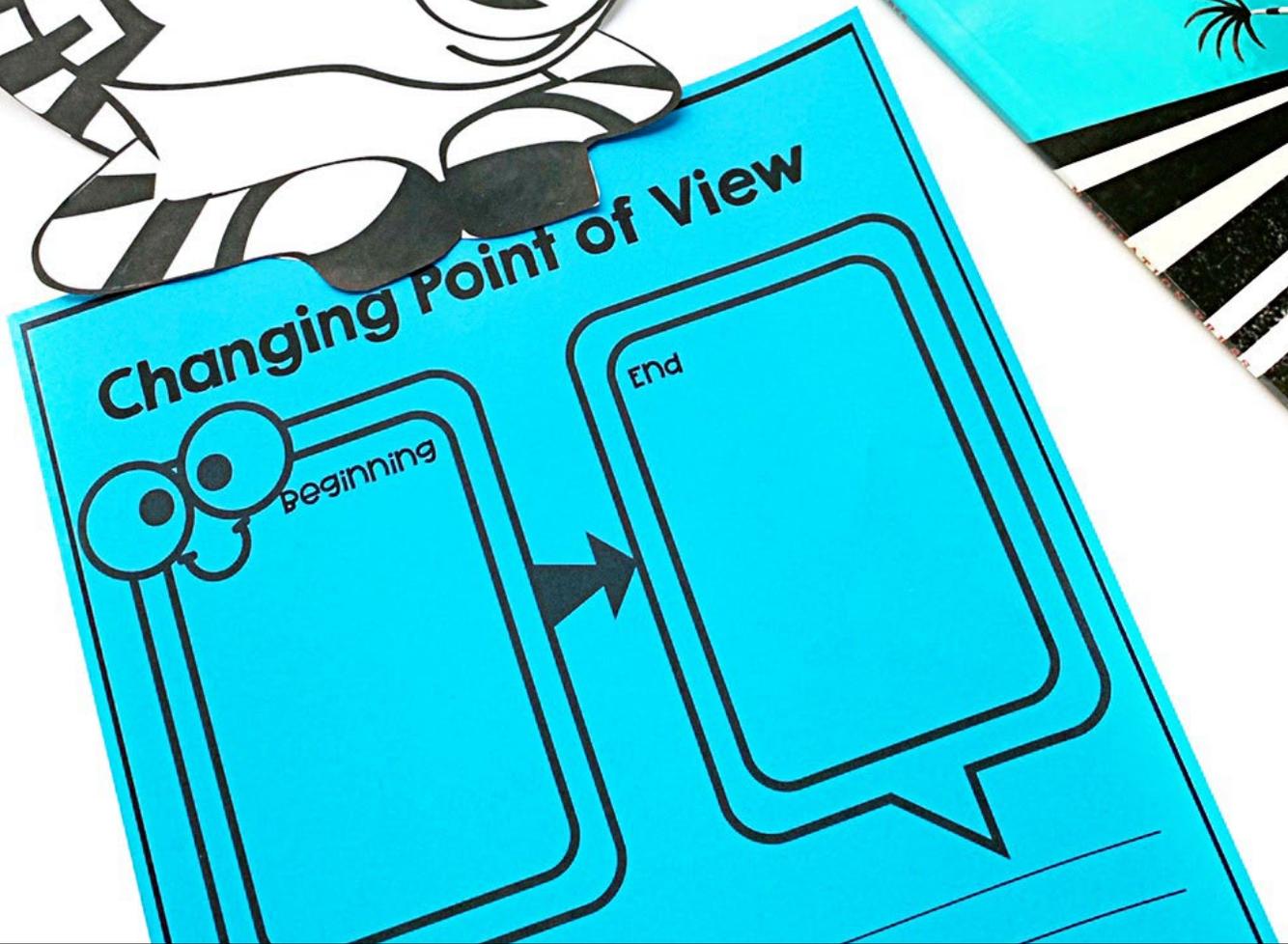
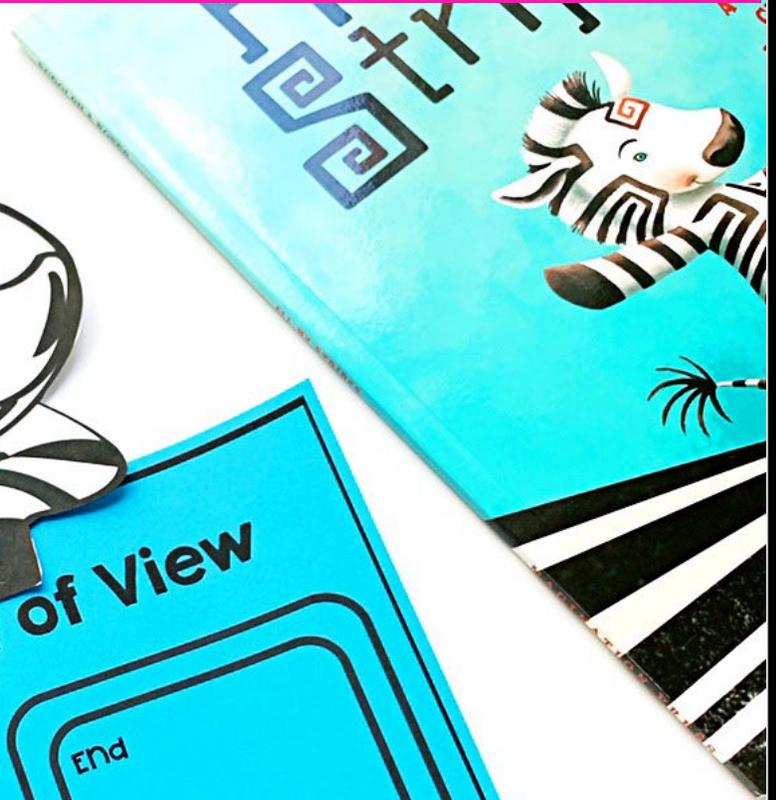


