

# Hey!

**TAKE A CLOSER LOOK!**

**Pack a lot of punch into less time with these mini-lessons on perspective!**

Monday  Tuesday  Wednesday  Thursday  Friday  
**AUTHOR & CHARACTER PERSPECTIVE MINI LESSON**  
 Date: \_\_\_\_\_ Topic: Author's Perspective  
**Connection** Remember when...  
 ...day, you learned that you can analyze a character's perspective text. You look at the things they say, do, and how they act.

Monday  Tuesday  Wednesday  Thursday  Friday  
**AUTHOR & CHARACTER PERSPECTIVE MINI LESSON**  
 Date: \_\_\_\_\_ Topic: What is perspective?  
**Connection** Remember when... (1 minute)  
 Stay to the class! Raise your hand if you like pineapple on pizza. Raise your hand if you like superhero movies. Raise your hand if you like math. (As students raise hands, call on a few to give reasons why or ask why NOT of the students who are not raising their hands.)  
**Teaching Point** Today, I want to teach you... (1 minute)  
 ...that we all have our own opinions on things! These opinions are our perspectives.

Monday  Tuesday  Wednesday  Thursday  Friday  
**AUTHOR & CHARACTER PERSPECTIVE MINI LESSON**  
 Date: \_\_\_\_\_ Topic: Subtle Perspective  
**Connection** Remember when... (1 minute)  
 We now know how to identify an author's perspective when reading.

Monday  Tuesday  Wednesday  Thursday  Friday  
**AUTHOR & CHARACTER PERSPECTIVE MINI LESSON**  
 Date: \_\_\_\_\_ Topic: Conflicting Perspectives!  
**Connection** Remember when... (1 minute)  
 ...we asked about students' likes and dislikes in lesson 1 and noticed that many of us have differing opinions?  
**Teaching Point** Today, I want to teach you... (1 minute)  
 ...that characters in a text can also have differing opinions, or conflicting perspectives. Today, we will examine the way characters can be in conflict due to different perspectives.  
**Teach** Watch me as I... (5 minutes)  
 Say to the class: Raise your hand if you think school should start later in the morning and end later in the afternoon. Raise your hand if school should start earlier in the morning and end earlier in the afternoon. Choose 2 students to come to the front of the room who have differing opinions on the topic. Display the graphic organizer and pass out the student version to the class. Allow each student a moment to share their opinion, while you fill in half of the organizer with what they say (students should be doing the same at their seats). Repeat for the second student, on the other half of the organizer.  
 Discuss the differing perspectives.  
**Practice** Let us try... (12 minutes)  
 Pass out the story "The Halloween Costumes", which should have the character graphic organizer copied onto the back. Have the students work with partners to read the story and complete the organizer, just as they did with the student example earlier. This time, push students to use highlighters to highlight evidence from the text to support the things they are including on the organizer.  
 Give students time to share their organizers with the class and discuss the differing perspectives of the two characters.  
**Link** Remember, any time you... (1 minute)  
 ...are reading a text, you can think about the perspectives of each character. This will help you identify and better understand the conflict in a text.

Monday  Tuesday  Wednesday  Thursday  Friday  
**AUTHOR & CHARACTER PERSPECTIVE MINI LESSON**  
 Date: \_\_\_\_\_ Topic: Changing Perspectives  
**Connection** Remember when... (1 minute)  
 You may have had a time in your life where your opinion on something changed. Turn and talk about a time you changed the way you felt about something. Why did you change?  
**Teaching Point** Today, I want to teach you... (1 minute)  
 ...that characters' perspectives can change in a text. Today we will examine the way characters' perspectives change and we will find evidence to show those changes. Understanding the ways characters change helps us better understand a text.  
**Teach** Watch me as I... (5 minutes)  
 The teacher displays the story plot timeline. Read through each part of the timeline with the class. Tell the class that you are going to focus on the character of Madison and how she changes her perspective. Stop every few pieces and discuss what you think is the perspective of the character.  
 At the end of the timeline, discuss how you think Madison's perspective changed overall. Go back to the timeline and highlight evidence that shows the 'before' perspective in one color, the event(s) that caused the change in another color, and evidence of the perspective at the end in a third color.  
**Practice** Let us try... (12 minutes)  
 The teacher passes out the student activity, directing them to focus on the character of Lacey. Students work in small groups to read the story timeline and highlight evidence using 3 different colors, just like the teacher modeled.  
 When everyone is finished, allow groups to share their work with the class. If students highlighted different pieces of evidence, push them to justify their thinking.  
**Link** Remember, any time you... (1 minute)  
 ...are reading a text, think about the way a character changes his/her perspective. Consider the evidence that helps you better understand how a character changes.

