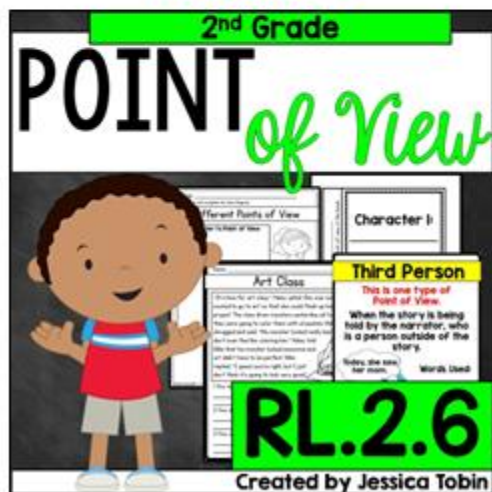


RL.2.6

This ELA unit provides resources to use while teaching the standard **RL.2.6**, which states that students will be able to

"Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud".



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lessons will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be use throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

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Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

2nd Grade Reading: Literature Lesson

PL.2.6- Lesson 1

I can identify the differences in the points of view of characters.

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue about.

Mini-Lesson Focus: Reviewing Point of View

Activities to Teach:

Step 1: Teachers will create an anchor chart about points of view or display the mini poster given. Students and teachers will discuss point of view. Then, teachers will introduce the first, second, and third point of view.

Step 2: From a partner, read and discuss the story.

Step 3: Write a point of view.

Step 4: Write a point of view.

Point of View

-The **view** from which the story is told

-The **person** who is telling the story

Point of View can be:

- A character
- The author
- A narrator

First Person

This is one type of Point of View.

When the story is told by one of the characters.

Today, I saw my mom.

Words Used: I, me, my, mine, we, us, our, ours

Second Person

This is one type of Point of View.

When the author is talking to the person reading the story.

Today, you saw your mom.

Words Used: you, yours, your, yours

Third Person


This is one type of Point of View.

When the story is being told by the narrator, who is a person outside of the story.


Today, she saw...

Words Used: he, she, it, they, him, her, his, hers, them, theirs


First Person



Second Person



Third Person



Writing Point of View

Write a point of view that might be told by each type of character. Remember you write for each point of view.

First Person

Second Person

2nd Grade Reading: Literature Lesson

PL.2.6- Lesson 2

I can identify the differences in the points of view of characters.

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue about.

Mini-Lesson Focus: Dialogue & Point of View

Activities to Teach:

Step 1: Teacher will read a fictional text from the classroom library. Throughout the book, teachers and students will discuss dialogue and point of view explicitly.

Step 2: Teacher and students will discuss and read.

Suggested Read Alouds

2nd Grade FOCUS: POINT OF VIEW

A Sick Day for Amos McGee by Philip and Erin Stead

The Day the Crayons Quit by Drew Daywalt


My Big Dog by Janet Stevens

The True Story of the Three Little Pigs by Jon Scieszka


Goldilocks and the Three Bears

Three Hens and a Farmer

Narrator



Baby Bear



"There was a bear family that lived in the forest. There was a Papa Bear, a Mama Bear, and a Baby Bear."

"Someone has been sitting in my big, hard chair."

"Someone has been sitting in my medium-sized chair."

"Someone has sat in my chair, too. And they broke it!"

"Someone's been sleeping in my big bed."

"Someone's been sleeping in my medium-sized bed."

My brother and his best friend ran down to the corner store. They picked up some of candy and chips, but refused to share any with me.

You should help others in more ways than just being kind. Try volunteering your time to help, or even donating items in your house that you no longer use.

The two ducks waddled throughout the park, looking for some snacks to eat. They didn't find any in the grass, but they saw humans eating bread. They got an idea to go bag the humans for bread.

"Someone has been sleeping in my bed, and they are still here!"

"Goldilocks looked up and saw three bears standing above her."

"Goldilocks tasted Papa Bear's porridge, but it was too hot."

"Goldilocks tasted Baby Bear's porridge and it tasted just right."

"Mama Bear made porridge for them, but they went on a walk first."

"Goldilocks sat in the smaller chair. It was just right."

Point of View Match

Write the characters in each column.

| Likes Football | Doesn't Like Football |
|----------------|-----------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Aden said, "Come on guys! Let's go play some football!"

