



# What's Included?

## *Skill Focused Lesson Plans*

- Two weeks of lesson plans built around proven teaching strategies using the resources included in this Skill Pack.

## *Digital Lessons*

- Google Slides format makes this resource flexible for any classroom or distance learning need.

## *Guided Reading Packet (Digital & Printable)*

Skill focused guided reader differentiated on three levels.

- Professionally Lexile leveled original text.
- Printable PDF, digital reader, printable booklet, and Google Slides versions make this perfect for any classroom or distance learning need.

## *Core Comprehension Passages & Questions (Digital & Printable)*

- Lexile® leveled reading comprehension passages and skill-focused question sets.
- Color coding strategy encourages students to learn how to find and use text evidence in their answers.
- Printable PDF & Digital Google Slides versions make this resource perfect for classroom and distance learning.

## *Task Cards (Digital Boom Card & Printable Formats)*

- Set of 30 task cards with short passages and standard aligned multiple choice questions.
- Printable & Boom Card formats included.

# ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. Indicated texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.



The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	935L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, “It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards’ grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards.”



# LESSON PLANS

2<sup>nd</sup> & 3<sup>rd</sup> GRADE

COMPREHENSION SKILL: Point of View

Week 1

MONDAY


## LESSON

- Introduce point of view by explaining that characters have thoughts and feelings that show their point of view.

**What is Point of View?**

When you read, think about who is telling the story. Stories can be told by a narrator or by the characters themselves. Paying attention to who is telling the story can help you learn more about the characters. This is the point of view.

Narrator	Character
<ul style="list-style-type: none"><li>• The person telling the story is not a character in the story.</li><li>• Can tell the thoughts, feelings, and actions of all the characters in the story.</li><li>• Uses words like "he," "she," and "they."</li></ul>	<ul style="list-style-type: none"><li>• The person telling the story is a character in the story.</li><li>• Can only tell their own thoughts, feelings, and actions.</li><li>• Uses words like "I," "me," and "my" instead of the characters' names.</li></ul>



## PRACTICE

Work together to determine points of view.

**Let's Try!**

Read the story. Highlight words that the characters say to show point of view.

1. What does character one think or feel about what happened? Why does he or she feel this way?

2. What does character two think or feel about what happened? Why does he or she feel this way?



## GUIDED READING

Preview and Predict "A New Class Pet".

Meet with two groups and complete "pre-reading" activities."

Task Card

- Point of View

Point of View Digital Task



TUESDAY

## Guided Practice Whole Class

- Practice identifying point of view.

**Let's Listen!**

Listen to the story "Diary of a Worm" by Doreen Cronin.



## Independent Reading

- Choice text to read independently and practice determining point of view.

Read pages 1-4 of "A New Class Pet" leveled guided readers. Complete "During Reading" discussions



WEDNESDAY

## Guided Practice:

- Practice identifying point of view

**Let's Try!**

After reading "The Little Ant" by Philip and Hannah Huson, study the text by answering the following questions:

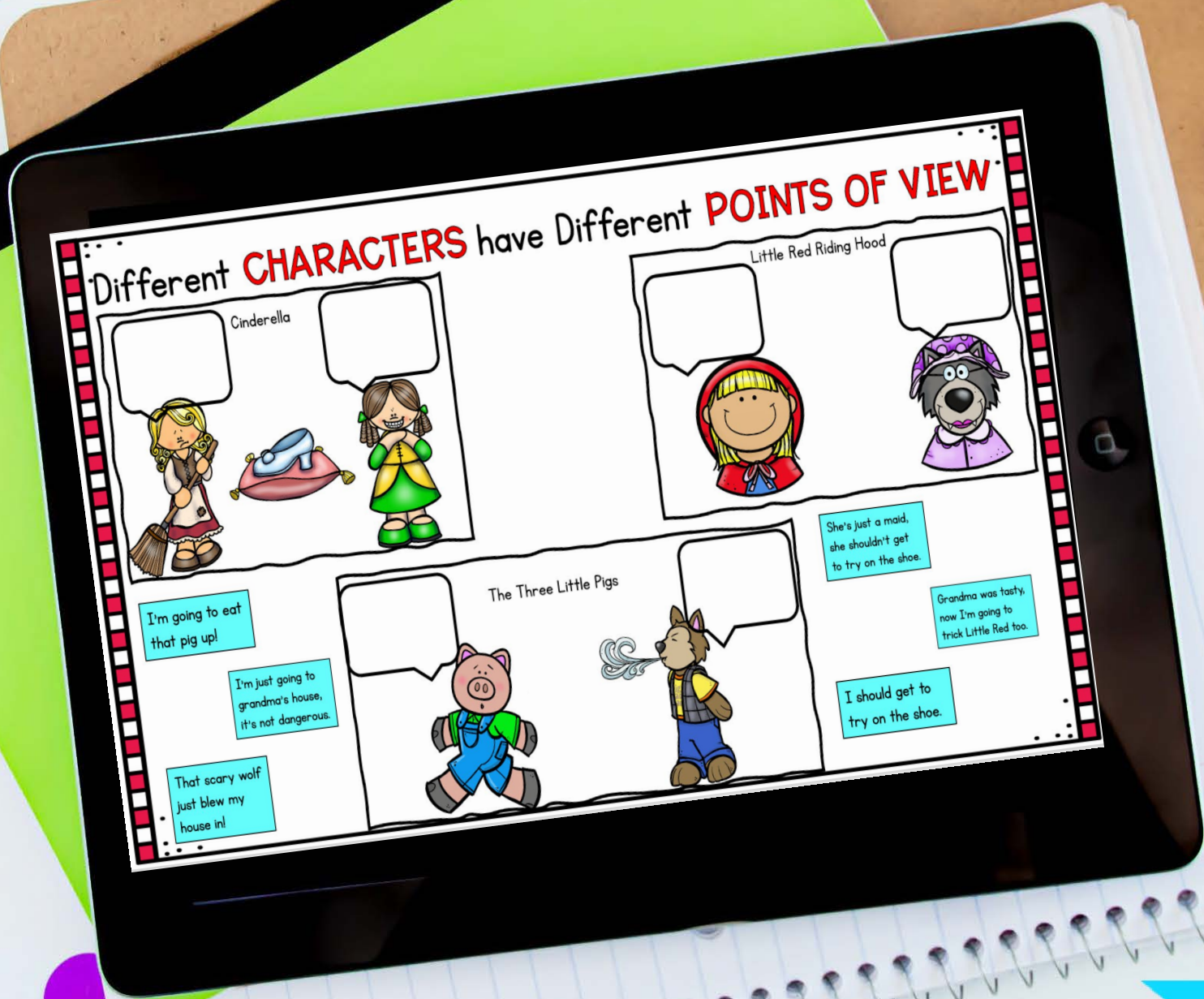
1. What does character one think or feel about what happened? Why does he or she feel this way?

