

**Day 1**

**Lesson Title:** From the Huffington-Puffington Post: Fake Moos?  
**Experience #:** January 21, 2024

**Grade/Level:** 2nd **Date/Learning**

Standard(s)	Essential Question(s)/ I Can Statement(s): 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 identify different characters' perspectives in a story.</li> <li>I can use a graphic organizer to compare how characters' points of view are different.</li> </ul>

Central Focus and Subject Specific Emphasis (SSE):
<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>

Lesson Objective(s) – Add or remove rows as needed.
1. TSW identify the point of view of a character in the story.
2. TSW compare a character's point of view in two versions of a story.

**Assessments – Add or remove rows as needed.**

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>Think-Pair-Share:</b> TTW informally assess students' understanding as they share perspectives in pairs.	<b>Objective 1</b>		X	X	
<b>Anchor Chart Contributions:</b> TTW monitor students' responses and level of comprehension as they contribute to the anchor chart.	<b>Objective 1</b>		X	X	
<b>Graphic Organizer:</b> TSW complete a graphic organizer to compare the perspectives of the Wolf, providing specific examples from each story. TTW collect and evaluate the graphic organizers to assess students' ability to compare and contrast viewpoints.	<b>Objective 2</b>	X		X	

Academic Language Demands:
<b>Vocabulary:</b> What terms will your students need to know?
<b>Academic Vocabulary:</b> Compare, contrast, and analyze.
<b>Content Vocabulary:</b> Point of view, narrator, perspective, bias.

**Instruction**

Lesson Part	Description of Activities and Instruction(Teacher Does)	Description of Activities and Instruction(Students Do)	Meeting Individual & Group Needs
<p><b>Opening:</b></p>	<ol style="list-style-type: none"> <li>1. TTW display a slideshow presentation to conduct the lesson.</li> <li>2. TTW display a mock newspaper article titled “Fake Moos? Big Bad Wolf or a Twisted Fairytale?” on the screen for the class. The article features images and short descriptions highlighting both the Wolf’s and the Pig’s perspectives. TTW read the text aloud, emphasizing key phrases like "biased viewpoints" and "public opinion is split" to guide students' understanding of differing perspectives.</li> <li>3. TTW introduce the list of carefully chosen pig and wolf partners. TTW explain that students will be sitting and working with their pig and wolf partners throughout the entire lesson segment. TTW ask students to move next to their partners on the carpet.</li> <li>4. TTW introduce the pig and wolf stuffed animal friends. TTW explain that each wolf partner will receive a wolf, and each pig partner will receive a pig. TTW explain that this stuffie will help students to visualize and analyze their character’s perspective throughout the segment. TTW explain that each student will keep their special friend after the unit as a reminder of the importance of considering perspectives in real life, as well as reading.</li> <li>5. TTW introduce the objectives by stating, "Today, we are going to learn about how the Wolf sees the story differently from how we usually hear it. By the end of today, you will be able to tell me how the Wolf has his own version of what happened. TTW introduce the I Can Statement, by adding that they will be able to do this using a graphic organizer and supporting details from the story. TTW ask the students to iterate the I can statement.</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 analyze the mock newspaper article titled “Fake Moos? Big Bad Wolf or a Twisted Fairytale?” by listening as it is read aloud and observing the images and text.</li> <li>3. TSW listen to the teachers explanation and move next to their assigned partner.</li> <li>4. TSW receive listen and consider how the stuffie might help them analyze perspectives.</li> <li>5. TSW listen attentively as the teacher explains the objectives. TSW repeat the I can statement when prompted by the teacher. TSW look at the "I Can" Statement displayed and ask questions if they do not understand.</li> <li>6. TSW watch the <i>Bluey</i> minisode and compare the different perspective to the traditional story they know.</li> <li>7. TSW read along as the teacher presents each vocabulary word on the slide. TSW listen to the explanations and examples provided by the teacher. TSW consider how the vocabulary terms connect to their own lives through the examples provided.</li> </ol>	<ol style="list-style-type: none"> <li>1. Each slide contains visuals to aid students in comprehension. This helps the struggling readers, as well as the students with IEPs.</li> <li>5. TTW display the objective and "I Can" Statement visually to support comprehension, especially struggling readers and students with IEPs.</li> <li>7. 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>

