



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 4: Unit 2: Lesson 2**

**How a Narrator's Point of View Influences the Description of Events, and Analyzing Images in Literature: *Eight Days: A Story Of Haiti***



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How a Narrator's Point of View Influences the Description of Events, and  
Analyzing Images in Literature:  
*Eight Days: A Story Of Haiti*

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can describe how a narrator's point of view influences the description of events. (RL.5.6)
- I can analyze how visual and multimedia elements add to the meaning, tone, or beauty of literary text. (RL.5.7)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)

Supporting Learning Targets

- I can describe how Junior's point of view influences his description of events in *Eight Days*.
- I can analyze how color and composition of images are used to add to the meaning of the story *Eight Days*.
- I can analyze the meaning of figurative language in *Eight Days*.

Ongoing Assessment

- Narrator's Point of View Analysis Task (in journal)
- Composition and Color Analysis sheet
- Language Analysis T-chart (in journal)



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Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Homework Review (5 minutes)</p> <p>B. Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. How the Narrator's Point of View Influences the Description of Events (15 minutes)</p> <p>B. Analyzing Images (15 minutes)</p> <p>C. Analyzing Figurative Language (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Review of Learning Targets (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"><li>• In Work Time Part A, students refer to their summary notes and summary paragraphs from Lesson 1 to analyze how Junior's point of view in <i>Eight Days: A Story of Haiti</i> influences his description of events.</li><li>• Then students think about how the use of color and composition adds meaning to a story by analyzing images found in <i>Eight Days</i>.</li><li>• Students will begin a new routine of analyzing figurative language in this unit. Students will begin with an analysis of the figurative language found in <i>Eight Days</i> as a scaffold toward the more complex analysis of similes, metaphors, and idioms in the novel that students will read next. This is a reinforcement of skills learned in Module 1 working with <i>Esperanza Rising</i>. In lessons where figurative language analysis is not part of Work Time, students will have an opportunity to briefly focus on the academic vocabulary found in the text. They will add and define those terms in the academic section of the glossary in their journals from Unit 1 (see Lesson 1 for an example).</li><li>• In advance: Post students' Summary Notes anchor charts from Lesson 1.</li><li>• Review: Fist to Five protocol (Appendix 1).</li></ul>



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Lesson Vocabulary	Materials
point of view, influence, description, events, analyze, color, image, meaning, interpret, figurative language; in my mind I played (1), entire (3), crackled, sparked (8), solo (9–10)	<ul style="list-style-type: none"><li>• Independent reading book</li><li>• What Do We Know about Natural Disasters? anchor chart (begun in Unit 1)</li><li>• Journals</li><li>• <i>Eight Days: A Story of Haiti</i> (one per student)</li><li>• Narrator's Point of View Analysis task card (one for display)</li><li>• Summary notes (chart-sized, from Lesson 1)</li><li>• Students' Summary paragraphs (from Lesson 1, in journal)</li><li>• Sample Narrator's Point of View Analysis, <i>Eight Days: A Story of Haiti</i> (for teacher reference)</li><li>• Document camera or overhead projector</li><li>• Image Analysis Questions (one for display)</li><li>• Figurative Language Analysis T-chart (new, teacher-created, one for display)</li><li>• Sample Figurative Language Analysis T-chart (for teacher reference)</li><li>• Evidence flags (three per student)</li></ul>