2. What does character two think or feel about what happened? Why does he or she feel this way?

## Independent Reading

- Choice text to read independently and practice determining point of view.

Read pages 5-6 of "A New Class Pet" leveled guided readers. Complete "During Reading" discussions.



2<sup>nd</sup> &  
3<sup>rd</sup> Grade

Point of View

DIGITAL Mini lessons





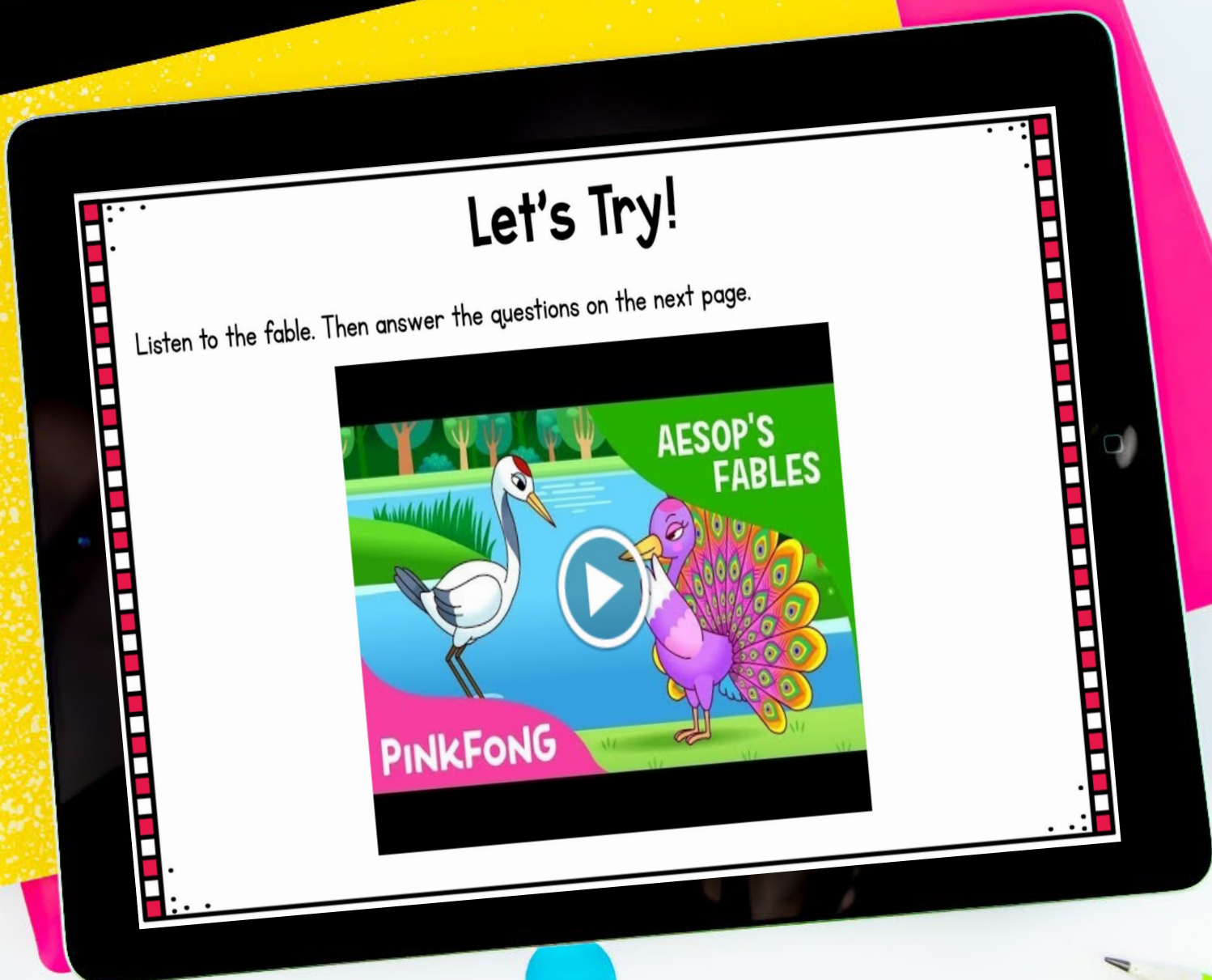
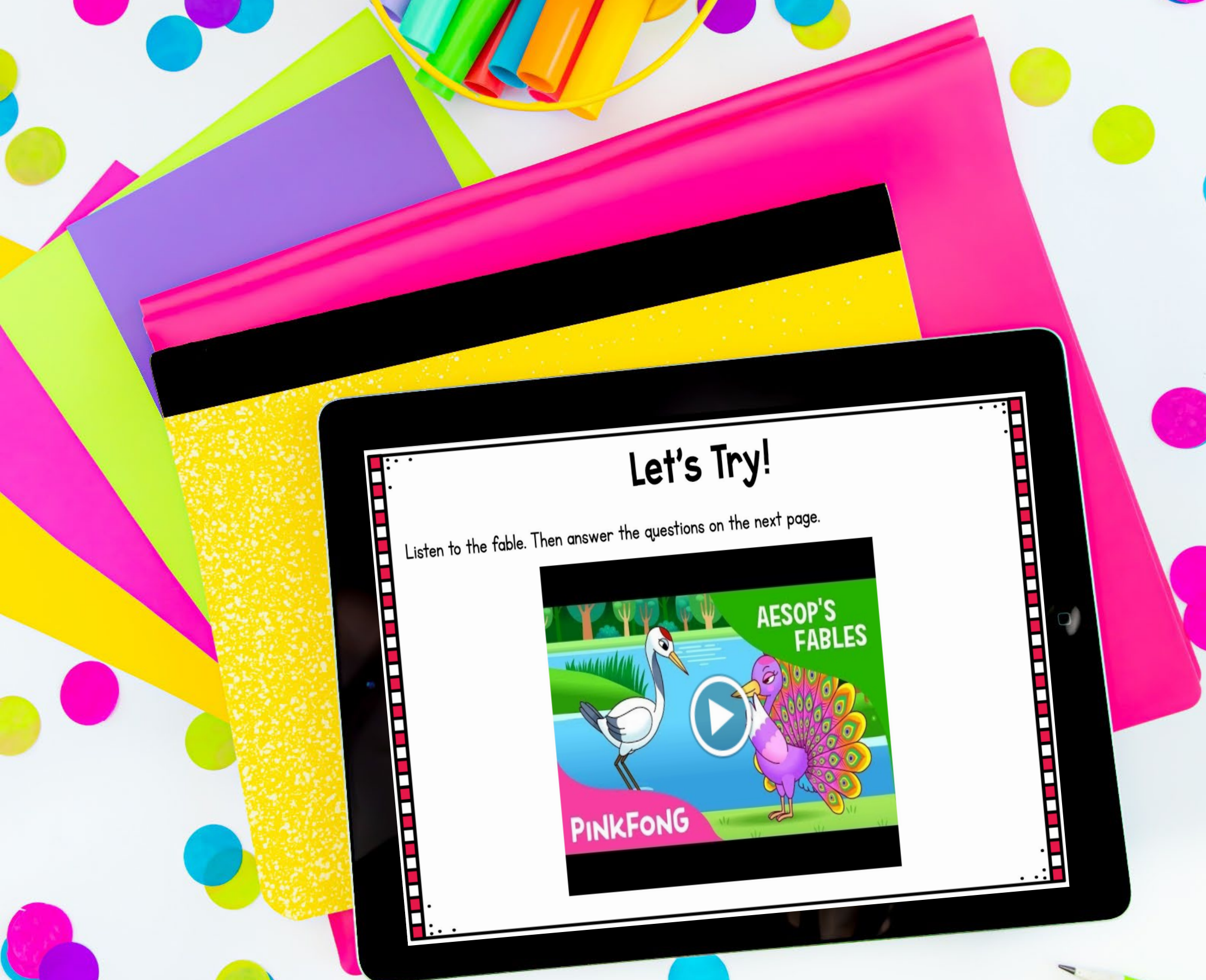
Watch the video about how paying attention to the point of view can help you learn more about the characters in a story.