Kathy said, "Aden, are you sure you want to play football? Why don't we play something different?"

Jeremy said, "Kathy, football is fun. You get to run around and tackle your friends."

Tim said, "I think we should play soccer instead. Football hurts me."

Rachel said, "I'd try it. My dad and I watch it on the TV all the time and it looks pretty fun."

Sara said, "No way! I am never going to play football."

Josh said, "We always play football. It's starting to get boring. Why don't we try something else?"

Matt said, "I play football every single day. It's the only sport that I like to play."

2nd Grade Reading: Literature Lesson

PL.2.6- Lesson 3

I can identify the differences in the points of view of characters.

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue about.

Mini-Lesson Focus: Comparing Differences in the Points of View of Characters

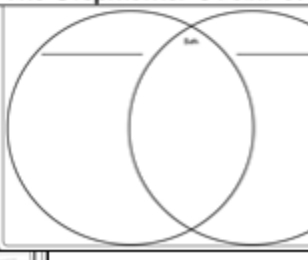
Activities to Teach:

Step 1: Teacher will read about a traditional version of Cinderella, then Genovese, Cinderella is So Powerful! Then, teachers and students will discuss similarities and differences between the two texts.

Step 2: Teacher will create a Venn diagram on the board, with help from students. Students can get their own version and copy along with the teacher to practice using Venn diagrams to compare texts. They will be comparing the step-mother's feelings in the two texts.

Step 3: Students will get up and work with partners after they finish their Venn diagrams. They will complete a point of view graphic organizer, answering questions about the two texts.

The Stepmother's Point of View



Cinderella Point of View

Who is talking in the traditional Cinderella?

How do they feel about Cinderella?

Who is talking in Genovese, Cinderella is So Powerful?

How do they feel about Cinderella?

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

Task Cards for Any Text

Instructional Passages

Passages:

