Congratulations on your purchase of this Really Good Literacy Center-in-a-Bag™ Tell a Tale: Point of View, a hands-on activity that strengthens your students’ reading comprehension skills in recognizing point of view.

Objective
Determine characters’ points of view in reading passages.

Common Core State Standard
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

This Really Good Stuff® product includes:
• 4 Fairy Tale Cards
• 1 Answer Card
• 4 Dry Erase Mats
• 2 Dry Erase Crayons
• 1 Center Task Card
• 1 Storage Bag with handle
• This Really Good Stuff® Teaching Guide

In second grade and early third grade, point of view refers to either the narrator of a story or the speaker of a quoted passage. Students learn to use clues in text to understand who is speaking when it isn’t explicitly stated. Clues can include facts, opinions, or feelings expressed by a character. Sometimes these clues are subtle. The ability to identify point of view is essential for developing students’ full understanding of what they read and for developing their empathy and focus in reading.

In this center, the speakers are characters from familiar fairy tales. Student partners read a summary of the fairy tale to brush up on the plot and characters. Then they read quotations and determine who is speaking.

Managing the Center-in-a-Bag
• Should you need this or any other Really Good Stuff® Teaching Guides, download them from our Web site at www.reallygoodstuff.com.
• Display the Center Task Card.
• Separate the Answer Card from the Fairy Tale Cards and set it aside for the end of the activity.
• Demonstrate how to tidy the center when the activity is complete.
• Store the center materials in the bag, and hang it alongside other Centers-in-a-Bag.

Introducing Tell a Tale: Point of View
Tell a Tale: Point of View is designed for partners but can be adapted for an individual student. Each Fairy Tale Card has a summary of a familiar fairy tale on the front and three quotations on the back. After one of the students reads the fairy tale summary to his or her partner, that partner reads the three quotations. Together, the students decide whose point of view is reflected in each quotation. There are four Dry Erase Mats and two Dry Erase Crayons for both students to record their work. The tables on the mate are also provided as reproducible worksheets at the end of this guide. Students check their work using the two-sided Answer Card. The answers are color coded to match the borders on the Fairy Tale Cards.

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<table>
<thead>
<tr>
<th>Tale</th>
<th>Quotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Boy Who Cried “Wolf!”</td>
<td>“That boy has lied to us before. I don’t believe there really is a wolf in the field. And I’m late for choir practice.”</td>
</tr>
<tr>
<td>The Boy Who Cried “Wolf!”</td>
<td>“Why won’t anyone help me? Don’t they know that wolves like eating sheep?”</td>
</tr>
<tr>
<td>The Boy Who Cried “Wolf!”</td>
<td>“What a delicious treat! It’s a good thing no one tried to stop me today. I think I’ll invite some friends to dinner.”</td>
</tr>
<tr>
<td>Peter Rabbit</td>
<td>“I can’t afford to share my vegetables with all the animals in the wood. I need to fix that fence once and for all.”</td>
</tr>
<tr>
<td>Peter Rabbit</td>
<td>“Pshaw! That was close. I sure do love lettuce, but I’ll never try that again.”</td>
</tr>
<tr>
<td>Peter Rabbit</td>
<td>“I bet I know who that grumpy rabbit went today. He didn’t obey me, but I think he learned his lesson this time.”</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
Model the Activity

Begin by modeling the activity, discussing each step with students. Choose a Fairy Tale Card. Explain that students will work in pairs, and each student will read either the front or the back of the card. Read the fairy tale summary aloud. Then turn over the card and read the three quotations.

Tell students you will repeat each quotation and will need their help to decide who is speaking. Read the quotation again, and ask students which character from the fairy tale would say this. Read the three choices listed at the top. Reread the summary on the front of the card if necessary.

As a speaker is matched with each quotation, model filling in the character’s name on the mat. Then, have student volunteers read the quotations, this time using the voices of the characters. (This will help determine whether the answers make sense.) Review the answers using the Answer Card. Discuss any errors, pointing out clues in the quotations that help to reveal who is speaking. Change any incorrect answers on the mat.

Center Task Card

Post this card at the literacy center in a visible position. A student or helper can refer to the Center Task Card for instructions. Refer to the shaded section at the top of the card for center preparation, including needed materials.

Related Really Good Stuff® Products:
Lights, Camera, Action! Comprehension (#305221)
Reading Strategies Game - Level 1 (#305526)
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Being able to identify who is speaking helps students in other areas of comprehension. By understanding what motivates a character, students are able to understand themes, main ideas, or other meaning conveyed in stories. Fairy tales are an easy place to start, because the characters are already familiar to many students at this level. You can repeat this activity using fairy tales from non-European cultures, stories about different historical periods, and any stories that give students practice in looking for clues about the speaker.

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### Tell a Tale: Point of View

**Instructions**

Tell a Tale Activity

Two students

Object: Determine characters' points of view in reading passages.

**Materials:** Fairy Tale Cards, Dry Erase Mats, Dry Erase Crayons, Answer Card, Center Task Card

1. One student takes a Fairy Tale Card and reads the fairy tale to the other student.
2. The other student turns over the card and reads the three quotations and the names of the three characters on the back.
3. Together, the students figure out which character is saying each quotation, and they both record their answers on their Dry Erase Mats using the Dry Erase Crayons.
4. The students take turns reading the quotations again, this time using the characters' voices.
5. The students check their answers using the Answer Card and discuss errors they made, if any.

**Related Really Good Stuff® Products:**

*Lights, Camera, Action! Comprehension (#305221)*
*Reading Strategies Game - Level 1 (#305286)*

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**Tale**

The Tortoise and the Hare

The Tortoise and the Hare

The Little Red Hen

The Little Red Hen

**Question**

“I'm feeling pretty confident. In fact, I can take my time.”

“I've never seen a race like this one! The tortoise is sure moving slowly but he's getting closer to the finish line. If that hare doesn't wake up soon, he might be sorry.”

“He thinks he can beat me? We'll see about that! This racing doesn't stop once and for all.”

“Kneading the dough looks like hard work. I'm tired from rolling around in the mud all morning. Little Red Hen likes baking. She can do it all herself. I bet that bread is going to taste good.”

“Maybe one of the other animals will pitch in to help me. That way, we can work twice as fast.”

“Why would I want to help with such a task? I'm too busy brushing my long mane. I'll never ever bake bread. That doesn't mean I'm stubborn. Does it?”

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