## POINT OF VIEW

Let's Learn about Point of View

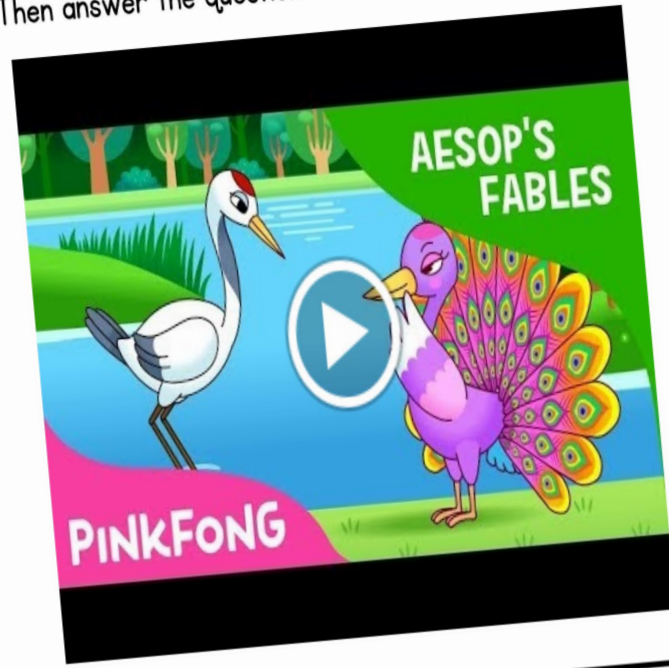
The image shows a tablet displaying a video player. The video title is "POINT OF VIEW". The description says "Watch the video about how paying attention to the point of view can help you learn more about the characters in a story." The video thumbnail features a woman and the text "Let's Learn about Point of View". The tablet is resting on a pink clipboard with a silver clip. The clipboard has a yellow glittery paper on it. A ruler is visible at the top and bottom of the clipboard. The ruler at the top is marked in centimeters (27 to 2), and the ruler at the bottom is marked in inches (2 to 1). The tablet is also resting on a yellow paper with a white polka-dot pattern.





