



MagiCORE

Point of View

Name: _____

Ferris Wheel Fear

on Kate, let's get in line for the Ferris wheel," said Lonnie. She looked up at the Ferris wheel before them. The Ferris wheel was the tallest at the fair. It loomed above her like a giant in the sky. "It is way too high," replied Kate. "It just doesn't look safe. I think I'd keep my two feet on the ground." "Don't worry, it will be fun! Look, there are kids younger than you in line. 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 the first 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 climbed into the cart of the Ferris wheel and the cart rocked back and forth. This only made Kate more nervous. The Ferris wheel began to rotate. Kate and Lonnie's cart climbed higher and higher.

"Look over there!" Lonnie called. "See our school?" Kate looked where Lonnie was pointing. It was amazing. She could see the entire town below them. Kate even spotted her house down below. But long after, Kate and Lonnie reached the bottom again.

"Wouldn't you encourage me to go on the Ferris wheel again?" Kate asked. "Sure, but next time, the entire town will be below you. And I don't want to see you there."



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 the fresh air as I trot down the sidewalk. Suddenly, my nose goes wild. I catch the scent of another dog. I pull my owner and drag him towards the scent as it gets stronger. I spot the other dog! We both greet each other with wagging tails. This is my favorite part of every day! Now it is time to head home to sleep.



the author's point of view.
Answer the following questions using the text evidence in the color shown. If there is
no text evidence for the question, color the answer. You should still look for text evidence to help
you.

How does Kate feel about the Ferris wheel? Use text evidence
to support your thinking.

How does Lonnie feel about the Ferris wheel? Use text evidence
to support your thinking.

How does the voice sound like when she says the following?
"I think I'd rather keep my two feet on
the ground."

Id Ka
rides
est ride
even if y

CHARACTER PERSPECTIVE

2nd & 3rd grade

*This product includes 12 leveled passages in the 2nd-3rd Grade Florida B.E.S.T. Text Complexity Band (the range for 2nd-3rd grade is 420-820).

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ABOUT LEXILE LEVELS



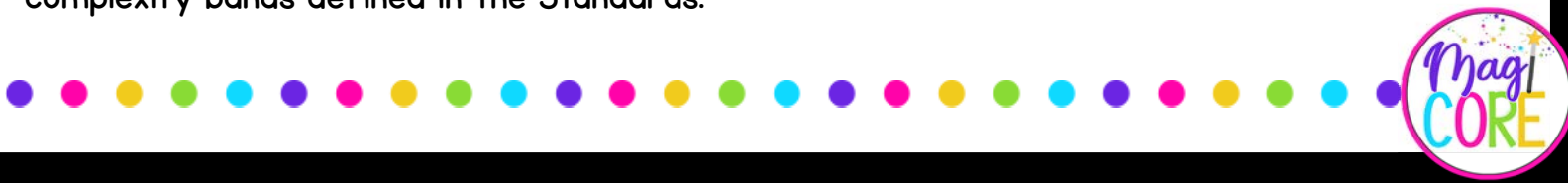
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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.

Florida B.E.S.T. 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 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Florida B.E.S.T. Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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 research, "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."



How to Use This Resource

This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

Mentor Text: Mentor texts are included for teachers to use to model the skill. Some of the mentor texts come directly from the Florida B.E.S.T standards mentor text recommendations for second grade. These texts tend to be longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling. Mentor texts also include a guided response such as a graphic organizer or questions.

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers choose to use the assessment passages separately in order to differentiate assessments.

Perspective

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 **perspectives**.

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?
3. How would you feel in the same situation?

Anchor Chart

Perspective Name: _____ Date: _____

Half Ruined or Half Saved?

Mrs. Walker looked at the crushed flowers in her garden that lined her driveway. The heads of half her marigolds, which had been a bright yellow just yesterday, had all been snapped off. The green leaves were wilted. The stems were bent at odd angles, some of them smashed right into the soil.

"My lovely garden is half destroyed," she cried. "My hard work is ruined!" Mrs. Walker frowned at Alvin and his huge dog, Ralphie. She glared at the dog. "You need to keep that monster under control!"