	<ol style="list-style-type: none"> <li>6. TTW create engagement and connect to students' interests by showing the <i>Bluey</i> "Three Pigs" minisode as a lesson hook and introduction to different perspectives about familiar stories.</li> <li>7. TTW introduce the key vocabulary using a slide. TTW explain and connect the terms using examples from students' lives and areas of interest. Ex: "Remember in the 'Early Baby' episode of <i>Bluey</i>, when Rusty and the girls had to take each other's perspectives to understand what really happened?"</li> </ol>		
<p><b>Instructional Procedures/ Learning Tasks:</b></p>	<ol style="list-style-type: none"> <li>5. TTW read "The Three Little Pigs" (traditional version). Pausing periodically to ask, "Whose perspective is this story from?" and "How do we know?"</li> <li>6. TTW ask students to turn to a partner and discuss, "How do you think the Wolf would tell this story differently?" TTW call on volunteer pairs to share their ideas with the class.</li> <li>7. TTW will read "The True Story of the Three Little Pigs" by Jon Scieszka.</li> <li>8. TTW display a digital anchor chart with two columns, each dedicated to the Wolf's perspective in each of the stories. TTW put on a pair of wolf ears to represent getting into the wolf's "head" to examine his perspective. TTW listen and gauge comprehension as students contribute by volunteering information to add under each column. At the end, the teacher will guide students in identifying the Wolf's motivations in both stories.</li> <li>9. TTW distribute a graphic organizer for students to compare the Wolf's viewpoints in both stories, using specific details from each story.</li> </ol>	<ol style="list-style-type: none"> <li>5. TSW listen as the teacher reads the story aloud. TSW answer questions about whose perspective is being represented, as well as how they know. TSW provide reasoning to support their answers when asked, such as pointing to specific parts of the story that indicate perspective.</li> <li>6. TSW turn to their partner and discuss how they think the Wolf would tell the story differently from the pigs. TSW listen to their partner's thoughts and share their own ideas. TSW raise their hands to volunteer and share their discussion with the class when prompted by the teacher.</li> <li>7. TSW listen as the teacher reads the story aloud.</li> <li>8. TSW contribute by volunteering information to add under each column on the digital anchor chart. TSW participate in identifying the Wolf's motivations in both versions of the story, based on the information in the anchor chart.</li> <li>9. TSW independently fill out a graphic organizer that compares the Wolf's perspectives from both stories. TSW use specific details from each story to complete the sections, such as describing the motivations and actions of the Wolf.</li> </ol>	<ol style="list-style-type: none"> <li>6. TTW provide visual images to guide students in the discussion such as a picture of a wolf and a thought bubble with a pig to indicate that students are analyzing the Wolf's perspective and thoughts. TTW circulate to groups involving struggling readers and students with IEPs to gauge comprehension and guide students where necessary. TTW pair these students with a peer who can support them during the discussion.</li> <li>8. TTW use images or icons for each story to help struggling readers and students with IEPs differentiate between the two columns. TTW structure collaboration by calling on specific</li> </ol>

			<p>students, including those with IEPs, to contribute one fact to reduce anxiety and provide clarity on participation.</p> <p>9. TTW include visual prompts next to each section to help struggling readers visualize the events and support understanding of the different viewpoints. TTW Provide struggling readers and students with IEPs with partially completed graphic organizers to reduce the cognitive load and guide them in focusing on specific aspects.</p>
--	--	--	--