# Let's Try!

Listen to the fable. Then answer the questions on the next page.



## Let's Try!

After reading "Diary of a Worm" by Doreen Cronin, study the text by answering the following questions:

1. What does character one think or feel about what happened? Why does he or she feel this way?
2. What does character two think or feel about what happened? Why does he or she feel this way?
3. How would you feel in the same situation?
4. How can you use your voice to show how character one feels?
5. How can you use your voice to show how character two feels?

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## What is Point of View?

When you read, think about who is telling the story. Stories can be told by a **narrator** or by the **characters** themselves. Paying attention to **who** is telling the story can help you learn more about the characters. This is the **point of view**.

### Narrator

- The person telling the story is not a character in the story
- Can tell the thoughts, feelings and actions of all the characters in the story
- Uses words like "he," "she," and "they."

### Character

- The person telling the story is a character in the story
- Can only tell their own thoughts, feelings
- Uses words like "I," "me," and "my" instead of the character's name.



The rain was good for Sam's garden.

"The rain is ruining my beach day!"



# GUIDED READERS

Printable & Digital



2nd - 3rd  
Grade

## Character Point of View A New Class Pet



Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

### Point of View - The Way a Character Thinks or Feels

Character	Clues (details from the text)	Point of View
Maria		
Sophie		



character point of view



Character Point of View

# A New Class Pet





Mr. Seng had us come to the carpet for an announcement. He had a big box. It was covered with a towel. Everyone was excited. We started thinking about what was inside. Mr. Seng was the best teacher. We always had fun. Something fun was in the box! Maybe he brought more pictures. Mr. Seng had brought in a snakeskin once. We had to be careful not to break it.

Mr. Seng told us that we had a new classmate. We all looked around. Mr. Seng laughed. He told us that we had to take care of our new classmate. We figured out we were getting a pet. We would be the only class with a pet. Everyone yelled. Mr. Seng asked us to be quiet. He did not want us to scare our pet.

Mr. Seng took off the towel. I could see tree bark and green leaves. He said Charlie was a chameleon. He got him from his sister. She had to find a new home for Charlie since she was moving. We talked about how Charlie can hide in the background. Mr. Seng told us to line up so we could look for him. I went to the back of the line. I was happy to get a pet, but why a lizard? A bunny would be better.



Character Point of View

Name: \_\_\_\_\_ Date: \_\_\_\_\_

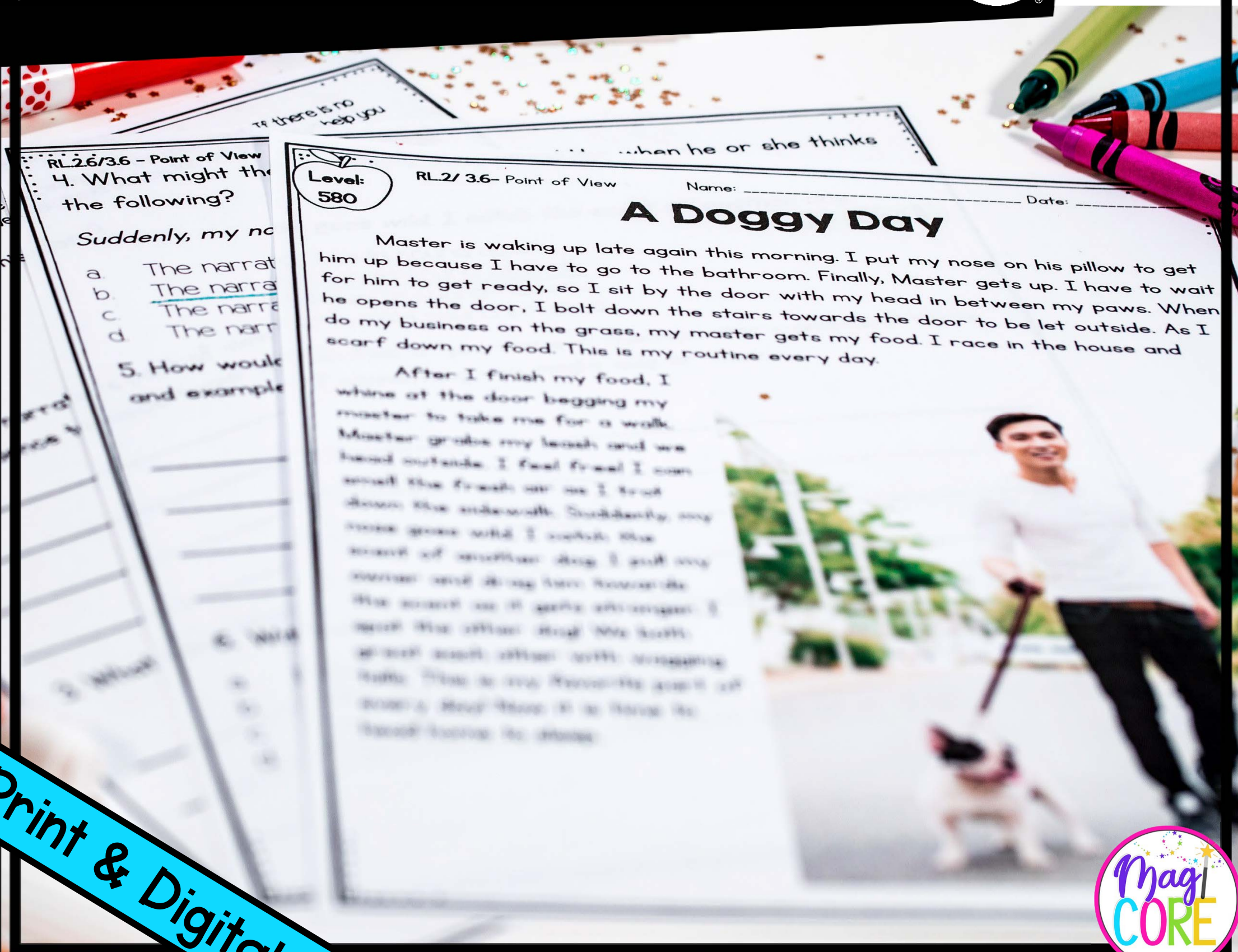
**Directions:** Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

## Point of View - The Way a Character Thinks or Feels

Character	Clues (details from the text)	Point of View
Marla		
Sophie		



# POINT OF VIEW



Print & Digital



# WHAT'S INCLUDED?

TEN 2<sup>nd</sup> & 3<sup>rd</sup> Grade **DIGITAL** and **PRINTABLE** PDF fiction passages & TWO assessments!