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Opening	Meeting Students' Needs
<p><b>A. Homework Review (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to take out their <b>independent reading book</b> with evidence flags they completed for homework.</li> <li>Focus students' attention on the <b>What Do We Know about Natural Disasters? anchor chart</b> (from Unit 1). Cold call students to share out the evidence they marked to add to the anchor chart. Record their ideas.</li> </ul>	
<p><b>B. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Say: "Remember that we are studying natural disasters in this module. During Unit 1, you built some background knowledge about what natural disasters are, as well as the positive and negative impacts extreme natural events can have on people and the environment.</li> <li>Our focus in Unit 2 is reading literature set in a time and place where a natural disaster is occurring in order to analyze: <ul style="list-style-type: none"> <li>* How does each narrator's point of view influence the way an extreme natural event is described?</li> </ul> </li> <li>Ask students to think about, then pair to share: <ul style="list-style-type: none"> <li>* "What were we able to learn about the impact the earthquake in Haiti had on humans or the environment from Junior's description of events in <i>Eight Days</i>?"</li> </ul> </li> <li>Invite students to share their partner's response whole group. Listen for ideas such as: "Earthquakes frighten people," "They trap people," "Homes are destroyed," "Families are separated," "People are injured," etc.</li> </ul>	<ul style="list-style-type: none"> <li>Chart and post all questions asked to students and answers they provide for students to reference throughout the lesson.</li> <li>Students who struggle with language may be reluctant to share aloud voluntarily. Consider beginning the share with those students and warn them that they will start the sharing; this will give them an opportunity to prepare their statement.</li> </ul>



# How a Narrator's Point of View Influences the Description of Events, and Analyzing Images in Literature: *Eight Days: A Story Of Haiti*

Work Time	Meeting Students' Needs
<p><b>A. How the Narrator's Point of View Influences the Description of Events (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students to gather their <b>journals</b> and the book <b><i>Eight Days</i></b> and then join their groups (from Lesson 1).</li> <li>Introduce the first learning target:</li> <li>"I can describe how Junior's point of view influences his description of events in <i>Eight Days</i>."</li> <li>Ask students to think about what they recall about first-person versus third-person <i>point of view</i>. Invite several students to share their thinking aloud. Listen for: <ul style="list-style-type: none"> <li>* "First person uses the pronouns 'I, me, and we,'" "Usually it's the main character," "It's told from the narrator's own view," and "We only hear, see, or know what the narrator shares or describes."</li> <li>* "Third person uses the pronouns 'he, she, and they,'" and "It tells many characters' views and feelings—what they hear and see."</li> </ul> </li> <li>Solidify students' understanding of first versus third person by providing a simple example such as: "If I describe what I did this morning, it is first person, but if I describe what my friend Al did this morning, then it is third person."</li> <li>Explain that a narrator's <i>point of view</i> can also be thought of as his perspective, or the way he describes what he sees, hears, or feels, and his actions.</li> <li>Ask the class to think about what the word <i>influence</i> means in this context. Invite several students to share their thinking aloud. Listen for: "have an effect on how events are described," "impact," or similar ideas.</li> <li>Ask the class what the word <i>description</i> means in this target. Cold call several students to share out and listen for ideas like: "The way something is explained or described."</li> <li>Ask the class to consider what the word <i>events</i> means. Cold call several students to share their definitions aloud. Listen for: "Something important that happens," "An occurrence, especially one of importance," or "Events occur in certain places, during certain times (setting)."</li> <li>Direct students to quickly look back at page 1 of <i>Eight Days</i> to determine: <ul style="list-style-type: none"> <li>* "Is this story told from a first-person or third-person point of view?"</li> </ul> </li> <li>Ask students to show either one or three fingers to demonstrate which. Look for students to show one finger, then cold call a few students to share out the details they used to help them decide. Listen for: "The pronouns 'I' and 'my,'" "Description of only his own feelings," or similar examples.</li> <li>Remind students of the guiding question for this unit: <ul style="list-style-type: none"> <li>* "How does a narrator's point of view influence the way events are described?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Chart and post the differences between first and third person on a Point of View anchor chart for students to refer to throughout the unit.</li> <li>Write synonyms or short phrases above the academic words in learning targets for students to refer to during the lesson.</li> <li>Consider giving students who struggle with writing from displayed or projected text their own Point of View Analysis task card.</li> <li>Consider allowing students who struggle with writing to dictate their responses to the task card to a peer or teacher.</li> </ul>



