

**Day 3**

**Lesson Title: Whose Shoes are These?: Exploring Perspectives**  
**Experience #: January 23, 2024**

**Grade/Level: 2<sup>nd</sup> Date/Learning**

<b>Standard(s)</b>	<b>Essential Question(s)/ I Can Statement(s):</b> What question(s) or I can statement(s) drive your instruction?
2.RL.CS.6 Determine when characters have different points of view.	<ul style="list-style-type: none"> <li>I can explain how changing a character's perspective changes the way the story is told.</li> <li>I can write a new version of a scene by imagining what another character thinks and feels.</li> </ul>

<b>Central Focus and Subject Specific Emphasis (SSE):</b>
<ul style="list-style-type: none"> <li><b>Central Focus:</b> Comparing and contrasting the different perspectives of characters.</li> <li><b>Essential Learning Strategy:</b> Compare and contrast the point of view from which a story is narrated.</li> <li><b>Related Skills:</b> <ul style="list-style-type: none"> <li>Identify the point of view in each of the texts.</li> <li>Describe how the point of view influences the reader's understanding of the story.</li> </ul> </li> </ul>

<b>Lesson Objective(s) – Add or remove rows as needed.</b>
<ol style="list-style-type: none"> <li>TSW illustrate understanding by choosing key scenes from either story, and rewriting them from an alternate character's perspective.</li> <li>TSW compare and contrast the point of view from which a story is narrated.</li> </ol>

<b>Assessments – Add or remove rows as needed.</b>
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Assessment Title and Description	Objective Alignment: Indicate alignment to your objectives based on the numbers used in the section above.	Place an X to indicate the type of assessment.		Place an X to indicate the type of assessment.	
		Formal	Informal	Formative	Summative
<b>Anchor Chart Contributions:</b> TTW record students' responses as they imagine new character perspectives. TTW monitor students' responses and level of understanding as they contribute to the anchor chart.	<b>Objective 1</b>		X	X	
<b>Think-Pair-Share (2):</b> First Think-Pair-Share: TSW answer the questions regarding the importance of perspective-taking and empathy. Second Think-Pair-Share: TSW answer questions about what unique details and viewpoints we can learn from the new character perspective.	<b>Objective 1</b>		X	X	
<b>Alternate Viewpoint Storytelling:</b> TSW choose a key scene from "The Three Little Pigs" or "The True Story of the Three Little Pigs" and rewrite it from the perspective of a new character. This will help them understand how perspective shapes the story and influences the reader's experience.	<b>Objective 1</b>	X		X	

<b>Academic Language Demands:</b>
<b>Vocabulary:</b> What terms will your students need to know?
<b>Academic Vocabulary:</b> Analyze, compare, contrast, compose, and empathy.
<b>Content Vocabulary:</b> Perspective, bias, viewpoint/point of view, and dialogue.

Instruction			
Lesson Part	Description of Activities and	Description of Activities and	Meeting