2nd & 3rd GRADE
RL.2.6 & RL.3.6



MENTOR TEXTS
point of view



MENTOR TEXTS

point of view

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POINT OF VIEW

TEXT:

POINT OF VIEW

How does Character #1 feel?

Handwritten notes area with horizontal lines.

CHARACTER #2



POINT OF VIEW

What does character #2 say or think to show their point of view?

Handwritten notes area with horizontal lines.

DIALOGUE



POINT OF VIEW

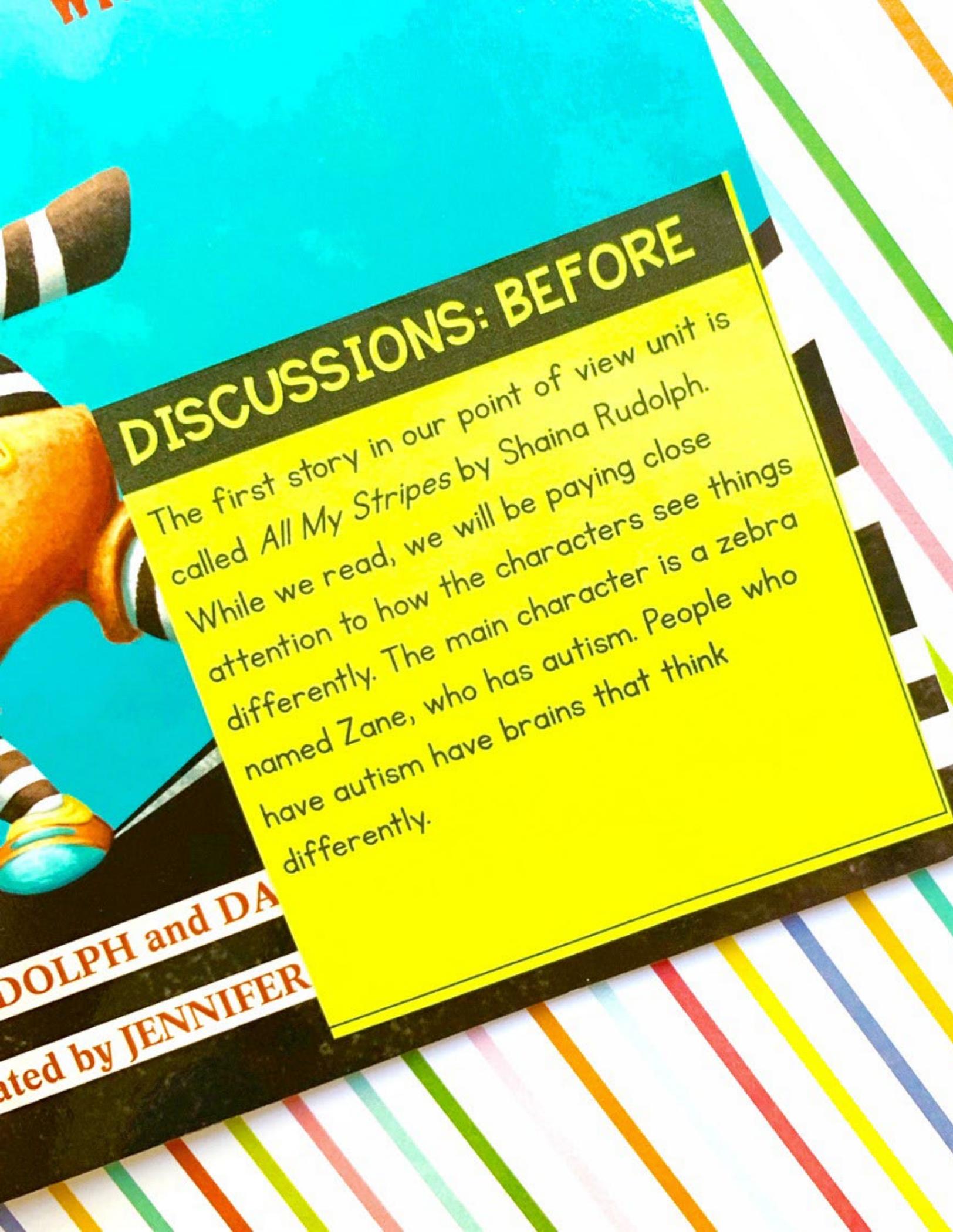
What is your point of view?

Handwritten notes area with horizontal lines.



WHY?

Blank area for writing the answer to 'Why?'



DISCUSSIONS: BEFORE

The first story in our point of view unit is called *All My Stripes* by Shaina Rudolph.

While we read, we will be paying close attention to how the characters see things differently. The main character is a zebra named Zane, who has autism. People who have autism have brains that think differently.

DOLPH and DA

ated by JENNIFER

POINT OF VIEW

I can identify the point of view of two characters in a story.



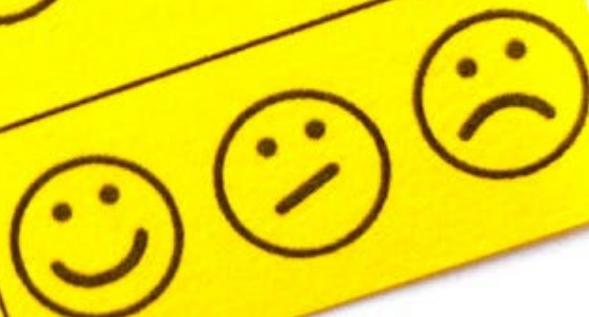
I can compare and contrast the two characters' points of view.



I can identify dialogue that shows character point of view.



I can identify and support my point of view.





Point of View

major event or topic in the center. What is the point of view
by characters? What is your point of view?