<b>Closure:</b>	<p>10. TTW revisit the I Can Statement and ask students reflection questions to encourage introspection and connect the lesson to real world contexts:</p> <ul style="list-style-type: none"> <li>• "Have you ever disagreed with a friend because you saw something differently? How did understanding their perspective help?"</li> <li>• "Why is it important to see things from someone else's point of view, especially when there is a disagreement?"</li> </ul>	<p>10. TSW listen to the reflection questions asked by the teacher. TSW think about their own experiences and share their responses when prompted.</p>	
-----------------	--	--	--

<b>Material/Resources:</b>			
<ul style="list-style-type: none"> <li>• YouTube: <i>Bluey</i> minisode "Three Pigs" as a lesson hook Brumm, J. (2024, July 3). <i>Three Pigs</i> (season 1, episode 6). Ludo Studio.</li> <li>• Clevertouch display to present slideshow and lesson hook video</li> <li>• Graphic Organizer assessment for students to complete.</li> <li>• Canva to design slideshow, graphic organizer, and anchor chart.</li> <li>• "The Story of the Three Little Pigs and Other Tales" (traditional version). Holeinone, 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>• Stuffed animal wolves and pigs</li> <li>• Wolf ears for teacher</li> <li>• Laptop</li> </ul>			

**Day 2**

**Lesson Title: What's the Truth, Fur Real?**  
**Experience #: January 22, 2024**

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

Standard(s)	Essential Question(s)/ I Can Statement(s): 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>• How do different characters' perspectives affect the story?</li> <li>• I can use evidence from the story to explain why characters see things differently.</li> </ul>

<p><b>Central Focus and Subject Specific Emphasis (SSE):</b></p> <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> <li>▪ Identify key details from a text.</li> </ul> </li> </ul>
---

<p><b>Lesson Objective(s) – Add or remove rows as needed.</b></p> <ol style="list-style-type: none"> <li>1. TSW engage in group discussions to debate which story gives a 'fairer' representation of the events, using evidence from the texts to support their arguments.</li> <li>2. TSW identify key details from the text to support their understanding of the character's point of view.</li> <li>3. TSW analyze how a character's point of view influences the reader's understanding of the story.</li> </ol>
---

<b>Assessments – Add or remove rows as needed.</b>					
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>Think-Pair-Share:</b> Students will talk with a partner to compare and contrast the perspectives of the pigs and the wolf.	Objective 1		X	X	
<b>Class Debate:</b> TTW facilitate a debate about which story gives a more accurate, or fair, portrayal of the events. The teacher will assess a completed graphic organizer and student contributions for evidence-based reasoning.	Objective 2 Objective 3	X		X	

<b>Academic Language Demands:</b>
<b>Vocabulary:</b> What terms will your students need to know?
<b>Academic Vocabulary:</b> Debate, argument, opinion, fairness, and evidence.
<b>Content Vocabulary:</b> Opinion, perspective-taking, motivation, and bias.

Instruction			
Lesson Part	Description of Activities and Instruction(Teacher Does)	Description of Activities and Instruction(Students Do)	Meeting Individual & Group Needs
<b>Opening:</b>	1. TTW display a slideshow presentation to conduct the lesson.	1. TSW sit quietly on the carpet and wait for the lesson to begin.	1. Each slide of the presentation contains visuals