- Aligned with 2<sup>nd</sup> & 3<sup>rd</sup> Grade Lexile Levels
- Includes an RL.2.6 Anchor Chart/Journal Page
- Students can highlight the text for easy comprehension

Created with  
**GOOGLE  
SLIDES**

## POINT OF VIEW

*2<sup>nd</sup> & 3<sup>rd</sup> grade*

\*This product includes 12 leveled passages in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Common Core Text Complexity Band (the range for 2<sup>nd</sup>-3<sup>rd</sup> grade is 420-820).

### Table of Contents:

1. RL.2.6 Anchor Chart/ Journal Page
2. The Big Storm- 460L
3. My Missing Bear- 500L
4. Play: Getting Ready for the Big Cookout
5. Ferris Wheel Fear- 540L



# FICTION PASSAGES

460L Point of View Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Big Storm

Bang! Chrissy shrieked at the sound of the loud thunder. The house shook and the lights flickered.


Chrissy buried her head under the pillow on the couch. She covered herself with the blanket. Her mom soothed her as Chrissy shook. Chrissy hated thunder storms. They were the scariest thing in the world to her.

"You're overreacting Chrissy," her brother Corey stated. He ran towards the window to peer out. The trees were blowing violently in the wind. Lightning streaked across the sky.

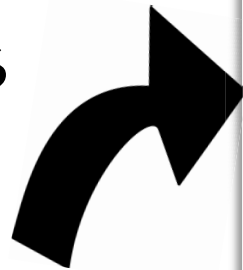
"Get away from the window! You could get struck by lightning!" Chrissy yelled at her brother.

"Nah, I won't get struck," Corey said confidently. "It looks really cool outside! You should come see!"

Mom continued to comfort Chrissy. "The storm will pass soon sweetie," mom reassured her.





After reading, students type their answers in the text boxes using text evidence.




Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

**Point of View**  
Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. How does Chrissy feel about the thunderstorm? Use text evidence to support your thinking. 

2. How does Corey feel about the thunderstorm? Use text evidence to support your thinking. 

Students type their answers right in the text box.

3. What might Chrissy's voice sound like when she says the following? 

*"Get away from the window! You could get struck by lightning!"*

- a. Chrissy would sound worried.
- b. Chrissy would sound annoyed.
- c. Chrissy would sound confident.
- d. Chrissy would sound reassuring.

# ASSESSMENTS

Point of View Name: \_\_\_\_\_ Date: \_\_\_\_\_

Play

## Test

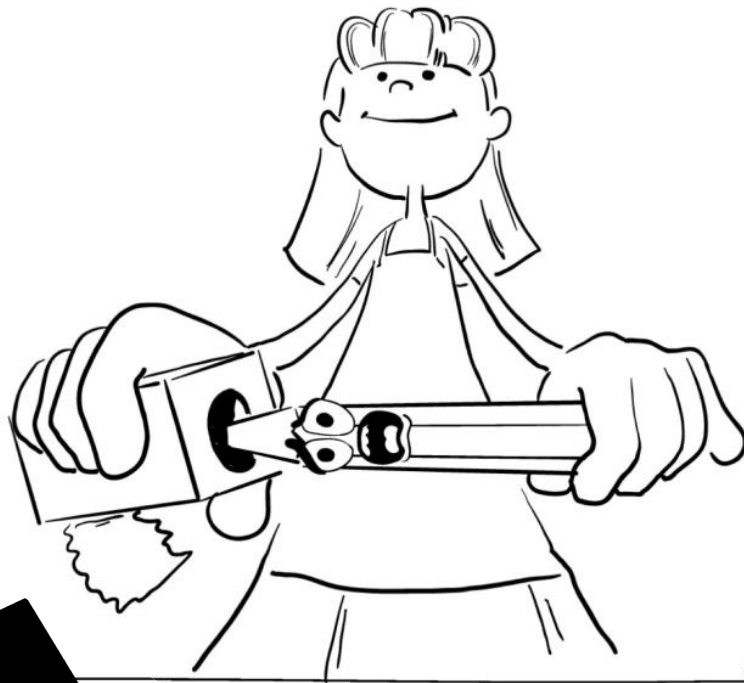
### Play: The Cafeteria Dilemma

600L

Point of View Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Pointed Truth

"Oh boy, here we go again," I think to myself. **My heart races as I hear the buzz of the pencil sharpener getting louder and louder.** This means only one thing. I am getting closer and closer to the sharpener. "Ouch!" I shriek as my head is shoved inside of the sharpener. Cassy, my owner, pushes harder and harder as I wear down. Finally, Cassy is finished. She plops down in her seat and begins to press my pointy tip against the paper. **"Please don't press too hard," I silently pray to myself. I don't think I can endure another sharpening today.** Suddenly, I am flipped over and my feet are violently rubbed back and forth over Cassy's paper as she erases what she wrote. **Just as this torture ends,** I hear the ring of the bell. Cassy drops me to the floor as she jumps up to go to lunch.