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Explain that authors choose to tell stories from particular points of view, or perspectives, because it helps them to convey an “experience” to the reader through the use of a narrator who describes and emphasizes certain details and emotions associated with a major event. Say: “The narrator is created by the author to tell the story, and the narrator’s point of view influences <i>how</i> the event is described.”</li> <li>• Display the <b>Narrator’s Point of View Analysis task card</b>. Ask students to turn to a new page in their journals to record their responses to the three parts of the analysis task.</li> <li>• Read the first prompt aloud: “The author wrote this story from the point of view of ... (WHO is the narrator?)”</li> <li>• Ask students to refer to the chart-sized <b>summary notes</b> (from Lesson 1), their <b>summary paragraphs</b> (from Lesson 1, in journals), and the text. Then tell students to think about and discuss who the narrator is. Cold call several students to share out. Listen for: “The author wrote this story from the point of view of a young boy named Junior,” “A frightened child named Junior,” or similar ideas. Ask students to record the prompt and complete the sentence to describe the narrator’s point of view in their journals.</li> <li>• Read aloud the second prompt of the analysis task: “In this story the narrator <i>mainly</i> describes ...” Tell students to think about:             <ul style="list-style-type: none"> <li>* “What specific details and language from the text is used to describe what is happening (events)?</li> <li>* “Is there a pattern to Junior’s description of events? Do you see any repetition of language?”</li> </ul> </li> <li>• Ask students to look back once again at their Summary Notes anchor charts and paragraphs (from Lesson 1) to determine what the narrator mainly describes happening during this story, or what he emphasizes (gives importance to, repeats), and then discuss in groups.</li> <li>• Cold call several students to share their thinking whole group. Listen for: “Throughout most of the story, Junior imagines he is playing in everyday places he is familiar with,” “He ‘plays in his mind,’ meaning he uses his imagination,” “He thinks about doing his favorite things with family and friends instead of thinking about being trapped under his house,” or similar ideas.</li> <li>• Ask students to record the second part of the analysis prompt and complete the sentence to state what the narrator mainly describes happening in the story.</li> <li>• Read the third fill-in-the-blank part of the analysis task: “I think that because the narrator is _____, s/he describes the event by using the details and/or words _____.”</li> <li>• Direct students to focus on the word event in this statement. Ask them to think about and then discuss:             <ul style="list-style-type: none"> <li>* “What major <i>event</i> is the narrator experiencing in this story?”</li> </ul> </li> </ul>	



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call members from each group. Listen for: “An earthquake causes a boy to become trapped under his house for eight days,” or similar suggestions.</li><li>• Explain to students that in order to fill in the first part of the statement, they will need to think about who the narrator is, his point of view or perspective. To complete the second portion of the statement, they need to consider what he mainly focuses on as he describes being trapped under his house.</li><li>• Allow students 1 to 2 minutes to refer to their responses to the first two prompts, then to think about and discuss how they would fill in the final part of the analysis.</li><li>• Invite several students to share their thinking whole group. Listen for ideas like: “I think because Junior is young and frightened, he describes the event by using the details and/or words: ‘He played in his mind,’ or used his imagination, instead of thinking about the fact that he was trapped or that there was an earthquake and he was separated from his family.”</li><li>• Direct students to record their statements for the final part of the analysis task in their journals (see <b>Sample Narrator's Point of View Analysis, <i>Eight Days: A Story of Haiti</i>, for teacher reference</b> for possible student responses.)</li></ul>	





# How a Narrator's Point of View Influences the Description of Events, and Analyzing Images in Literature: *Eight Days: A Story Of Haiti*