	Instruction(Teacher Does)	Instruction(Students Do)	Individual & Group Needs
<p><b>Opening:</b> Describe the beginning of your lesson. This can include a hook/motivator, presentation of objectives, Essential Question, and/or introduction of topic.</p> <p>Additionally, relevance &amp; connections must be made to prior learning, personal, cultural or community assets.</p>	<ol style="list-style-type: none"> <li>1. TTW display a slideshow presentation to conduct the lesson.</li> <li>2. TTW introduce the objective and I can statement by saying "Our objective today is to rewrite a story scene from a different character's perspective. By the end of the lesson, you should be able to say: I can rewrite a scene from a different character's point of view." TTW ask students to chorally recite the I can statement and reassert the importance of analyzing things from different points of view.</li> <li>3. TTW review and introduce the key vocabulary using a slide. TTW explain and connect the terms using examples from students' lives and areas of interest.</li> <li>4. TTW introduce and show the video "Understanding Someone Else's Perspective – a life lesson" to illustrate the importance of perspective taking and empathy. The video ties into students interest and background knowledge through the use of colorful puppets and the subject matter it tackles.</li> </ol>	<ol style="list-style-type: none"> <li>1. TSW sit quietly on the carpet and wait for the lesson to begin</li> <li>2. TSW listen as the teacher introduces the objective and "I Can" statement, then chorally recite it when prompted. TSW reflect on why understanding different points of view is important.</li> <li>3. TSW listen as the teacher explains the vocabulary and provides relevant examples.</li> <li>4. TSW watch the video, paying attention to the colorful puppets and the scenarios presented. TSW reflect on what the puppets teach about understanding other people's perspectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Each slide of the presentation contains visuals to aid students in comprehension. This helps the struggling readers, as well as the students with IEPs.</li> <li>2. TTW display the objective and "I Can" Statement visually to support comprehension, especially struggling readers and students with IEPs. TTW display visual aids that summarize key points about the Wolf's perspective from day one to help students with IEPs and struggling readers remember what they learned.</li> <li>3. TTW add visual icons or images next to each vocabulary word on the slide to support comprehension for struggling readers and students with IEPs. TTW provide simplified definitions that convey proper meaning, but are easily understandable for all students.</li> </ol>
<p><b>Instructional Procedures/ Learning Tasks:</b></p>	<ol style="list-style-type: none"> <li>5. TTW display and ask guiding questions for students to discuss during a Think-Pair-Share. <ul style="list-style-type: none"> <li>• "What did you learn about understanding someone else's perspective?"</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>5. TSW think about the questions posed by the teacher. TSW turn to a partner and discuss their responses to each question. TSW listen to their partner's thoughts and share their</li> </ol>	<ol style="list-style-type: none"> <li>7. TTW use simplified language and include visuals or icons next to each bullet</li> </ol>