Color coded highlighting can also be done on the assessments!

#### Point of View

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

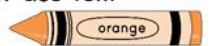
1. Who is the narrator of this story?



- a. Cassy
- b. a pencil
- c. an eraser
- d. a student



2. What is the narrator's point of view about his or her situation? Use text evidence to support your thinking.



3. What would Cassy's point of view of the situation be?



Students type their answers right in the text box.

This resource also includes TWO tests with different Lexile Levels for student assessment.



# Point of View

Who is telling the story? Sometimes the **narrator** is a character in the story. Sometimes the narrator is outside of the story.



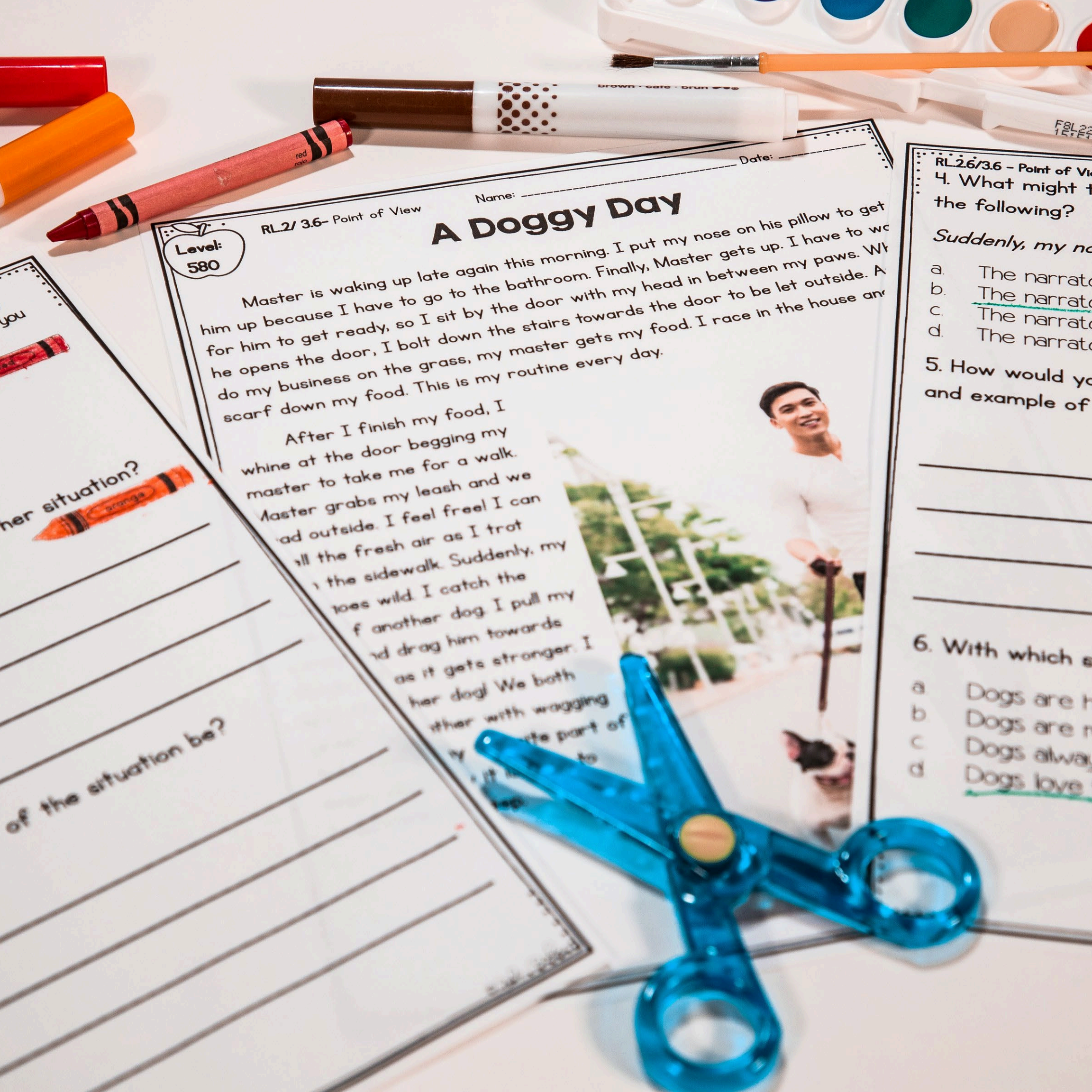
**Characters** have different thoughts and feelings. This means characters have different points of view.



## ASK YOURSELF:

1. What does character one think or feel about what happened? Why does he or she feel this way?
2. What does character two think or feel about what happened? Why does he or she feel this way?  
How would you feel in the same situation?  
How can you use your voice to show how character one...

How can you use your voice to show how character one...



Level: 580

RL.2/3.6 - Point of View

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# A Doggy Day

Master is waking up late again this morning. I put my nose on his pillow to get him up because I have to go to the bathroom. Finally, Master gets up. I have to wait for him to get ready, so I sit by the door with my head in between my paws. When he opens the door, I bolt down the stairs towards the door to be let outside. As I do my business on the grass, my master gets my food. I race in the house and scarf down my food. This is my routine every day.

After I finish my food, I whine at the door begging my master to take me for a walk. Master grabs my leash and we head outside. I feel free! I can smell all the fresh air as I trot down the sidewalk. Suddenly, my nose goes wild. I catch the scent of another dog. I pull my master and drag him towards the dog as it gets stronger. I sniff her dog! We both wag our tails together with wagging tails. It is a great part of my day to meet her.



RL.2.6/3.6 - Point of View  
4. What might the following?