Alvin shook his head. "Ralphie didn't do this, Mrs. Walker." He gestured to the garden mess between them.

"Of course he did!" She put her hands on her hips, her brows forming an angry V-shape as she looked at Ralphie. "He's a curious, clumsy dog who stomped his big paws right through my garden."

"I'm sorry, but you're wrong," Alvin said as politely as possible. "Ralphie saw a rabbit in this garden yesterday afternoon. He chased it away for you and saved this half of your flowers." He pointed to the marigolds that were still standing tall with their blossoms nearly glowing in the sunshine.

Mrs. Walker's mouth opened and closed a few times before her face softened and her hands dropped from her hips. "Oh, I see." She pressed her lips together then looked at Ralphie. "I shouldn't have jumped to conclusions."

"It's okay," Alvin said. "Ralphie is curious and clumsy. Sometimes he can even be a monster." He chuckled. "But not this time. A rabbit was your monster yesterday."

"I guess so," Mrs. Walker extended her hand and gave Ralphie a scratch between his ears. "I owe you a thank you for chasing that pesky rabbit away, Ralphie." She took a few steps toward her blueberry bushes and picked a handful of berries. "Here you go!" She made a little pile of blueberries on her walkway for him.

Mentor Text

Perspective Name: _____ Date: _____

My Missing Bear

I know, I know. It is a little ridiculous that I still sleep with a stuffed bear that eight-years-old. It's pretty embarrassing and of course I don't want anyone to find out. I have had the same stuffed bear since I was a baby. I need it to sleep. I was in a panic because it wasn't in its usual place on my bed.

"Mom, have you seen my teddy bear?" I questioned.

"That old raggedy thing?" Mom replied. "I threw it away! It has holes, the stuffing is falling out, and it stinks. I didn't think you needed it anymore since you are in third grade."

My heart began to race. Mom threw away my stuffed bear? The stuffed bear I've slept with every night since I was a baby? Tears began to well up in my eyes.

"Mom, I've had that bear since I was a baby. I have so many memories with it. I can't believe you threw it away!" I exclaimed.

"I'm sorry Holden, I didn't know it meant so much to you. I will go dig it out of the trash," mom said.

"Gross! Forget it!" I exclaimed. It was embarrassing enough that I still slept with a stuffed bear. It would be way worse sleeping with a stuffed bear that had been in the trash.

The next day when I came home from school I spotted my old bear.

Practice Page

How to Use This Resource

Here is the recommend lesson layout and schedule for this resource:

Day 1: Introduce the perspective anchor chart. Read aloud the Mentor Text, “Half Ruined or Half Saved?” Model how to identify and analyze each main character’s perspective by using the graphic organizer. Emphasize that identifying and analyzing different characters’ perspectives helps us understand characters on a deeper level.

Day 2: Select a story in the mid-range of the text complexity band. Make the story and question set poster size, or project the text and questions. Read the story as a class, and then work together to answer the questions.

Day 3: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 4: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

Day 5-6: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is the time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students’ lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*



My Missing Bear

I know, I know. It is a little ridiculous that I still sleep with a stuffed bear at eight-years-old. It's pretty embarrassing and of course I don't want anyone to find out. I have had the same stuffed bear since I was a baby. I need it to sleep. I was in a panic because it wasn't in its usual place on my bed.

"Mom, have you seen my teddy bear?" I questioned.

"That old raggedy thing?" Mom replied, "I threw it away! It has holes, the stuffing is falling out, and it stinks. I didn't think you needed it anymore since you are in third grade.

My heart began to race. Mom threw away my stuffed bear? The stuffed bear I've slept with every night since I was a baby? Tears began to well up in my eyes.

"Mom, I've had that bear since I was a baby. I have so many memories with it. I can't believe you threw it away!" I exclaimed.

"I'm sorry Holden. I didn't know it meant so much to you. I will go dig it out of the trash," mom said.