# Why?

# Perspective Mini Lessons



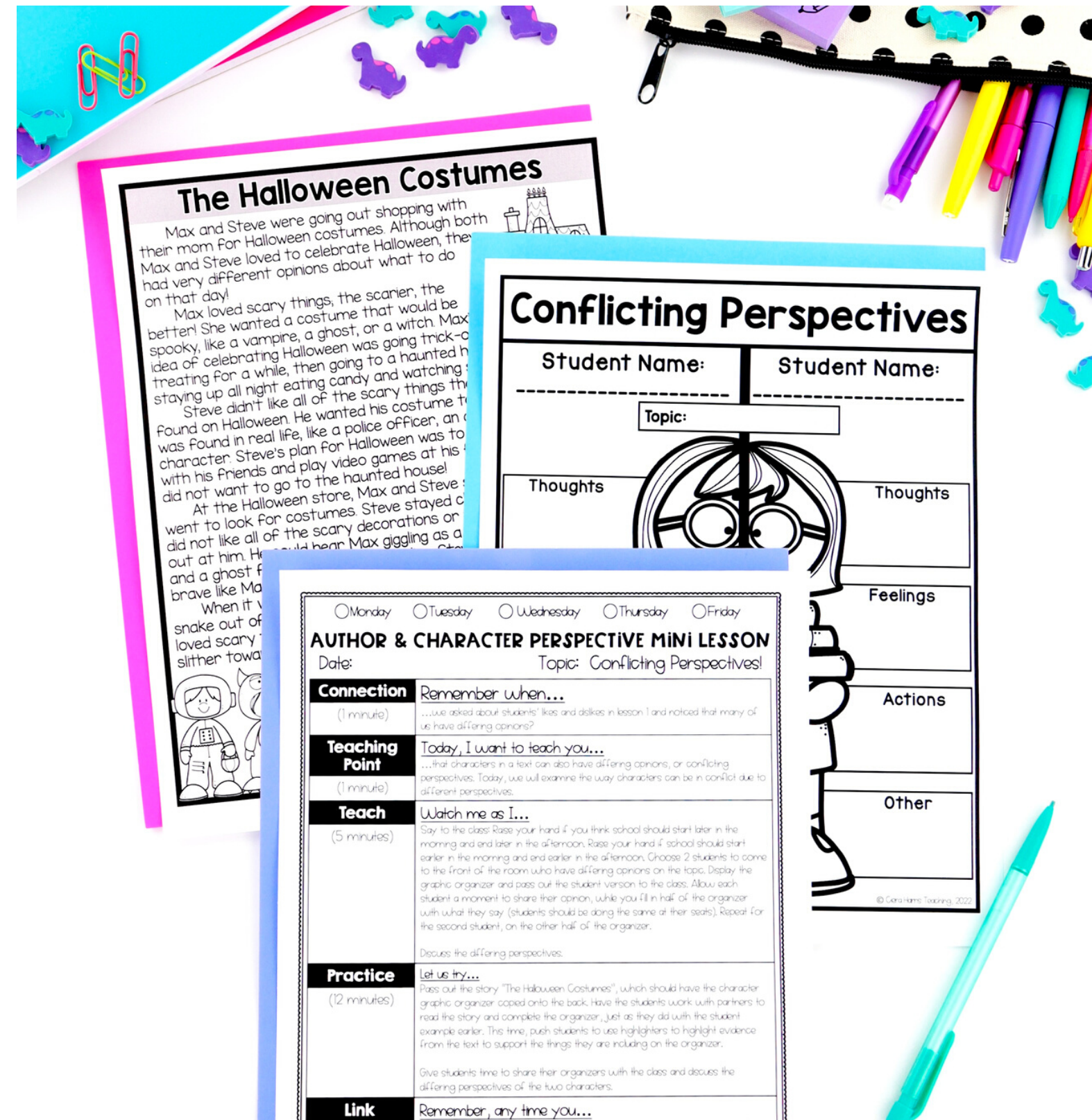
Very little prep for the teacher!  
Everything you need, ready to go!



Students get excellent practice  
with 5 different lessons aimed at  
teaching one specific skill or strategy!