PEDAGOGY



Many schools and districts are stuck in expensive contracts using basal big box curricula. These resources claim to be both comprehensive and research based, which leads school administrators and other decision makers to believe that they are the best resources for students. Unfortunately, basal readers can often turn students off from reading, making it difficult for them to grow academically and potentially harming their chances of becoming lifelong readers. Because the basal reader is focused on routine over development, students exposed to the basal readers without complementary resources can struggle to develop and transfer necessary comprehension skills.



I believe that students need to be immersed with reading tasks that engage them with meaningful literature that is both relatable and diverse. This is why I created my "Mentor Standards" unit.

Carefully selected books

I've carefully selected books that:

- are excellent mentor texts for each standard
- include diverse characters from different backgrounds, ethnicities, and experiences
- include topics and plots that are engaging to students and will help them think critically

While developing this curriculum, my focus was to create a process in which:

- teachers model a reading comprehension skill or strategy using the mentor text
- students have time to discuss ideas and concepts with each other
- lessons integrate writing in a meaningful way with reading response

PEDAGOGY



Unit Components

Anchor Charts

Anchor charts should be created or printed as posters for teachers to refer to during lessons and for students to refer to during work time. Journal-sized anchor charts are available for students to keep in their reading notebooks for reference.

Sticky Note Templates

Sticky note questions make prep simple, keeps things organized for years to come, and is easy for substitutes to implement.

Student sticky note templates make tasks engaging. Sticky notes are easily carried to any reading location and later placed in readers' notebooks to track progress.

Student Work Pages

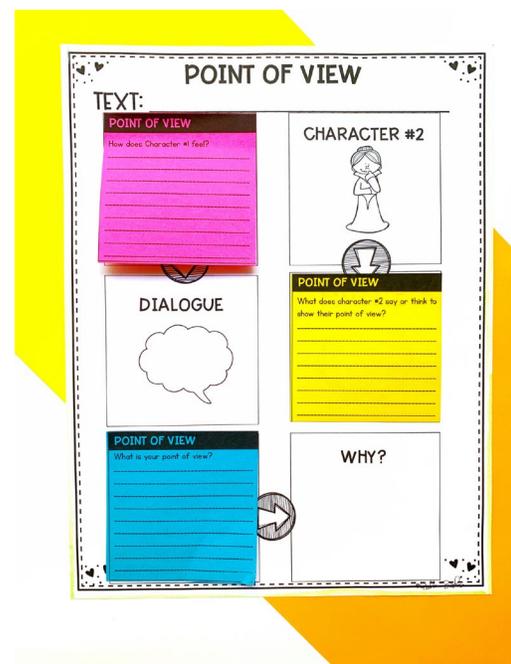
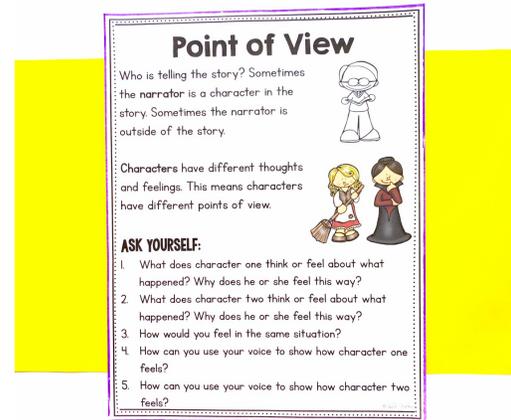
Student work pages can be placed in students' journals to track learning and make assessment easy for teachers.

Mini Rubrics

Mini rubrics can be printed on sticky notes to make student self-assessment and teacher assessment simple and effective. Students learn how to assess their understanding and application of each standard. This helps students understand areas they need to improve.

Interactive Flipbooks

Flipbooks are a practical way to practice skills and strategies during group or independent work. They make the activities fun and more hands on, but they still incorporate important writing skills. There are plenty of uses for flipbooks, including guided practice, independent work, small groups, or centers.