"Gross! Forget it!" I exclaimed. It was embarrassing enough that I still slept with a stuffed bear. It would be way worse sleeping with a stuffed bear that had been in the trash.

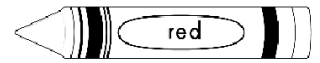
The next day when I came home from school I spotted my old bear sitting on my bed. I cautiously picked him up with two fingers. He had been in the trash after all. I noticed his fur was bright white and his holes had been patched up. My mom had washed and sewn up my stuffed bear for me.



Perspective

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?

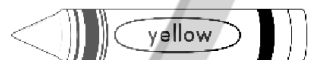


- a. Mom
- b. John
- c. a bear
- d. an eight year old kid

2. How does the narrator feel about his stuffed bear? Use text evidence to support your thinking.

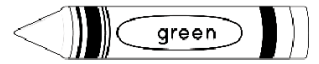


3. How does Mom feel about the stuffed bear? Use text evidence to support your thinking.



Perspective

4. What might the narrator's voice sound like when he says the following?



"Mom, have you seen my teddy bear?"

- a. The narrator would sound angry.
- b. The narrator would sound worried.
- c. The narrator would sound annoyed.
- d. The narrator would sound miserable.

5. How would you feel if you were in the narrator's position? Is your Perspective similar to or different from the narrator's or Mom's?

6. With which statement would the narrator most likely agree? (Choose all that apply.)

- a. It is embarrassing to have stuffed animals.
- b. Stuffed animals are for babies and little kids.
- c. You should get rid of toys you don't play with.
- d. Some toys are important because they hold memories.

A Car Ride With Dad

I sprang into the front seat of the car, ready to go. My dad was driving me to school today. Once my dad turned the keys in the ignition, I tuned the radio to my favorite hip hop station and started to rap to the beat, just as my dad unapologetically hit the skip button.

"My car, my music," Dad said bluntly.

"Aww man, are you serious Dad? I don't want to listen to your old-man music!" I whined.

"Tough luck, Chase. Once you have your own car, you can make your own decisions, but until then, my music rules. You should be thankful you have a ride to school," Dad said.

My dad turned the channel to his favorite station that played 60's hits. The Beatles song "All You Need is Love" began to obnoxiously blare through the speakers.

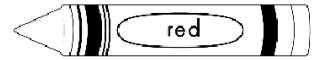
"You've got to be kidding me," I thought to myself. "This is so embarrassing. Everyone is going to stare at us when they hear my dad's old-man music blasting as we pull up to school."



Perspective

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. Dad
- b. the radio
- c. the kids at school
- d. a boy named Chase

2. How does Dad feel about the music on the radio? Use text evidence to support your thinking.



3. How does the narrator feel about the music on the radio? Use text evidence to support your thinking.



Perspective

4. What might the narrator's voice sound like when he says the following?

"Aww man, are you serious Dad? I don't want to listen to your old man music!"

- a. The narrator would sound cruel.
- b. The narrator would sound angry.
- c. The narrator would sound thankful.
- d. The narrator would sound annoyed.

5. How would you feel if you were in Chase's position? Is your Perspective similar to or different from Chase's or Dad's?

6. With which statement would Dad most likely agree?

- a. Chase should take the bus to school.
- b. Music is a way to express your emotions.
- c. Parents shouldn't embarrass their children.
- d. Children should appreciate what their parents do for them.

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Good to Go



Not O.K.

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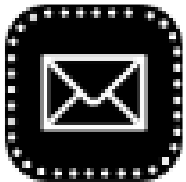
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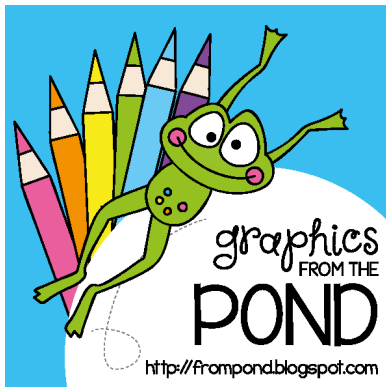
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