	<ul style="list-style-type: none"> <li>• "How can seeing things differently help us in real life and in stories?"</li> </ul> <ol style="list-style-type: none"> <li>6. TTW explain that just like in the video, different characters in a story have their own perspectives. TTW tell students that they will explore this idea by looking at "The Three Little Pigs" and thinking about how the story might change if told by a different character.</li> <li>7. TTW display a graphic organizer with the details of both stories. TTW move through the key events and points, reminding students of the events and perspectives of each story.</li> <li>8. TTW display a new graphic organizer and guide students to imagine new characters that could have a perspective on the classic tale. TTW read aloud the few examples on the chart and ask for students to volunteer new narrators. (Ex: The pigs UPS driver, the ghost that lives in the attic, an ant on the floor, the Wolf's mother, etc).</li> <li>9. TTW ask students to do a Think-Pair-Share about how these new characters might see the story's events differently, and what unique viewpoints they can add.</li> <li>10. TTW ask for volunteers and will write their answers on the organizer.</li> <li>11. TTW introduce the independent writing activity and explain that students will choose a scene from the story and rewrite it from a new character's perspective.</li> <li>12. TTW model how using one of the pre-chosen examples from the graphic organizer could change a scene using a think aloud to choose a narrator, perspective, and scene. TTW read aloud a scene rewrote for the assignment.</li> <li>13. TTW explain that words have the power to create and inspire, serving as the foundation for everything students enjoy, from books to their favorite movies and TV shows. TTW emphasize that every story begins with words, whether as a book or screenplay. TTW express her excitement for students to discover what they can achieve through their own writing and share that she created a movie</li> </ol>	<p>own ideas about understanding different perspectives.</p> <ol style="list-style-type: none"> <li>6. TSW listen to the teacher's instruction.</li> <li>7. TSW follow along as the teacher reviews the details and events of both stories through the graphic organizer.</li> <li>8. TSW listen as the teacher reads aloud the examples on the graphic organizer. TSW think about other characters who might have an interesting perspective on the story. TSW volunteer their ideas for new characters who could narrate the story and describe why these characters might have a unique point of view.</li> <li>9. TSW think about how the new characters might see the events of "The Three Little Pigs" differently from the original characters. TSW turn to a partner and share their thoughts on what unique viewpoints these new characters could bring to the story. TSW listen to their partner's ideas and discuss how each character's perspective could add new insights to the story.</li> <li>10. TSW volunteer their ideas for what perspectives these new characters might bring to the story. TSW listen as other students share their ideas, considering how different characters might add unique perspectives. TSW observe the graphic organizer as their classmates' ideas are added.</li> <li>11. TSW listen as the teacher explains the independent writing activity. TSW choose a scene from the story that they would like to rewrite. TSW begin thinking about how the new character's perspective would change the details of the scene.</li> <li>12. TSW listen as the teacher models how to rewrite a scene using a different character's perspective. TSW follow along with the teacher's think-aloud, noting the details and reasoning used to change the scene. TSW ask questions if they need clarification on how to apply the think-aloud strategy to their own writing.</li> <li>13. TSW watch the movie created by the teacher, connecting it to the scene they discussed, and reflect on how their own writing could lead to creative expressions like films. TSW consider the impact of storytelling and how they can use their words to imagine and create.</li> <li>14. TSW use the assessment sheet to compose their scenes from the perspective of a new narrator,</li> </ol>	<p>point to help struggling readers and students with IEPs better understand the events and perspectives.</p> <ol style="list-style-type: none"> <li>8. TTW include images of different potential characters (e.g., a ghost, an ant, the Wolf's mother) on the graphic organizer to help struggling readers and students with IEPs think of ideas.</li> <li>9. TTW monitor students who may struggle to discern details and achieve understanding and will provide extra time and assistance if needed. Students will be paired up strategically to provide support for those who need it.</li> <li>12. TTW pause periodically during the think-aloud to ask questions and check for understanding, especially for students who need additional support in grasping the concept.</li> <li>14. TTW work with and monitor students that require extra support. The assessment sheet contains sentence starters to help struggling readers and students with</li> </ol>
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	<p>based on the scene they just discussed. TTW play the movie, highlighting how writing can transform into something as impactful and creative as a film, reiterating the importance and beauty of storytelling through words.</p> <p>14. TTW distribute the assessment sheets and circulate, providing assistance and guidance to help students as they compose their scenes.</p>	<p>applying their understanding of point of view and perspective. TSW focus on how the new narrator's viewpoint changes the scene and adds unique details, using guidance and feedback from the teacher as needed to clarify their ideas and strengthen their writing.</p>	<p>IEPs, as well as all students.</p>
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<p><b>Closure:</b></p>	<p>15. TTW call students back to the rug as a whole group. TTW revisit the I can statement and ask a reflection question: "How do you think the pigs and the wolf would describe each other after the story?" TTW call on students to answer.</p> <p>16. TTW connect the lesson to a real world context by saying, "Just like the pigs and the wolf might see each other differently after the story, we often see people differently after we've had experiences with them. Think about how understanding someone else's side of the story could change how you describe them or how you feel. For example, if you and a friend have a disagreement, seeing things from their perspective might help you better understand each other."</p>	<p>15. TSW move to the rug and sit as a whole group. TSW listen to the reflection question and think about how the pigs and the wolf might describe each other. TSW raise their hand and share their responses when called on by the teacher.</p> <p>16. TSW listen as the teacher connects the lesson to real-life experiences. TSW reflect on their own experiences where seeing things from someone else's perspective changed how they felt or understood a situation. TSW share examples with the class if prompted by the teacher.</p>	
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<p><b>Material/Resources:</b></p>			
<ul style="list-style-type: none"> <li>• YouTube Video: "Understanding Someone Else's Perspective – a life lesson" Mr. Queso's Classroom. (2020, October 9). <i>Understanding Someone Else's Perspective – a life lesson</i> [Video]. YouTube.</li> <li>• Boxlight display to present slideshow and video.</li> <li>• "The Story of the Three Little Pigs and Other Tales" (traditional version). Holcainone, P. (1995). <i>The Story of the Three Little Pigs and Other tales</i>. Tormont Publications.</li> <li>• "The True Story of the Three Little Pigs". Scieszka, J. (1989). <i>The True Story of the Three Little Pigs</i>. Viking Books for Young Readers.</li> <li>• Alternate Viewpoint Storytelling assessment for students to complete.</li> <li>• Canva to design slideshow, graphic organizer, film scenes, and anchor chart.</li> <li>• CapCut App to edit teacher created video and create voice for protagonist</li> <li>• Stop Motion Studio App to turn images into film footage</li> <li>• Laptop and iPad to run Procreate, Stop Motion Studio, and Canva</li> <li>• Procreate to draw video scenes and draw and animate protagonist.</li> <li>• Stuffed animal wolves and pigs</li> </ul>			