LESSON PREP

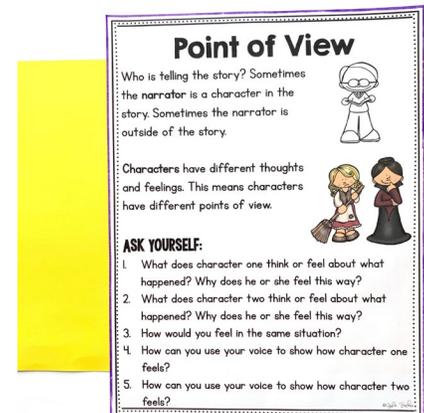
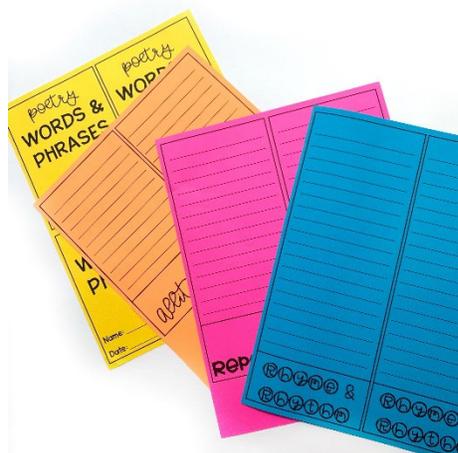


materials:

- Books: *All My Stripes* by Shaina Rudolph, *The Invisible Boy* by Trudy Ludwig, *Diary of a Worm* by Doreen Cronin
- Sticky notes
- Prepared anchor chart
- Copies of student journal pages
- Copies of sticky note questions for students
- Copies of student rubrics
- Copies of flipbook pages

