini Lesson: Writing in Third Person

**Grade:** 5th

**Common Core State Standard:** Writing Standards Grade 5, Text Type and Purposes, 5.3

Grade 5 - [CCSS.ELA-LITERACY.W.5.3](http://www.corestandards.org/ELA-Literacy/W/5/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Objective:** Students will be able to portray their understanding of third person point of views through their own narrative writings.

**Materials:**

*The Wretched Stone*, writer’s notebooks, projector

**Procedure:**

1. **Lesson Introduction/ Objective and Purpose**
   1. “Writers, yesterday I read the book *The Wretched Stone* aloud and told you to keep the book in mind since we will be using it for todays writers workshop lesson. What can you tell me about the book? How was it written? *Wait for answers that are similar to ‘it was written in journal entries’*. That’s right! The author wrote this book in the form of journal entries. The captain of the boat was telling his story of the stone and how it affected his crew trough the form of his own personal journal entries. The type of writing that is commonly used when writing in journals is in third person. We have already talked about what it means to write in first and second person. Who can remind me of some words that are used when writing in first person? If you do not remember you can reference our chart here. *Wait for answers such as I, me, mine, myself, we, us, etc.* Yes! What are some words we use when writing in second person? *You, yours, yourself, yourselves.* Yes! Today we are going to explore third person point of views. When a writer writes in third person, they are often describing their characters from the outside. Writing in third person allows the reader to immediately get inside the narrators mind. Today, I am going to teach you specific words that you can use to create your own writing pieces that are written in third person inside your writer’s notebooks.”
2. **Teach and Model (Modeling and Thinking):**
   1. “However before we do that, we need to finish this chart (chart created on chart paper that lists words that are used in first, second, and now third person writing) so you all can reference it later when you will be writing on your own. Let me show you an example of my own writing where I used third person point of view. This is a passage from a story I began to write in my writer’s notebook the other day.

**“As they followed Charlie through the crowded maze, Jake felt an odd excitement building inside him—or was it fear? He tried to grab Sophie’s hand, but she slapped him away. He had promised Grandpa he’d look after her.”**

* 1. “Lets take a look at this passage. I want you to pay special attention to the words that make it apparent that this is written in third person point of view. We want to keep our eye out for words such as he, she, they, and it. In this passage alone, I see six different words that can help me realize that this is written in third person. Those words are they, him, he, she, him (again), he (again), he’d, and her (highlight the words on the prompt of the passage that is displayed on the smartboard or overhead projector). Now, where should I mark these words so we can reference them when doing our writings later on? Right on the chart!”
     1. Finish filling out chart. Ask students if they can think of any other words that are used when writing in third person. If they do, write them on the chart as well.

1. **Guided Practice (Example 1: Extensive Teacher Help):**
   1. After modeling, I will provide another example. This time students will assist me as I continue to take the lead in teaching. The second example is:

**Something is wrong with the crew. They rarely speak, and though they swing through the rigging more quickly than ever, they walk the decks in a clumsy, stooped- over fashion.**

“Let’s take a look at this example together. This passage is from *The Wretched Stone*. Is this passage written in first, second, or third person? Look at the chart to help you with your answer if you need it. Yes, this passage is written in third person, just like the whole book is. How did you know that this was written in third person? Were there certain words that made it apparent to you? If so, what were those words? For third person, we want to keep an eye out for words such as he, she, they, him, her, or even names of a person. Remember, you can always reference our chart to help you identify what format a book is written in (highlight or circle words).

(Example 2: Less Teacher Help)

“Now let’s try another example*.* This time you are going to use this index card (pass out index cards) to write your own little passage that is written in third person. Make sure to keep the passage short, maybe two or three sentences. You will have time to write a larger passage later. This time I will not give you as much help and you must think for yourselves more. Make sure to keep in mind words that are used when writing in third person. What are those words? You will have one minute.

(Wait for students to finish).

“Would anyone like to share theirs? Great Jane! Go ahead and read it aloud. While she reads it, I want everyone to pay attention to the words she used.

**He ran to the store with him mom. They picked up milk and bread.**

“Great! Is Jane’s passage written in third person? What words did she use that helped you notice that? Good job Jane! Jane used the proper words when writing in third person. We really get a sense that a narrator is telling the story. Does anyone have anything different? (Wait for response. If no one raises his or her hand, move on to independent practice).

1. **Independent Practice (Example 3: No Teacher Help):**
   1. Once students are comfortable with identifying third person words on their own, they will practice writing in third person with no help from me at all. They will write a narrative in their writing notebook that is written in third person.

“Now it is your turn to practice using third person words. You have already written narratives in first and third person. When you go back to your seats, I want you to take out your writer notebooks and write a narrative that is in third person. Keep in mind that journal entries, just like the ones in *The Wretched Stone*, are also a good way to write in third person. If you wish to make a journal entry in your notebook than that is fine too. Just remember the words that are used in third person such as him, her, he, his and they. The chart with the words listings will be here for you to reference if you need it. While you are writing, I will be conferring individually with you. You will have 45 minutes to write and when the time is up we will have a group share. Have fun writers!”

1. **Assessment (How will I know the lesson was successful?):**
   1. I will be able to determine that the lesson was successful if students are able to demonstrate their understanding of writing in third person in their writing notebooks. I will be able to assess their work during conferences and the group share.

