



Compare & Contrast Point of View

# The Jewelry Box

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

It all started when Mom and I went into the old antique shop on \_\_\_\_\_ as looking for some new silverware for the kitchen, and I wanted \_\_\_\_\_ of the shop to see if they had any interesting books. That was \_\_\_\_\_

It was the most beautiful jewelry I had ever seen. It was made of smooth wood with leaves etched into it, and the inside was lined with red velvet. When you opened the lid, it played a lovely song, and a little maiden dressed in white spun around on a spring.

I never asked for much, but I couldn't help but take the jewelry box to Mom and ask her if I could have it for an early birthday present. Mom was delighted that I was finally taking an interest in the old things that I usually found boring, so she bought it for me in a heartbeat.

What we didn't know was that the jewelry box was cursed. On Monday after we'd bought the box, so I was late getting ready for school. The teacher swooped at me when I was eating my lunch, and I dropped my schoolbag in a puddle and ruined my shoes.

I thought that I might just be having a Tuesday, like falling and skinning my knee, but instead, I ended with me breaking a shelf in the kitchen. "Anna!" Mom scolded. "What are you doing? You should spend the rest of the night in your room!"

I headed up to my room, and I realized that everything had gone wrong. I opened up the box and looked at the front of the little mirror. I

terrible frown on her face that made me look almost ugly.

"Is this all your fault?" she asked, looking like an idiot for talking to a jewelry box.

Just then, she said, "I could barely believe. A tear appeared on the little

maiden's face.

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

and slid it under my bed, deep

just as bad as the others.

making a window at school

then into you?"

other side of town.

to a dusty back

jewelry

## Compare & Contrast Point of View

4. How does the point of view...

### Compare & Contrast Point of View

Answer the following questions. Underline the text evidence in the color indicated.

1. Read this sentence from the story.

"It all started when Mom and I went into the old antique shop on the other side of town."

What does this sentence tell you about whose point of view is used to tell the story?

- a. The mom is telling the story.
- b. It is told from Anna's point of view.
- c. The ballerina inside the jewelry box is telling the story.
- d. The story is told from an outside narrator's point of view.

2. In the first three paragraphs, how does the narrator of the story help you understand the main character? (Choose all that apply.)

- a. by explaining Anna's daily routine
- b. by describing the way she looks
- c. by summarizing what Anna is doing
- d. by describing what she thinks

3. How does Anna change from the beginning of the story to the end?

- a. In the beginning, Anna is studious. In the end, Anna is clumsy.
- b. In the beginning, Anna is clumsy due to a curse. In the end, she is no longer clumsy.
- c. In the beginning, Anna is bored. In the end, Anna can be exciting.
- d. In the beginning, Anna doesn't like antiques. In the end, she appreciates antiques.

"That's an odd-looking rock..."

Compare & Contrast Point of View

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

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

# TEST: Shawn and Rover Find a Magical Toy

Shawn Burk was a petite boy with a vast heart for adventure. He never liked sitting and, and he enjoyed being outside. His best friend was Rover, the German Shepherd that grew up with Shawn since they were both little. Shawn paced back and forth across the kitchen as he decided what to do. Rover walked beside Shawn, sniffing the ground for a treat or two.

"I have an idea!" Shawn exclaimed, stopping abruptly. Rover hadn't been paying attention and crashed into Shawn's bum. Shawn chuckled as he pet Rover's sore head and suggested, "Let's go play ball in the back yard." Rover barked as though he understood, so the best friends ran into the back yard to play fetch. Rover loved playing fetch, especially when Shawn threw his ball far. Rover barked happily and galloped after it.

"Good boy, Rover," Shawn yelled after his puppy. Shawn waited for Rover to return from behind the shed, but he never did. Perplexed, Shawn moseyed over to see the mischievous puppy had He loved eating supposed to, make sure Shawn

d around.  
who sat  
ed around.  
ward his  
has to  
s he



# TEST: Birthday Wishes

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

forward to their tenth birthday...double digits and all that. A  
parties, and their parents bought them bigger,  
early in the weeks leading up to



As I watched Roxy and Rose rub  
to ignore.

Our next stop was the grocery  
grocery, Carlos, also had a wish token  
worse for wear. When we arrived, C

"What can we do for you tod  
"I have a simple wish," said C

go to a good college, but I just dor  
scholarship, and I know that he's

Carlos handed over his silve  
rubbing the token with his thumb  
exclamation of, "Invahil az kasi  
Dad smiled at Carlos. "It  
Carlos was so happy the  
lump in r



I took  
the little n  
brought  
watche

Compare & Contrast Point of View  
Answer the following questions. Under  
1. Read this sentence from the s  
"I couldn't help but think about l  
forever..."

- What does this sentence tell you
- The parents are telling the
  - It is told from the kid's po
  - The story is told from an c
  - An adult is looking ha

## Compare & Contrast Point of View

4. How does the point of view shape the tone of the story?
- The narrator is telling the story from the outside  
serious.
  - The narrator is telling the story from the outside  
neutral.
  - The narrator is telling the story from her pers  
tone humorous.
  - The narrator is telling the story from her pe  
tone thoughtful.