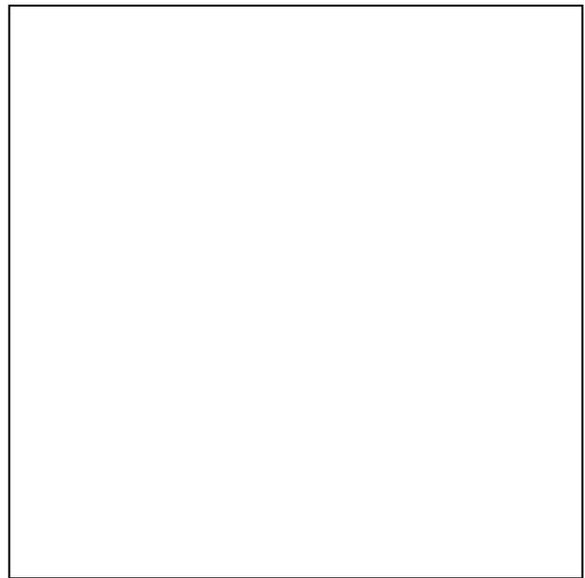
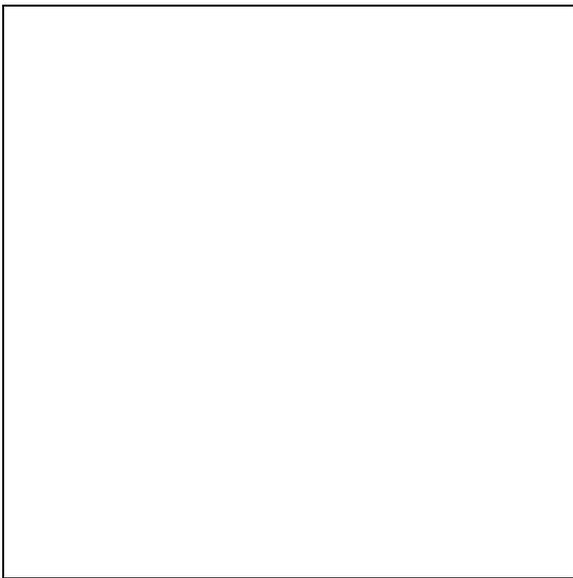
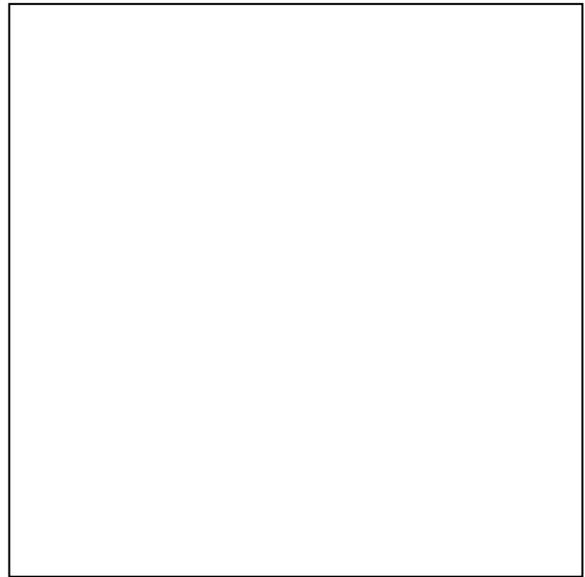