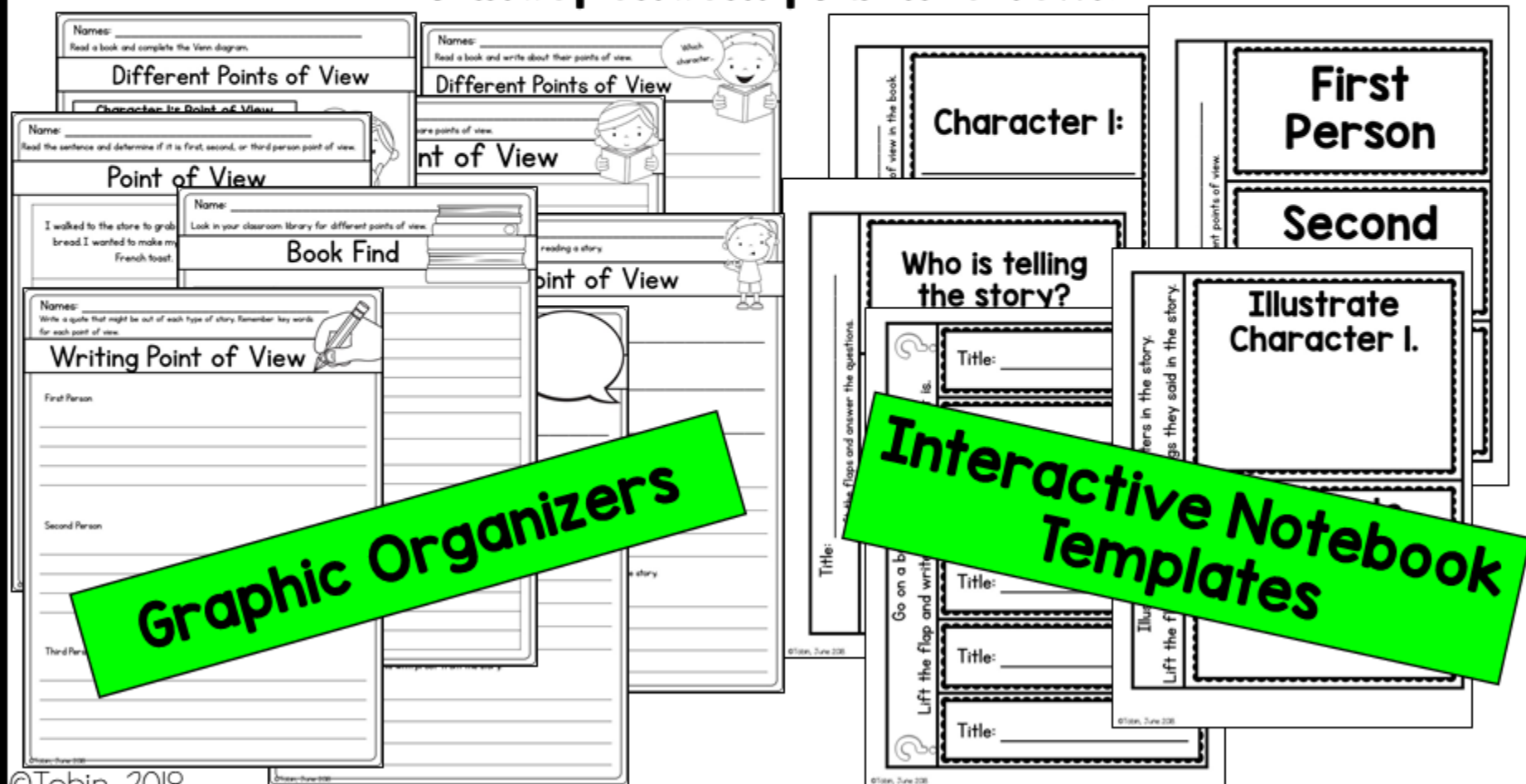
- STEM**
Ms. Kerry told the class to... ball travel the fastest. Just... told Kiera that it didn't m... that the ball would travel... that this had to be wrong... were steeper, then the ball...
- Tawny's Dreams**
Name: _____
"Mama, can I have another job today?" Tawny asked. She was tired of always doing the laundry on the pirate ship.
- New Brother**
Name: _____
My new baby brother is here. He was born yesterday. I have an older sister who is ten. Now, there are three of us. My sister, Jill said that she didn't want to hold him.
- Grum's Appetite**
Name: _____
"There's no way you can eat anymore," Grum's two friends stated. When Grum could eat all day.
- Art Class**
Name: _____
"Haley yelled... so that she could... new monsters...
- Getting Out**
Name: _____
I came out of the water for a second," my... wanted to swim... water. I looked up... "Come dry... you," Mom said... put on sunscreen... ing all day. I...
- In the Zoo's Lake**
Name: _____
I'm new to the zoo. I'm the new swan that they just adopted. My new home is in the zoo's lake. I miss my old zoo friends a little bit, but there are a lot of new friends to meet here. The zoo has a fountain in the middle of the lake that shoots water out of it. This happens every ten minutes. It is my favorite part of my new zoo. I also really love the bridge that is built over my lake. All the people walk over it to watch the swans.
- Sleep**
Name: _____
"Come rest. His very first... next day. Shawn was too... in bed... didn't help.
- Card 5**
Jill and Will are twins. Their mom told them that when they were born, she couldn't tell them apart, so she named them Jill and Will.
- Card 6**
When you're at the beach, you should always pay attention to when you put on sunscreen. You should put on sunscreen every eighty minutes.
- Card 7**
Eating vegetables and fruits is very healthy for you.
- Card 8**
Keeping up with his laundry was something that Kevin was not very good at. He...
- Card 9**
I haven't seen my Grandma and Grandpa in three months. Going to their house in Florida is so much fun. They have a swimming pool.
- Card 10**
My cousin is... our house to... always been friends. I... has to move... next year.
- Card 11**
My teacher gave us double homework tonight. We had a snow day yesterday because it snowed three inches. Now, we have to do two nights of homework. This is going to take forever!
- Card 12**
Today, we are going to art class, but I'd rather go to music. Yesterday, I got to play the drums in music and now, that is all that I want to do!

Point of View Questions:

- What is the narrator's point of view on homework?
- What is the narrator's point of view on music class?
- What is the character feel about school?

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.



Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:


- A Google Classroom account

What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

| Point of View | |
|--|---|
| Text: | Author: |
| Discuss one character's point of view. |  |
| Discuss another character's point of view. | |
| How are these points of view different? | |

| Grum's Appetite |
|---|
| <p>"There's no way you can eat anymore," Grum's two monster friends stated. What his best friends didn't know was that he could eat all day, every day. The three monsters were hanging out at Grum's house. They looked at his pile of food in the kitchen and shook their heads. Grum said, "Eating is my favorite activity you can do!"</p> <p>Grum then tossed them. While they were eating, Grum ate four. Grum asked, "How do you not get sick from this?" Grum just giggled and ate another peach.</p> |

Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. In the beginning and middle of the year, I **suggest** reading the assessment aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.

The image displays four sample pages from a summative assessment. Each page contains a short text passage followed by multiple-choice or short-answer questions. The passages are about Michelle and her brother Scott's summer break, a class studying pollution, and a narrator's opinion on pollution. A large green banner with white text is overlaid on the bottom right of the pages.

Point of View Assessment

Michelle and her brother were home for summer break. Their mom gave them jobs to do. The first job that they had to do was work in the garden. Her brother, Scott, complained the time. He said it was too hot and he was getting too dirty. Michelle felt differently. She felt proud that she could help out her mom and take care of the garden. While her brother complained, Michelle watered the flowers and raked up the weeds. Scott pulled a few more weeds and finally said he had enough.

5. How does Michelle feel about gardening?

- a) She loves it.
- b) She hates it.
- c) She wishes she didn't have to do it.
- d) She thinks that it's really boring.

6. How does Scott feel about gardening?

- a) He can't wait to do it.
- b) He hates it.
- c) He wishes he could do more.
- d) He loves it.

7. How are their points of view different?

- a) Their points of view are not different.
- b) Their points of view are the same.
- c) Michelle likes it and Scott doesn't like it.
- d) Scott likes it and Michelle doesn't like it.

8. What is the narrator's opinion of pollution?

9. How does the narrator's partner feel about pollution?

10. How are their points of view different?

Point of View Assessment

My class was studying pollution this week. My partner and I got into a debate. He said that he didn't think that people could do anything to fix pollution, but I knew he was wrong. While we were researching about it, I tried to show him facts about ways we can help stop pollution. He didn't believe the facts that I was reading to him. It was frustrating! The more I read about it, the more I knew that we needed to help out our world.

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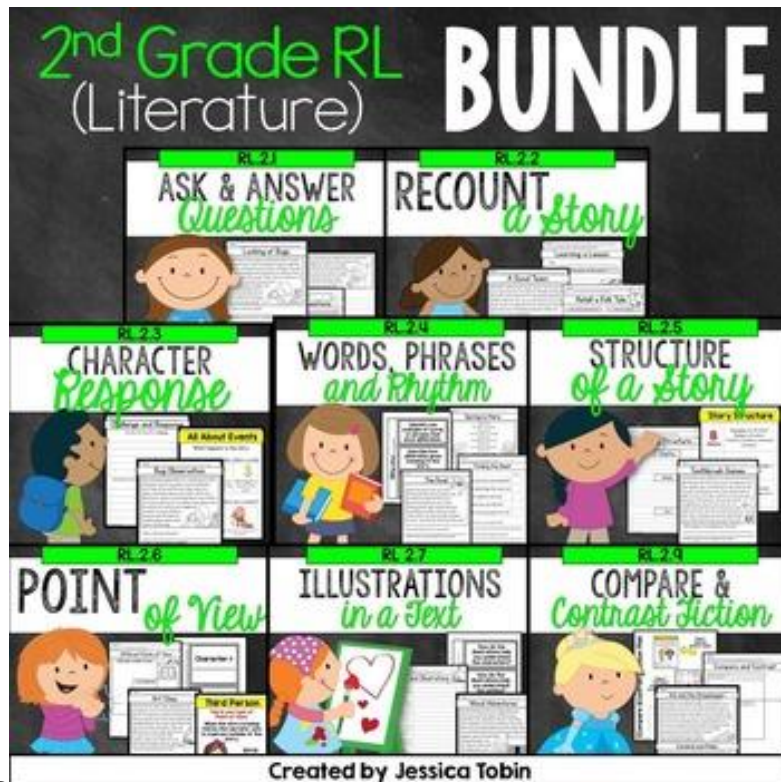
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Key Provided for Assessment

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Literature Domain



-or-

All 6 ELA Domains