5. Look at the table below. Label which version of the s  
narration and which version is told from third person  
how the point of view may change in each version.

Person Narration	
"I couldn't help but think about November when I would turn ten and my life would change forever..."	
	"T
"Our next stop was the grocery store on the other side of town."	

How are these versions different? Why do yo  
narration?

# POINT OF VIEW & PERSPECTIVE

4th grade

## Table of Contents

\*This product includes 12 Lexile<sup>®</sup> leveled stories in the 4<sup>th</sup>-5<sup>th</sup> Grade Florida B.E.S.T. Text Complexity Band (the range for 4<sup>th</sup>-5<sup>th</sup> grade is 740-1010).

- Anchor Charts/Journal Pages for Point of View and Perspective
1. Three's a Crowd- 740L
  2. Robin's Mistake- 760L
  3. The First Battle of Manassas- 770L
  4. Mermaid vs. Human- 790L
  5. The Divali Party- 790L
  6. Snow Beasts- 860L
  7. The Jewelry Box- 890L
  8. The Finest Fiesta- 890L
  9. Timmy's Terrible Tuesday- 950L
  10. The Bell-Ringers of Baneford- 960L

### Test

- Shawn and Rover Find a Magic Toy- 810L
- Birthday Wishes- 790L



# 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 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 Florida B.E.S.T. Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-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 Florida B.E.S.T. 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.”



## Three's a Crowd

Skye and I had been best friends since we were four years old. We first met in the garden at preschool when we were both chasing the same butterfly. From that day on, we were as close as twins, bonded by our love for animals, chocolate, and the beach.

I always thought that two was the perfect number. Skye and I shared the same seat on the bus every day. We were always partners for school assignments. When we went on the Ferris wheel at the fun fair, we sat side by side. It had always been the two of us, and that had always worked perfectly.

However, something happened in fifth grade that threatened our perfect pairing. A new girl arrived in town. She moved in next door to Skye and was in the same grade as us. Her name was Maya, and she and Skye *had* to be friends at school because they were next-door neighbors.

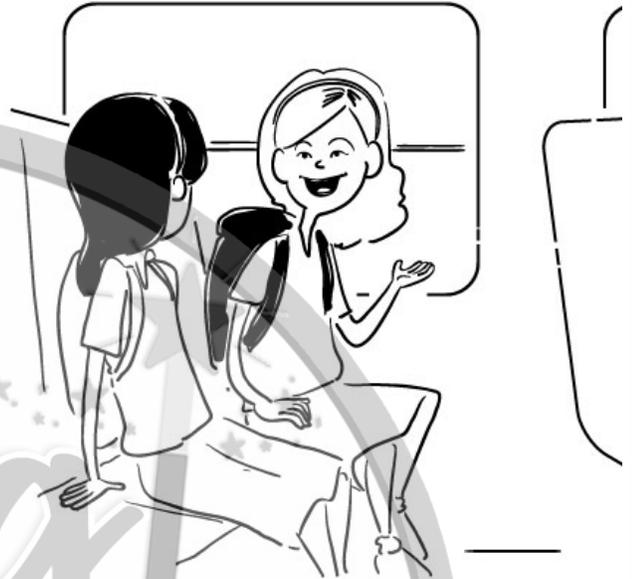
The trouble started with the science project. Mrs. Beecham asked us to split into pairs, and I turned immediately to Skye, like always. I was irritated to see that Maya had rushed to Skye's side first, exclaiming, "We'll be partners, right, Skye? We can work on the project together at my house; it's just next door, remember!"

Skye looked over at me guiltily, but Mrs. Beecham interrupted before I could protest. "How wonderful that Maya has a friend already!" she said. "It's not easy being new."

If I argued after that, *I* would have been the bad guy. I had no choice but to let Skye and Maya be partners. I got stuck with Chucky Cooper, who always managed to glue his fingers together no matter what the project was.

That was bad enough, but then I climbed onto the school bus that afternoon to find that Skye and Maya were already sitting together...in the same seat that Skye and I had always shared!

They both waved to me enthusiastically, but I deliberately went and sat all the way at the back by myself. I saw them frowning at me from their seater, but I refused to look. They had each other now.



It only got worse from there. Skye and Maya paired up in sports lessons and in theatre group. They sat together on the bus every day, and I was stuck in the back seat by myself, staring out the window and remembering when it was just the two of us, Skye and me.

I headed to school on Monday, dreading seeing Skye and Maya together. I suffered through science class with Chucky Cooper, who, no surprise, glued his fingers together within the first half hour.

At lunchtime, I considered going to the library to read by myself because it was pouring rain outside, but surprisingly, Maya came and found me first.

"Hey!" she said, in her annoyingly bright tone. "Skye and I want to play Clue, but it's not fun with only two players! Will you come and join us?"

I thought about saying no as payback for the last lonely week I'd spent by myself. However, I really wanted to spend my lunchtime with Skye again, and I did love Clue. I begrudgingly went to join them.