	<ol style="list-style-type: none"> <li>2. TTW begin by reviewing what students learned on day one regarding the Wolf's perspective in "The True Story of the Three Little Pigs." TTW display two examples of student work from the previous day and explore the perspectives within with the class.</li> <li>3. The teacher will then introduce today's objectives, by saying, "Today, we are going to decide whose story—the Wolf's or the Pigs'—seems fairer, and why." TTW introduce the I Can Statement, emphasizing that this is what "we" will all be able to say at the end of the lesson. TTW ask students to chorally recite the I can statement.</li> <li>4. 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>5. TTW play the 'Early Baby' episode of Bluey to introduce the idea of taking different perspectives and understanding situations differently.</li> <li>6. TTW Connect the discussion to students' experiences by referencing times they may have felt misunderstood, such as when telling their side of a story to friends, family, or a teacher. This will help them relate personally to the concept of different perspectives. TTW ask students to share examples if they feel comfortable doing so.</li> </ol>	<ol style="list-style-type: none"> <li>2. TSW recall what they learned during the previous lesson and comment on the perspectives provided in the student work examples.</li> <li>3. TSW listen as the teacher introduces the objectives for the day. TSW chorally recite the I can statement.</li> <li>4. TSW listen as the teacher explains the vocabulary and provides relevant examples.</li> <li>5. TSW watch the "Early Baby" episode of Bluey and observe how characters take on different perspectives and understand situations differently. TSW think about how the situation was perceived by different characters in the episode.</li> <li>6. TSW listen as the teacher shares examples of feeling misunderstood and connects them to the concept of perspectives. TSW think of a time when they felt misunderstood and reflect on how it relates to taking different perspectives. TSW share their own experiences with a partner or the class when prompted.</li> </ol>	<p>to aid students in comprehension. This helps the struggling readers, as well as the students with IEPs.</p> <ol style="list-style-type: none"> <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>6. TTW read aloud a short passage from "The True Story of the Three Little Pigs" and model how to identify the Wolf's perspective using a think-aloud strategy. TTW model thinking using three categories. "What do I see?", "What do I read?", and "What do I feel?" The teacher will follow with a "But", where she explicitly discusses how the Wolf's motivations influence his version of the story.</li> <li>7. TTW facilitate a Think-Pair-Share activity. The teacher will ask students to turn to their assigned pig/wolf partner and</li> </ol>	<ol style="list-style-type: none"> <li>6. TSW listen as the teacher reads the passage aloud. TSW follow along with the teacher's think-aloud to understand how the Wolf's motivations shape his perspective.</li> <li>7. TSW turn to a partner and discuss the differences between the Wolf's perspective and the Pigs' perspective. TSW use specific examples from the text to support their ideas, such as quotes or events that show each character's point of view. TSW listen to their partner's thoughts and share their own insights.</li> <li>8. TSW listen as the teacher introduces the class debate activity.</li> </ol>	<ol style="list-style-type: none"> <li>7. TTW provide visual images to guide students in the discussion such as a picture of a wolf and a thought bubble with a pig to indicate that students are analyzing the Wolf's perspective and thoughts. TTW circulate to groups involving struggling readers and students with</li> </ol>

	<p>discuss the Wolf's perspective versus the Pigs' perspective. The teacher will guide students in using specific examples from the text to support their arguments.</p> <ol style="list-style-type: none"> <li>8. TTW introduce the class debate activity and the accompanying graphic organizer.</li> <li>9. TTW don a pair of pig ears to represent stepping into the pigs' perspectives and model completing the first line of the organizer.</li> <li>10. TTW explain that students will be dividing into two groups, with the wolf partners working on one side of the room and the pig partners working on the other.</li> <li>11. TTW instruct the class to continue their partner discussions from earlier as a group, and to focus on their assigned character's perspective. TTW instruct students to argue on behalf of their assigned character's perspective. TTW model how to use the graphic organizer to document their opinions, arguments, and supporting evidence from the text.</li> <li>12. TTW explain that representatives from each group will share the group's opinions in front of the class.</li> <li>13. TTW circulate and guide each group to brainstorm reasons why their assigned character is "right" or "fair." The teacher will emphasize the importance of using evidence from the texts.</li> <li>14. TTW bring the class back to the carpet as a whole group. TTW model and provide tips for speaking in front of an audience) TTW facilitate the debate and guide students as needed.</li> </ol>	<p>TSW ask questions if they need clarification on the debate process.</p> <ol style="list-style-type: none"> <li>9. TSW listen and observe as the teacher completes the organizer and ask clarification questions if necessary.</li> <li>10. TSW join their assigned group (Wolf or Pigs).</li> <li>11. TSW listen to the instructions and begin thinking about the perspective of their assigned character.</li> <li>12. TSW listen to the teacher's instructions.</li> <li>13. TSW collaboratively develop arguments to support their character's perspective, ensuring they use specific details from the story. TSW collaborate with group members to brainstorm reasons why their character is "right" or "fair." TSW adjust their arguments based on teacher feedback to strengthen their position.</li> <li>14. TSW move to the carpet as a whole group and listen to the teacher's tips for speaking in front of an audience. TSW practice the debate tips by presenting their arguments for their assigned character. TSW actively participate in the debate, either by speaking or by helping teammates with evidence.</li> </ol>	<p>IEPs to gauge comprehension and guide students where necessary. TTW pair these students with a peer who can support them during the discussion.</p> <ol style="list-style-type: none"> <li>8. The graphic organizer contains minimal language, sentence stems, and visuals to support struggling readers.</li> <li>13. TTW spend additional time with students with IEPs to help them find and articulate supporting evidence, breaking down the process into manageable steps. TTW use visual reminders or sticky notes to mark evidence in the text, which can assist struggling readers in identifying important details to use in their arguments.</li> <li>14. TTW encourage students with IEPs and struggling readers to practice their part of the debate with a partner before speaking in front of the whole group to build confidence. TTW display visual reminders on the board with debate tips (e.g., an icon for "speak loudly" or "use evidence") to support students who need help remembering</li> </ol>
--	--	--	--