*Suddenly, my nose*

- a. The narrator
- b. The narrator
- c. The narrator
- d. The narrator

5. How would you and example of

6. With which s

- a. Dogs are h
- b. Dogs are n
- c. Dogs alway
- d. Dogs love

her situation?

of the situation be?

# Ferris Wheel Fear

"Come on Kate, let's get in line for the Ferris wheel," said Lonnie. Kate looked up at the Ferris wheel before them. The Ferris wheel was the tallest ride at the fair. It loomed above her like a giant in the sky.

"That is way too high," replied Kate. "It just doesn't look safe. I think I'd rather keep my two feet on the ground."

"Aww come on Kate. It will be fun! Look, there are kids younger than you in line. If they have the courage to ride it, you can ride it too," encouraged Lonnie.

Kate finally agreed to give the giant Ferris wheel a try. After all, she was in second grade and there were first graders going on the ride.

When it was finally Kate and Lonnie's turn, Kate's heart was racing. She stepped into the cart of the Ferris wheel. The cart rocked back and forth as it made Kate more nervous. As the wheel began to rotate, the cart moved higher and higher.

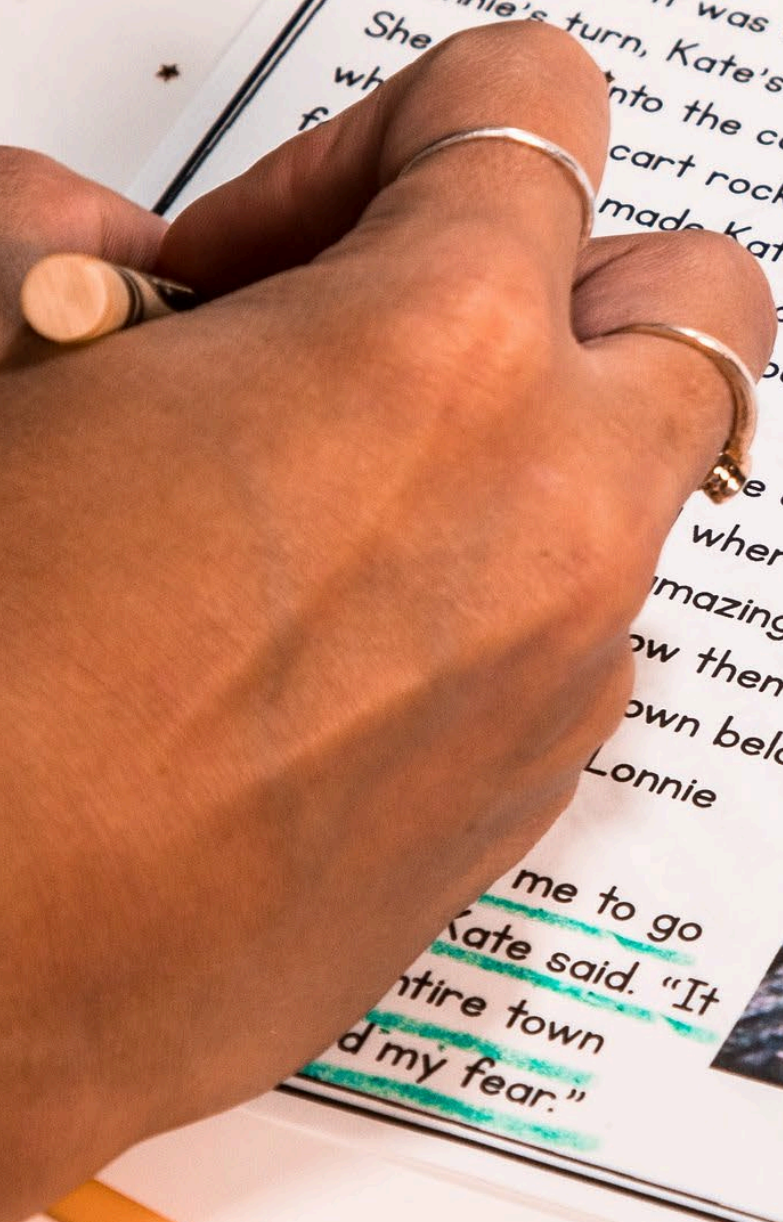
Lonnie called. "I'm down here where you are. It's amazing. She can see them. Look down below. Lonnie is waiting for me to go down." Kate said. "It's a little scary, but I'll conquer my fear."



Ferris wheel? Use \_\_\_\_\_

ing?

like



# POINT OF VIEW

## task cards

2<sup>nd</sup> GRADE

### 1. Point of View

Every morning Nina laces me up and slips me on her feet, and I know we are off to an adventure. She runs through a muddy field on the way to school. We have fun splashing in puddles after big rainstorms. At soccer practice, she kicks the ball with me protecting her feet. Nina gets me dirty and muddy every day. But you know what? I don't mind, because if I'm yucky by nighttime, it means we've had a very fun day!

From whose point of view is the story told?

- a. The rain puddle
- b. Nina's shoes
- c. Nina
- d. A shoelace

### 2. Point of View

Finally, it was his turn. Each week, the star student got to choose three favorite books to share with the class. Most chose books about dinosaurs, or princesses and dragons, even superheroes. But, not Andrew. Andrew loved science. He chose books about the environment, the solar system, and even famous scientists. Andrew proudly read his books to his class. He hoped they might find them interesting too, even though there were no princesses or dinosaurs.

How is Andrew's point of view different from his classmates?

- a. Andrew and his classmates like the same things.
- b. Andrew's classmates do not like any of his books.
- c. Andrew enjoys reading about different things from most of his classmates.
- d. Andrew's classmates only want to read about planets.