We actually had a lot of fun. As we got further into the game, I realized that Maya was smart, funny, and kind...not the wicked witch I'd imagined her as in my head. Skye ended up winning the game, and Maya and I both cheered for her victory. As lunchtime came to a close, the sun started peeking through the rain clouds outside.

On the bus home that afternoon, I went to head to my regular new spot in the back, but I saw that I was no longer alone in the back row. Maya and Skye were already sitting there, and they had left the third seat by the window for me.

"We thought that this was better," said Maya. "This way, we can all sit together!"

Now, Maya, Skye, and I have become a trio. We take turns pairing up with each other in different lessons, and I don't actually mind when I get paired with someone else. Chucky Cooper isn't all that bad, and I get to make new friends in class by rotating partners. When I'm paired with Skye, it's as great as always, but Maya also makes a pretty good partner.

The fun fair came to town last week, and the three of us went together. We decided against going on the Ferris wheel since it only had enough room for two people in each carriage. Instead, we went on the big roller coaster that fit three people neatly into the car. We strapped ourselves in and linked hands together as the roller coaster went up, up, up the tracks. As it hurtled down the first drop, I heard my two best friends squeal with delight, and I felt very lucky indeed.

## Point of View & Perspective

Answer the following questions. Underline the text evidence in the color indicated.

1. Read this sentence from the story.



“Skye and I had been best friends since we were four years old.”

What does this sentence tell you about whose point of view is used to tell this story?

- a. Skye is telling the story.
- b. It is told from Maya’s point of view.
- c. A young girl is telling the story from her point of view.
- d. The story is told from an outside narrator’s point of view.

2. In the first few paragraphs, how does the narrator of the story help the reader understand the main character’s perspective?



- a. by telling what she says
- b. by describing what she feels
- c. by describing the way she looks
- d. by telling what other characters say about her

3. How does the main character’s perspective change from the beginning of the story to the end? (Choose all that apply.)



- a. In the beginning, the main character is excited to have a new friend. In the end, the main character misses Skye.
- b. In the beginning, the main character is lonely. In the end, the main character is happy that she has two friends.
- c. In the beginning, the main character is jealous of Maya. In the end, the main character realizes that Maya can be her friend, too.
- d. In the beginning, the main character wants to have more friends. In the end, the main character realizes that having two friends is perfect.

## Point of View & Perspective

4. How does the point of view shape the story?



- a. The narrator is telling the story from the outside, which makes the story unbiased.
- b. The narrator is telling the story from the outside, which makes the story unbelievable.
- c. The narrator is telling the story from her perspective, which makes the story relatable.
- d. The narrator is telling the story from her perspective, which makes the story mysterious.

5. Look at the table below. Label which version of the story is told from first person narration and which version is told from third person narration. Fill in the blanks to show how the point of view may change in each version.



_____ Person Narration	_____ Person Narration
We first met in the garden at preschool when we were both chasing the same butterfly.	
	She thought about saying no as payback for the last lonely week she'd spent by herself.
I heard my two best friends squeal with delight, and I felt very lucky indeed..	

How are these versions different? Why do you think the author chose to use this narration?

---

---

---

---

---

# Terms of Use



## How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at [julie@magicorelearning.com](mailto:julie@magicorelearning.com).



Good to Go



Not O.K.

- Use this resource personally or with your own children.
  - Use this resource in your own classroom with your students.
  - Provide this resource to your students to use at your instruction.
  - Print and/or copy for use in your own classroom.
  - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
  - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
  - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
  - Share with others to use in another classroom.
  - Print or copy any page(s) and distribute them to other teachers or other classrooms.
  - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
  - Use this resource commercially (e.g. Outschool).
  - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

© Copyright 2021. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Placing this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact [julie@magicorelearning.com](mailto:julie@magicorelearning.com) for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at

<https://magicorelearning.com/terms-of-use>.

# Let's Connect!

[www.magicorelearning.com](http://www.magicorelearning.com)



<https://www.teacherspayteachers.com/Store/magicore>



<https://www.facebook.com/MagiCoreLearning/>



<https://www.instagram.com/commoncorekingdom>

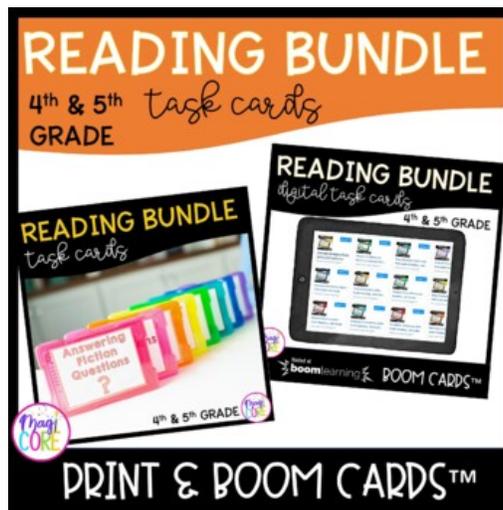


[https://www.pinterest.com/magicorelearning/\\_shop/](https://www.pinterest.com/magicorelearning/_shop/)



[Julie@magicorelearning.com](mailto:Julie@magicorelearning.com)

## Looking for more?



# CREDITS