Work Time (continued)	Meeting Students' Needs
<p><b>B. Analyzing Images (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce the second learning target: "I can analyze how color and composition in images are used to add to the meaning of the story <i>Eight Days</i>."</li> <li>Ask students to recall and share out what they remember about the meaning of the word <i>analyze</i> (examine, study, evaluate, explore).</li> <li>Focus students' attention on the word <i>images</i> in this target. Direct students to think about and discuss in groups what this word means. Cold call several students to share out. Listen for: "pictures," "visual elements," or similar ideas.</li> <li>Next, draw students' focus to the word <i>composition</i>. Ask what this word means in relation to <i>images</i>. After providing a few seconds for them to think, invite a few students to share their ideas. Listen for: "How objects are arranged on a page," "Where objects or people are placed," "How big or small objects or people are," or similar ideas.</li> <li>Point out the word meaning in the target. Ask students to think about how they would define <i>meaning</i> in the context of this target. Invite a few students to share their thinking whole group. Listen for ideas like: "The message a picture can convey," "The way pictures help the reader 'see' what is happening or being described in the story," "The feelings the image expresses," etc.</li> <li>Explain to students that artists incorporate specific colors in their images to convey a message (meaning) to a viewer or reader (if the images are in a book), in the same way that an author uses specific words to help the reader understand the message. Similarly, artists think carefully about where they place objects and people in a picture in order to help convey the message (meaning).</li> <li>Tell students that in order for them to analyze how color and composition influence meaning, they will go back into the book and focus on: <ul style="list-style-type: none"> <li>* The colors the artist used in these images</li> <li>* How the artist composed the picture—in other words, how s/he decided to arrange objects and people</li> </ul> </li> <li>Ask students to turn to pages 5 and 6 of <i>Eight Days</i> ("On the second day ..."). Using a <b>document camera</b>, display the <b>Image Analysis Questions</b> for all students to see.</li> <li>Read the first questions aloud: <ul style="list-style-type: none"> <li>* "What are the main colors used on these pages? What feeling(s) do these colors convey to the viewer?"</li> </ul> </li> <li>Direct students to closely examine, then discuss the image on page 5 to answer these questions.</li> </ul>	<ul style="list-style-type: none"> <li>Consider creating an anchor chart about images for students that lists the words associated with images, especially those in the learning targets, and the definitions or synonyms for students to refer to throughout the unit.</li> <li>Write and post the instructions on how to analyze color and composition for students to refer to as they work.</li> <li>Refer students to the anchor chart created (if done) for words associated with images and their definitions or examples (composition, color, tone, meaning, etc.) to remind students what to look for or focus on.</li> </ul>



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• After 1 or 2 minutes, cold call students to share their thinking whole group. Listen for: “Mostly dark blue color is used,” “There are small bits of lighter colors around his family members,” “It is dark, which makes me think it is scary, like nighttime,” “Little bits of light in the dark make me think of hope, because there are small bits of happy colors like yellow, which make me think of the sun or joy,” and similar observations. Record students’ ideas below the first Image Analysis Question.</li> <li>• Read the next question aloud: <ul style="list-style-type: none"> <li>* “Examine the characters and objects in this image. What detail(s) does the artist emphasize in this composition?”</li> </ul> </li> <li>• Ask students to think about and discuss this question with their group members.</li> <li>• After 1 or 2 minutes, invite several students to share out. Listen for: “shadow and light,” “members of his family searching,” “Junior’s face,” etc. Record students’ ideas below the second image question. Leave questions and responses displayed for student reference.</li> <li>• Pose the final analysis question to students: <ul style="list-style-type: none"> <li>* “What <i>meaning</i>, or message, is the artist trying to help the reader understand about this event?”</li> </ul> </li> <li>• Give students 2 minutes to think about and discuss this question in groups. Cold call members from each group to share out. Listen for: “The artist and author want the reader to understand that even though Junior describes playing, he is really in a scary situation being trapped under his house,” “It is dark and he is lonely; he is thinking of his family searching for him,” and similar ideas.</li> <li>• Direct students to turn to the last two pages of the story (pages 19 and 20).</li> <li>• Allow groups 5 minutes to do the following: <ol style="list-style-type: none"> <li>1. Read the Image Analysis Questions.</li> <li>2. View the image on pages 19 and 20.</li> <li>3. Think about and discuss with group members how you would respond to the first analysis question.</li> <li>4. Write your response to Question 1 on a blank page in your journal.</li> <li>5. Repeat the steps above for Questions 2 and 3.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Display the pictures/images from <i>Eight Days</i> as students are giving answers to the questions; highlight or circle the details they mention so students can see which details lead to analysis.</li> <li>• Write and post the directions of what to do with their groups when analyzing the images for students to refer to as they work.</li> <li>• Provide hints of what to focus on for each question for students who struggle with visual clues.</li> </ul>