			how to present effectively.
<b>Closure:</b>	<p>15. TTW revisit the I can statement and ask students reflective questions to connect learning to real-world scenarios. "Why is it important to understand different perspectives, even if we don't agree with them?"</p> <p>16. TTW ask students to share a takeaway from the debate.</p> <p>17. TTW ask students to raise their hands to vote on which perspective they believe to be the truest or fairest, regardless of what perspective they were assigned.</p>	<p>15. TSW listen to the reflective question and think about how it relates to their own lives. TSW discuss the importance of understanding different perspectives, even when they don't agree, either in small groups or with the whole class. TSW share examples from their own experiences where understanding another person's perspective helped resolve a situation.</p> <p>16. TSW think about what they learned during the debate, focusing on different perspectives or new insights about fairness. TSW share their takeaway with the class, either as a volunteer or when called upon.</p> <p>17. TSW think about both perspectives presented during the debate. TSW raise their hand to vote for the perspective they believe is the truest or fairest.</p>	

**Material/Resources:**

- "Early Baby" episode of *Bluey*. Brumm, J. (2019, April 14). *Early Baby* (season 1, episode 40) [DVD]. Ludo Studio.
- Clevertouch display to present slideshow and video.
- "The Story of the Three Little Pigs and Other Tales" (traditional version) Holeinone, P. (1995). *The Story of the Three Little Pigs and Other tales*. Tormont Publications.
- "The True Story of the Three Little Pigs". Scieszka, J. (1989). *The True Story of the Three Little Pigs*. Viking Books for Young Readers.
- Graphic Organizer assessment for students to complete.
- Canva to design slideshow, graphic organizer, and anchor chart.
- Stuffed animal wolves and pigs
- Pig Ears for teacher
- Laptop

**Day 3**

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

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

Standard(s)	Essential Question(s)/ I Can Statement(s): 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>

Central Focus and Subject Specific Emphasis (SSE):
<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>

Lesson Objective(s) – Add or remove rows as needed.
<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>

Assessments – Add or remove rows as needed.					
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
Anchor Chart Contributions: T1W record students' responses as they imagine new character perspectives. T1W monitor students' responses and level of understanding as they contribute to the anchor chart.	Objective 1		X	X	
Think-Pair-Share (2): 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.	Objective 1		X	X	
Alternate Viewpoint Storytelling: 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.	Objective 1	X		X	

Academic Language Demands:
<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>
--	---	--	--

	<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>
--	--	--	---------------------------------------

<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>	
------------------------	--	--	--

<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). Holeinone, 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>			
--	--	--	--