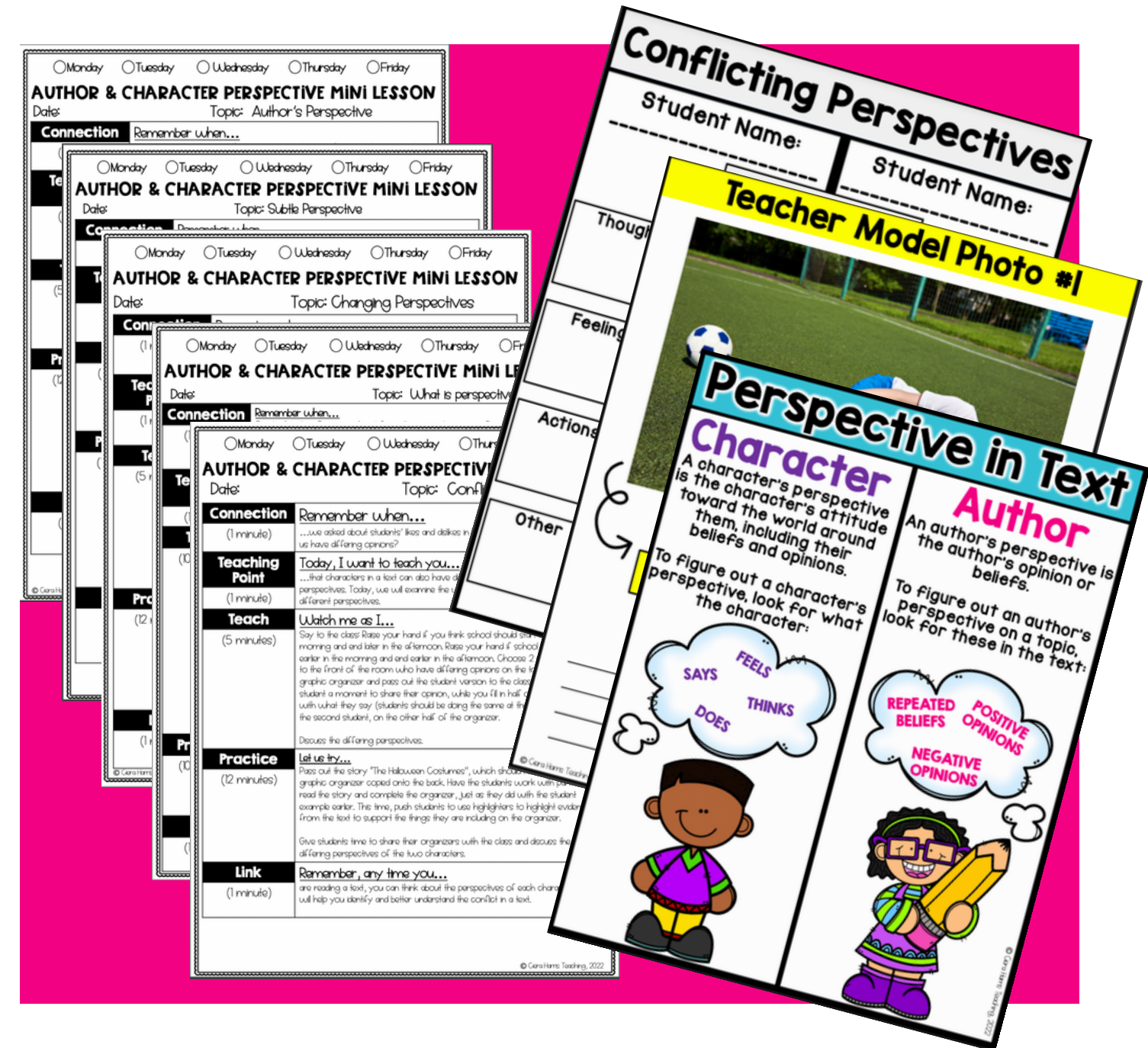
Makes for great whole group lessons,  
or strategic small group lessons!



# Resource Includes

- 5 succinct mini lessons that follow the official mini lesson outline of: connection, teaching point, teach, practice, and link
- Supplemental materials, including original texts, teacher modeling pages, student practice pages/activity cards for every lesson, anchor charts, graphic organizers, teacher prompting suggestions, and answer keys!
- Digital student pages

“ A MUST HAVE FOR EVERY CLASSROOM! ”



# A GREAT WAY TO TEACH WITH INTENTION!

Keep everyone engaged  
and make the most of  
your time!

Lessons follow an effective formula  
for maximizing instruction!

Great for whole group or small  
group lessons! Plenty of detail to  
help you save time or leave for a  
substitute or an aide!

**The Halloween Costumes**

Max and Steve were going out shopping with their mom for Halloween costumes. Although both Max and Steve loved to celebrate Halloween, they had very different opinions about what to do on that day!

Max loved scary things, the scarier, the better! She wanted a costume that would be spooky, like a vampire, a ghost, or a witch. Max's idea of celebrating Halloween was going trick-or-treating for a while, then going to a haunted house staying up all night eating candy and watching scary movies.

Steve didn't like all of the scary things that were found on Halloween. He wanted his costume to be something that was found in real life, like a police officer, an astronaut, or a character from a video game. Steve's plan for Halloween was to go to a store with his friends and play video games at his house. He did not want to go to the haunted house!

At the Halloween store, Max and Steve went to look for costumes. Steve stayed close to Max because he did not like all of the scary decorations or decorations that looked like a ghost or a snake. He could hear Max giggling as she looked at a costume that looked like a snake.

When it was time to go home, Max and Steve were both happy to go home. Max loved scary things and Steve loved to play video games.

**Conflicting Perspectives**

Student Name: \_\_\_\_\_ Stu

Topic: \_\_\_\_\_

Thoughts

Monday  Tuesday  Wednesday  Thursday  Friday

**AUTHOR & CHARACTER PERSPECTIVE MINI LESSON**

Date: \_\_\_\_\_ Topic: Conflicting Perspectives!

<b>Connection</b> (1 minute)	Remember when... ...we asked about students' likes and dislikes in lesson 1 and noticed that many of us have differing opinions?
<b>Teaching Point</b> (1 minute)	Today, I want to teach you... ...that characters in a text can also have differing opinions, or conflicting perspectives. Today, we will examine the way characters can be in conflict due to different perspectives.
<b>Teach</b>	What happens in I