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Once students complete their analysis questions, invite several students to share out whole group. Positively reinforce student references to specific details within the image and how the details add “meaning” to the story. Listen for students to share ideas such as: “The colors used are mostly bright blue, yellow, orange, green; I associate happiness and warmth with these colors,” “The artist emphasizes the family grouped together; I think the artist used these colors and this composition to convey the joy Junior feels about being rescued and seeing his family again,” “The artist wants the reader to understand the sense of safety Junior feels about being rescued,” etc.</li> </ul>	
<p><b>C. Analyzing Figurative Language (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce the final learning target: “I can analyze the meaning of figurative language in <i>Eight Days</i>.”</li> <li>Ask students to consider and then briefly discuss what the word <i>analyze</i> means in the context of this target. Invite several students to share out. Listen for: “understand,” “determine,” and similar suggestions.</li> <li>Focus students’ attention on the phrase <i>figurative language</i> in this target. Tell students that <i>figurative language</i> usually refers to similes and metaphors (comparisons), idioms (expressions), or other nonliteral language (e.g., hyperbole, personification) used by authors to help create a lasting image in a reader’s mind.</li> <li>Tell students they are going to focus on the figurative language in <i>Eight Days</i> to further support their understanding of the narrator’s point of view as he is trapped and subsequently rescued after an extreme natural event—an earthquake.</li> <li>Display the <b>Figurative Language Analysis T-chart</b>. Direct students to turn to a new page in their journals to create this T-chart.</li> <li>Read the first example of descriptive language: “The author used this figurative language ...” from p.1: “But in my <i>mind</i>, I <i>played</i>.” Focus students on the words <i>mind</i> and <i>played</i> in this line of text. Ask students to recall their discussion of this phrase from Lesson 1 and discuss in groups what it means to “play” in one’s “mind.”</li> <li>Invite members from each group to share their thinking. Listen for: “‘Playing in your mind’ means using your imagination,” “It means imagining fun things instead of thinking about what is going on, like sad events,” etc. Record students’ ideas on the right side of the T-chart (next to the p.1 text), under “What the author literally means is ...”</li> <li>Tell students to do the following:             <ol style="list-style-type: none"> <li>Read through the remaining three examples of figurative language.</li> <li>Focus on the italicized words; what do they mean?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>If students are not familiar with, or have not been taught yet, the types of figurative language mentioned, take the opportunity for some mini lessons to teach these concepts.</li> <li>Add nonlinguistic visuals (such as simple drawings or icons) of each example of figurative language from the text on the T-chart. This helps students who struggle with language to be able to visualize what is being described.</li> <li>Write and post the directions for analyzing figurative language for students to refer to as they complete the T-chart.</li> </ul>



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Work Time (continued)	Meeting Students' Needs
<p>3. Discuss interpretations with group members.</p> <p>4. Record your ideas about "What the author literally means is ..." next to each example on the right side of the T-chart.</p> <ul style="list-style-type: none"> <li>• As students work, move throughout the room to offer support.</li> <li>• After 4 to 5 minutes, focus students whole group.</li> <li>• Direct their attention to the second example of figurative language and ask:             <ul style="list-style-type: none"> <li>* "What does the word <i>solo</i> mean? What is significant about the narrator repeating this word over and over? What does he want us to understand about how he is feeling?</li> <li>* "What does this phrase <i>literally</i> mean?"</li> </ul> </li> <li>• Cold call students to share their thinking with the class (see <b>Sample Figurative Language Analysis T-chart, for teacher reference</b>).</li> <li>• Repeat with the third example:             <ul style="list-style-type: none"> <li>* "What does it mean to <i>sleep</i> but never <i>wake up</i>? Why would this narrator describe his friend that way? What could have happened to Oscar to cause him to never wake up?"</li> <li>* "What does this phrase <i>literally</i> mean?"</li> </ul> </li> <li>• Repeat with the fourth example:             <ul style="list-style-type: none"> <li>* Is it possible to <i>never let go</i> of someone? How does the use of exaggeration help us understand what Junior is feeling after he is rescued and reunited with his family?</li> <li>* "What does this phrase <i>literally</i> mean?"</li> </ul> </li> <li>• Direct groups to discuss and add one or two new ideas about WHO the narrator is to their Summary Notes anchor chart, based on their language analysis.</li> <li>• After 1 or 2 minutes, cold call groups to share out a detail they added about WHO the narrator is. Listen for ideas such as: "lonely," "creative," "imaginative," "can't understand his friend's death; calls it falling asleep and never waking up," "relieved to see his family," etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Color-code the T-chart so that each example of figurative language is in a different color in order to help students see the difference when a lot of text is displayed.</li> </ul>