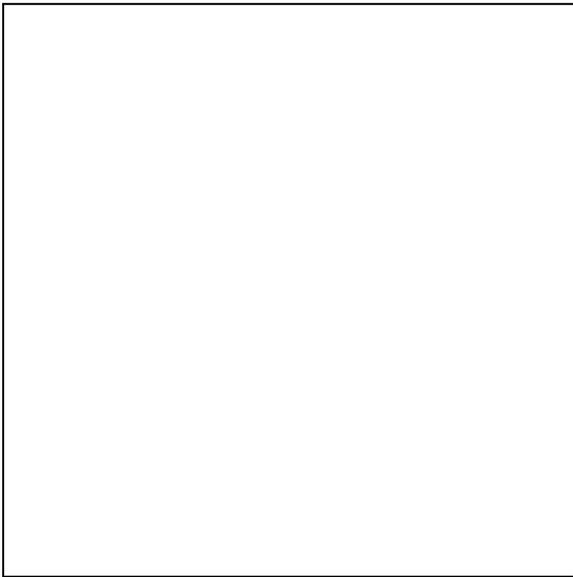
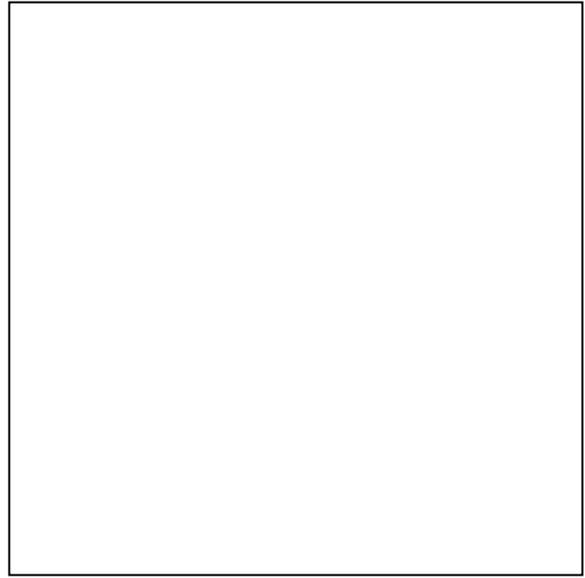
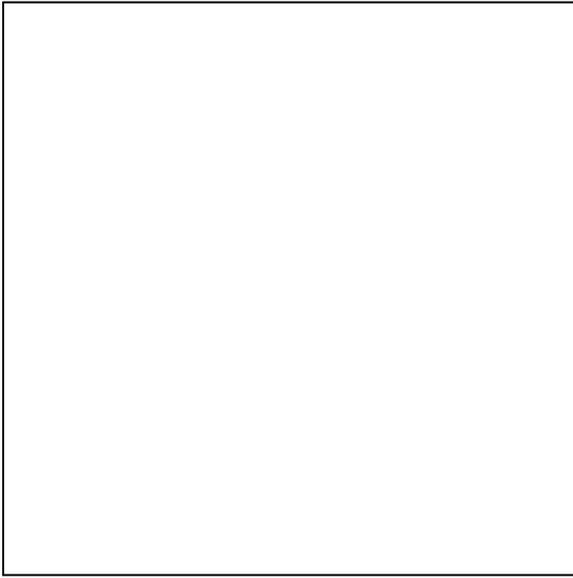
prep:

1. Number all book pages. Page #1 should be the first page with the picture after the title page.
2. Create the “Words and Phrases in Poetry” anchor chart. Recreate this on chart paper, or print the included anchor chart as a poster under the print settings.
3. Print the student question tracking pages. If you would like this to fit in composition notebooks, reduce the size to 80%.
4. Print the “Sticky Note Template” page. Place sticky notes on squares. Put the template with the sticky notes into the printer per your printer settings. Print the sticky note questions.
5. Place sticky notes inside the books on indicated pages.
6. Print student sticky note questions and student rubrics.
7. Follow picture directions to print and create each activity template.



STICKY NOTE TEMPLATE

Print this page, and place blank sticky notes on the squares. Print the category pages using this template.



LESSON PLANS *Story Structure*

FOCUS:

Determine the differences in points of view of characters. Distinguish your own point of view from that of the characters.

Standard:

RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.3.6: Distinguish your own point of view from that of the narrator or those of the characters.

Day 1

I DO:

Opening: Show students the “Point of View” anchor chart. Explain that people often view situations or events differently because they have different life experiences. Characters in stories also view situations differently. Reviewing the chart, explain what point of view means and how readers can distinguish different points of views of characters. Readers also think about their personal point of view while they read. Sometimes, authors are trying to get us to see things from another person’s point of view through their stories. This can change our personal point of view.

Model: The book we are reading today, *All My Stripes* by Shaina Rudolph, is a story about a zebra with autism. People with autism have different ways of thinking and seeing things. While we read this story, we will think about Zane, the zebra’s point of view, as well as other characters.

Read the story through, stopping to ask and answer the sticky note questions.

Closing: At the end of the lesson or at the end of your reading block, ask students:

- How can we determine different characters’ points of view in a story? (*By asking ourselves what the characters are thinking and feeling and why they think or feel this way.*)

Day 2

Guided Practice:

Opening: Review the “Point of View” anchor chart.

Guided Practice: Show students the cover of *The Invisible Boy*. The book we are reading today, *The Invisible Boy* by Trudy Ludwig, is a story about another character who sees things a bit differently. Discuss the meaning of the word *invisible*. Ask students to make predictions about the problem and the character’s viewpoint.

Read the book, stopping at indicated spots to ask questions and allow for student discussion about the characters’ viewpoints. Have students turn and talk about their answers, then record their responses on sticky notes. Then, students can put their sticky notes on their anchor chart template. For each question, select one person to share his or her response. Reread portions of the text when needed to model going back into the text.

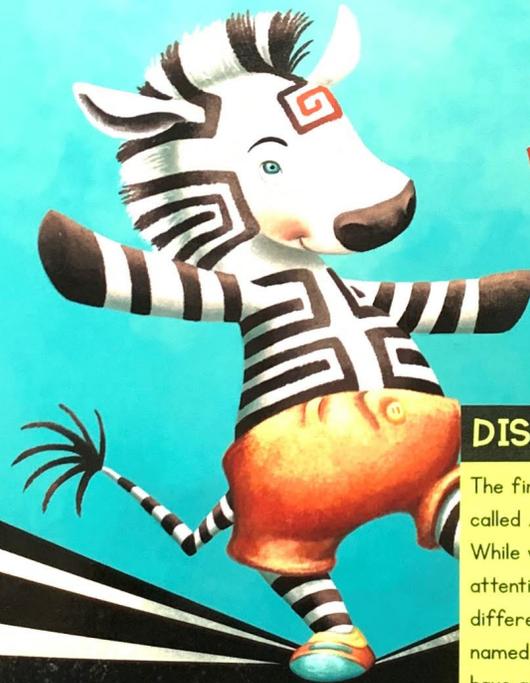
Closing: At the end of the lesson or at the end of your reading block, ask students:

- Why is it important to pay attention to different characters’ viewpoints? (*Understanding characters’ viewpoints helps the reader connect to the story. This helps us learn how characters change. It can also help us empathize with others.*)
- Ask a volunteer to share the point of view of a character from their independent reading.

All My Stripes by Shaina Rudolph

All My Stripes

A Story for
Children
With Autism



DISCUSSIONS: BEFORE

The first story in our point of view unit is called *All My Stripes* by Shaina Rudolph. While we read, we will be paying close attention to how the characters see things differently. The main character is a zebra named Zane, who has autism. People who have autism have brains that think differently.

by SHAINA RUDOLPH and DA

illustrated by JENNIFER

POINT OF VIEW: *All My Stripes*

DISCUSSIONS: BEFORE

The first story in our point of view unit is called *All My Stripes* by Shaina Rudolph. While we read, we will be paying close attention to how the characters see things differently. The main character is a zebra named Zane, who has autism. People who have autism have brains that think differently.

QUESTIONS: PAGE 2

1. Who is the main character?
 - Zane the zebra
2. What do we know about him?
 - Zane is upset because no one understands him.

QUESTIONS: PAGE 4

1. What is Zane's point of view about the art class event?
 - *Zane didn't want to get paint on his hooves, so he used a paintbrush.*
2. What is the viewpoint of the other zebras?
 - *The other zebras thought Zane was different and didn't understand why he was using a paintbrush.*

QUESTIONS: PAGE 6

1. What was Zane's viewpoint of the fire alarm?
 - *The noise bothered him, so he hid.*
2. What was the viewpoint of the other zebras?
 - *The other zebras followed directions and got in line to leave the classroom.*
3. Zane has a different way of seeing and reacting to the world. How does this make him feel?
 - *Zane feels alone and misunderstood because he is different.*

QUESTIONS: PAGE 10

1. How does Zane try to show his classmates he is interested in the video game?
 - *Zane talks a lot and talks loudly.*
2. How does Zane's point of view contrast to his classmates?
 - *His classmates do not understand he is talking to them, so they walk away.*

QUESTIONS: PAGE 13

1. What is Zane's point of view about his autism stripe?
 - *Zane feels upset because autism makes him feel different.*
2. What is Mamma's point of view about Zane's autism stripe?
 - *Mamma thinks Zane's autism stripe makes him special.*

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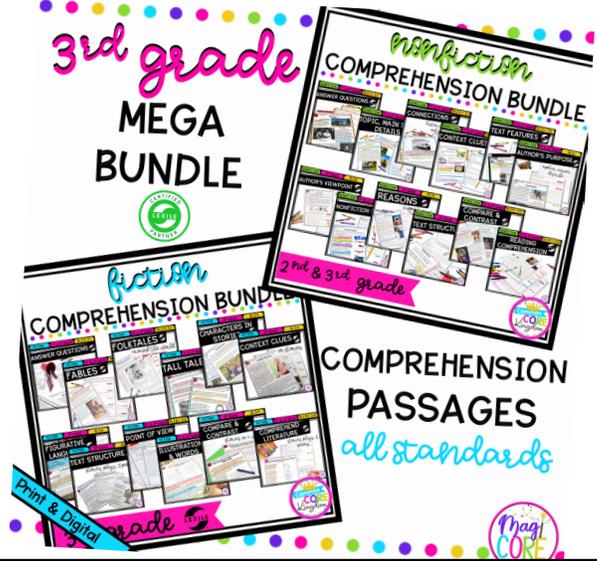


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