## Point of View



### 3. Point of View

"Out!" screamed Bella during a very competitive kickball game. "That was not out! It was in bounds!" yelled Eric. Both teams began arguing. "Didn't you see? It went all the way to the other field. It was out!" Bella explained. "Not from where I was standing. The ball stayed in the entire time. I'm not out." Eric disagreed.

How is Bella's point of view different from Eric's point of view?

- a. Bella thinks the ball was out. Eric thinks the ball was in.
- b. Bella thinks the ball was in. Eric thinks the ball was out.
- c. Bella thinks the rules should be changed, but Eric does not.
- d. Bella and Eric have the same point of view.

### 4. Point of View

I know it's coming each and every time. Let me tell you; it is no fun being a licorice-flavored jellybean. Each time a child comes into the candy store and fills up their candy bag with bright-colored jellybeans, I can see their excitement - for all the other flavors. The children eat all the other jellybeans, but the licorice jellybeans are always left in the end. No one wants to eat the licorice jellybean.

From whose point of view is the story told?

- a. All flavors of jellybeans
- b. The licorice jellybean
- c. A child buying candy
- d. The candy store owner



# Answer Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Card #	Answer	Card #	Answer
1.		16.	
2.		17.	
3.		18.	
4.		19.	
5.		20.	
6.		21.	
7.		22.	
8.		23.	
9.		24.	
10.		25.	
11.		26.	
12.		27.	
13.		28.	
14.		29.	
15.		30.	

## 1. Point of View

Every morning Nina laces me up and slips me on her feet, and I know we are off to an adventure. She runs through a muddy field on the way to school. We have fun splashing in puddles after big rainstorms. At soccer practice, she kicks the ball with me protecting her feet. Nina gets me dirty and muddy every day. But you know what? I don't mind, because if I'm yucky by nighttime, it means we've had a very fun day!

## 2. Point of View

Finally, it was his turn. Each week, the star student got to choose three favorite books to share with the class. Most chose books about dinosaurs, or princesses and dragons, even superheroes. But, not Andrew. Andrew loved science. He chose books about the environment, the solar system, and even famous scientists. Andrew shared his books to his class. He hoped that...

## 3. Point of View

"Out!" screamed Bella during a very competitive kickball game. "That was not out! It was in bounds!" yelled Eric. Both teams began arguing. "Didn't you see? It went all the way to the other field. It was out!" Bella explained. "Not from where I was standing. The ball stayed in the entire time. I'm not out." Eric disagreed.

## 4. Point of View

I know it's coming each and every time. Let me tell you; it is no fun being a licorice-flavored jellybean. Each time a child comes into the candy store and fills up their candy bag with bright-colored jellybeans, I can see their excitement - for all the other flavors. The children eat all the other jellybeans, but the licorice jellybeans are always left in the end. No one wants to eat the licorice jellybean.

## 5. Point of View

His fiery breath lit up the night sky. Dracon the Powerful believed the Kingdom of Bellstock belonged to the dragons. He was ready to go to battle to win the beautiful kingdom back, even though he was scared. Knight Chadwick the Loyal looked at his suit of armor gleaming in the sun. He knew the dragons were strong, but he was ready to put on his armor and go to battle to defend the kingdom for the king and his loyal subjects.

## 6. Point of View

White Crayon glared at the other crayons as Jane colored a beautiful, colorful picture of a koala bear. She used every color in the crayon box - except white. White Crayon scrunched his eyebrows. If he had feet, he would have stomped them. "It's not fair. No one wants to use the white crayon. I don't even show up on white paper. Whose favorite color is white? Nobody!" White Crayon yelled. He frowned as he wished Jane would find a way to use white in her picture.

How does White Crayon show the reader his point of view?

- His actions
- His words
- Neither A or B
- Both A and B

# Point of View

## Digital Task Cards

30 Cards  
Includes an  
audio reading of  
each passage.

### Point of View

My big sister Parker loves the 4<sup>th</sup> of July. She loves fireworks. I do not like fireworks at all. They are very loud and hurt my ears. You don't know when they will explode, so the surprise scares me every time. I think fireworks can be dangerous. I'm always worried that one might fly through the sky and hit me. I do like the beautiful colors they make, but they are just way too scary for me.

How does the narrator support her point of view on fireworks?

She says fireworks are beautiful.

She says her sister Parker loves fireworks.

She says fireworks are too loud, scary and dangerous.

She says she loves the surprise of the explosion.

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# BOOM CARDS

# POINT OF VIEW BOOM CARDS

2<sup>nd</sup> Grade



## Point of View

Every morning Nina laces me up and slips me on her feet, and I know we are off to an adventure. She runs through a muddy field on the way to school. We have fun splashing in puddles after big rainstorms. At soccer practice, she kicks the ball with me protecting her feet. Nina gets me dirty and muddy every day. But you know what? I don't mind, because if I'm yucky by nighttime, it means we've had a very fun day!

© Julie Bochese

From whose point of view is the story told?

The rain  
puddle

Nina's shoes

Nina

A shoelace

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[Playable](#)  
[Preview!](#)

- Digital & Interactive
- Self Grading Multiple-Choice Questions
- Includes Audio

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# POINT OF VIEW BOOM CARDS



## Point of View

Dolly gazed at the people walking along the beach. She wanted so badly to talk to them. She had heard that people could train dolphins like her to communicate with them. "I'm going to try to meet a human." Dolly Dolphin said to her mom.

"Dolly, it's not safe. What if they take you? You have plenty of other dolphins to talk to here in the ocean."

Dolly loved her dolphin friends, but she wanted to know more about everything - including humans. With one flip of her blue-gray tail, she jumped sky high and was off, headed toward the beach.

© Julie Bochese

What word best describes the point of view of Dolly and her mother?

Similar

Different

Identical

None of these  
←