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Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students together whole group. Ask them to consider and then pair to share:<ul style="list-style-type: none"><li>* “How do images and figurative language contribute to the meaning (message) of a story?”</li></ul></li><li>• Invite several students to share out their ideas. Listen for: “Images help me understand how the character is feeling—scared or hopeful,” “The figurative language of ‘solo’ being repeated helps me understand how lonely Junior is,” “Describing Oscar as ‘falling asleep but never waking up’ helps me know that he is too young to directly talk about death,” etc.</li><li>• Read each learning target aloud and ask students to use the Fist to Five protocol to demonstrate their mastery toward each target. Note students who show a three or lower, as they may need more support.</li><li>• Distribute <b>three evidence flags</b> per student.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner ELL students with students who speak the same home language in order to discuss the question posed about figurative language.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read your independent book to locate additional evidence about natural disasters to add to the What Do We Know about Natural Disasters? anchor chart started in Unit 1. As you read, mark pages with evidence flags.</li></ul> <p><i>Note: Students will begin reading the novel Dark Water Rising, by Marian Hale, in Lesson 3. Each student will need his or her own novel to read from. Read this novel carefully, in advance, as some content may be difficult for students. See Unit Overview for further details.</i></p>	<ul style="list-style-type: none"><li>• Provide an audio recording of independent reading books for students who struggle with reading independently.</li><li>• Consider allowing students who struggle with determining evidence to find two pieces of evidence instead of three.</li></ul>



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# Grade 5: Module 4: Unit 2: Lesson 2

## Supporting Materials



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### Narrator's Point of View Analysis Task

The author wrote this story from the point of view of ... (WHO is the narrator?)

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In this story, the narrator **mainly** describes ...

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I think that because the narrator is \_\_\_\_\_,  
s/he describes the event(s) by using the details and/or words

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Sample Narrator's Point of View Analysis, *Eight Days: A Story of Haiti*  
For Teacher Reference

The author wrote this story from the point of view of ... (WHO is the narrator?)  
**a young boy named Junior who is trapped under his house after an earthquake.**

In this story, the narrator **mainly** describes ...  
**how he pretends to play games and spend time with his friends and family in familiar places near his home in Haiti.**

Because Junior is **young and scared**, he mostly describes how he “**plays in his mind,**” or uses his imagination, instead of thinking about the scary stuff that is going on around him.





Image Analysis Questions

1. What are the main colors used on these pages? What feeling(s) do these colors convey to the viewer?

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2. Examine the characters and objects in this image. What detail(s) does the artist emphasize in this composition?

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3. What **meaning**, or message, is the artist trying to help the reader understand about the narrator and/or this event?

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Figurative Language Analysis T-Chart

The author used this figurative language...	What this literally means...
"But in my <i>mind</i> , I <i>played</i> ." (p.1)	
" <i>Solo</i> "—repeated (pp.9–10)	
"Oscar felt really tired and went to <i>sleep</i> . He <i>never woke up</i> ." (p.12)	
"... I hugged them so tight I thought I would <i>never let go</i> ." (p.19)	



Sample Figurative Language Analysis T-Chart  
For Teacher Reference

The author used this figurative language...	What this literally means...
"But in my <i>mind</i> , I <i>played</i> ." (p.1)	<b>Junior used his imagination.</b>
" <i>Solo</i> "—repeated (pp.9–10)	<b>Junior feels lonely, alone.</b>
"Oscar felt really tired and went to <i>sleep</i> . He <i>never woke up</i> ." (p.12)	<b>Junior's friend Oscar died.</b>
"... I hugged them so tight I thought I would <i>never let go</i> ." (p.19)	<b>Junior is relieved and happy to see his family in real life and doesn't want to be separated from them.</b>