



Lomas High School, Buenos Aires, Argentina

6th Form (Primary School)

Number of Students: 26

Age: 11-12 years

Activity on Zoom

“The Marble Crusher” by Michael Morpurgo – Chapters 6 & 7

Aims:

- * Recognize different types of narrators in a story.
- * Analyse the character’s feelings, viewpoints and development throughout a story.

Outcomes:

* Talk about the author’s intentions in order to realize how people can perceive situations in different ways.

SS will carry out the following activity based on “The Marble Crusher” chapters 6 & 7 in order to step inside the role of a character

Procedure:

- **1) Activating prior knowledge:**

T will tell students to think about the **Concept of the Narrator** and define it in two words. In order to create an **Interactive Word Cloud** T will provide the SS with a link which will be sent by the chatbox:

1.a) Interactive Word Cloud

<https://www.mentimeter.com/app>

SS will enter a code and submit their words.

Sample:



After submitting the words, T will tell SS to compare their words to the following concepts in the video.

1.b) T will display a video in order to throw light on the topic

<https://www.youtube.com/watch?v=DsIKbwkuiVA>

Last access: May 14th

1.c) Reflection

SS will reflect upon the concept of the narrator and recognize different types.

2) Content-Oriented Activity

Match the different types of narrators to their definitions

Type of Narrator	Definitions
Third Person Omniscient	Writer's or character point of view (clue words: I/My/Mine)
First Person Perspective	The view is like a god because he/she knows the facts and feelings of the characters
Third Person Objective	The narrator speaks directly to you (clue words: You/Your/Yours)
Second person Perspective	This is a reporter's view without knowing about the character's feelings

After analysing the kind of narrators, SS will have to identify who the **narrator** is in "The Marble Crusher" by Michael Morpurgo and compare it to the character's point of view

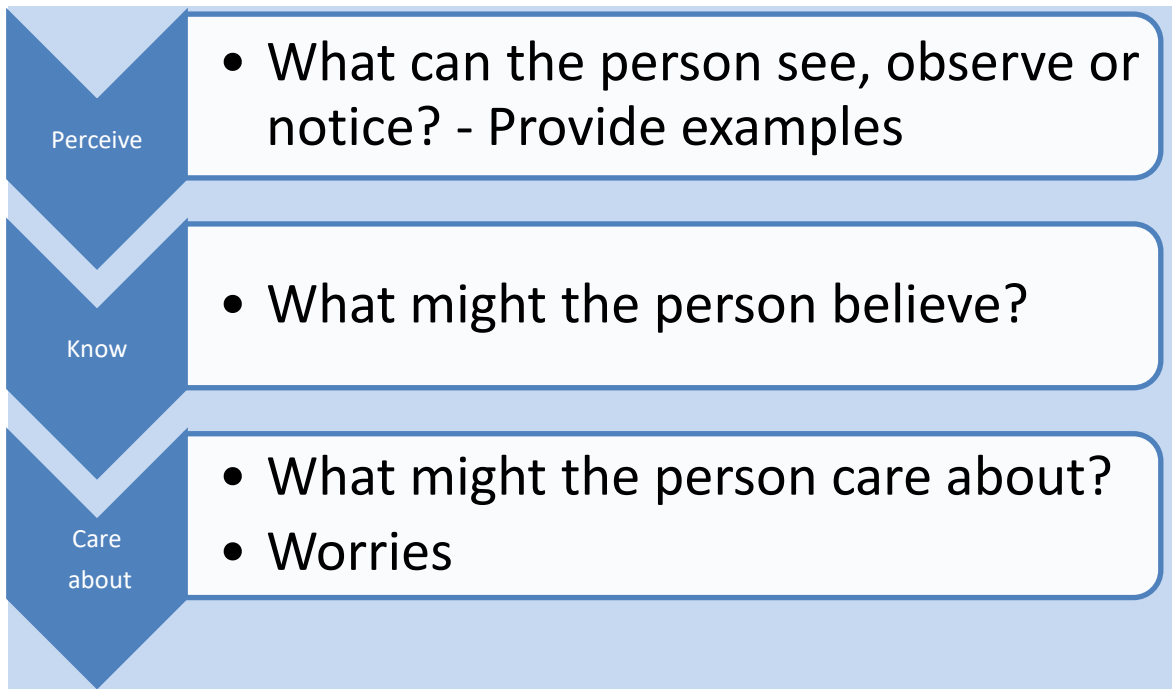
3) Skill-Oriented Activity – Speaking

T will tell SS to make a list of the characters in the story and have a close look just at one of them. They will have two minutes to think about the character they chose and the development they had throughout the story.

T will display the following chart and ask SS to complete it orally, but SS won't reveal the character's name because the rest has to guess. Although the rest knows from the very beginning which character it could be, the student must fulfil all the steps in the chart. The activity leads the SS to raise awareness of the variety of viewpoints a story may have. Moreover, a connection can occur according to real-life experiences.

Stepping inside the role of a character

Character: _____







4) Wrapping up

T will give SS a self-assessment on reading to complete:

Independent reading self-evaluation

Place a checkmark in the box that best answers each question:

Questions to ask to myself	All the time 	Most of the time 	Some of the time 	Not this time 
Did I stay focus the entire time I was reading?				
Did I				

understand the story I was reading?				
Did I back up and reread to make sure when I did not understand?				
Am I able to read for a longer amount of time each week?				

Follow-up

SS will submit not only the document containing individual reflections but also the reading self-assessment at the end of the activity.

Timing

- Greeting SS and checking assistance (5')
- Recapping on the previous chapter(s) (3')
- Activating prior knowledge and word cloud (8')
- Video and brief reflection (4')

- Content-Oriented Activity and discussion (10')
- Skill-Oriented Activity (12')
- Wrapping up : Completing reading self-assessment (8')

The activity will last 50'

Resources for the teacher

Point of view: A guide for students and teachers. Literacy Ideas. (n.d.).
<https://www.literacyideas.com/point-of-view>.

Project Zero Thinking Routines. Smithsonian Learning Lab. (n.d.).
<https://learninglab.si.edu/collections/project-zero-thinking-routines/oWYbEjpf19oxcFUp>.

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