In stories, characters can look at events in different ways. Each character has a **point of view**, or a way of thinking and feeling about what is happening. The person telling the story (the **narrator**), the characters, and even the readers all have points of view.

**Look at each person in the cartoon below. Think about each person’s point of view.**

![Cartoon showing a girl, a boy, and a man enjoying green bean ice cream with speech bubble saying, “It’s my new delicious recipe for green bean ice cream!”]

Now, write a word by each person that tells how each one feels about the ice cream. How did each person feel? Did they all feel the same way? No. They all had different points of view about the ice cream. You probably have your own point of view, too.

**Read the chart below. In the last column, tell your own point of view about green bean ice cream.**

<table>
<thead>
<tr>
<th>Different Points of View on Green Bean Ice Cream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delighted</td>
</tr>
</tbody>
</table>

When you read a story, think about all of the different points of view in it. This will help you understand who is telling the story and how the characters feel about events.
Read the first part of a story about an owl and a bat.

Night-Flying Friends  
by Sean Vincent

Last night, I sat perched on a branch in a tall oak tree, seeing everything with my big owl eyes. Some crazy creature flew this way and that through the air. What was his problem? Then he landed—upside down!—on the tree trunk next to me. He was a young brown bat. He talked a mile a minute about all the bugs he’d just eaten and a thousand other things. Just before he left, he said, “My name’s Max! Good talking with you.” Had I said a word?

“Mine is Alec,” I hooted.

Explore how to answer this question: “What is the owl’s point of view on the bat the first night they meet?”

The owl is telling the story. He is also a character in the story. Look for details that tell what the bat does and what the owl thinks about that.

Part of what the bat does is listed below. On the lines provided, fill in the rest of what the bat does and what the owl thinks about it.

<table>
<thead>
<tr>
<th>What the Bat Does</th>
<th>What the Owl Thinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Some __________ creature flew this way</td>
<td>“What was his ___________?”</td>
</tr>
<tr>
<td>and that through the air.”</td>
<td></td>
</tr>
<tr>
<td>“He talked ______________________ about</td>
<td>“Had I said ___________?”</td>
</tr>
<tr>
<td>all the bugs he’d just eaten and a ___________</td>
<td></td>
</tr>
<tr>
<td>other things.”</td>
<td></td>
</tr>
</tbody>
</table>

Write a paragraph telling the owl’s point of view about the bat on the first night they meet. Use details from the chart in your response.

________________________________________________________________________
________________________________________________________________________
Lesson 16
Part 3: Guided Instruction

Close Reading
Why does Alec hope Max will come back on the second night? **Underline** sentences that tell why he wants to see Max again.

Hint
Does Alec see any ways in which he and Max are alike?

**Show Your Thinking**
Look at the answer you chose above. What were the details that helped you understand how Alec’s point of view changed on the second night?

---

Continue reading about Max and Alec. Use the Close Reading and the Hint to help you answer the question.

(continued from page 154)

The next night, I kept hoping Max would come back. True, his strange ways troubled me. He eats mosquitoes and flies in a wild way. But we are both creatures of the night, and we can both fly. And it would be good to have someone to talk with. When I finally saw him, I swooped through the air. “Hey, Max,” I said, “Want to stop by my place after dinner?” He said he’d like that. We talked, and then we flew through the night together, our first flight as friends.

Circle the correct answer.
How does Alec’s point of view on Max change on the second night they meet?

A  He sees that Max could teach him a lot about flying.
B  He is less sure than before that he could be friends with Max.
C  He thinks Max is too strange to be any kind of a friend.
D  He sees that he and Max have enough in common to be good friends.

---

What is your point of view on the way Max acts? Tell your partner why you have this point of view. Use details from the story to support your response.
Part 4: Guided Practice

Read the story. Use the Study Buddy and the Close Reading to guide your reading.

The Stable Boy and the Prince
by John Martinsson

1. Sam offered the apple he’d found to the horse, Shadowfax. He stroked the horse’s huge head and wished for a moment that Shadowfax could talk. Six months had passed since Sam had been taken from his village to work at the king’s stables, and it had been a very lonely time for him.

2. Just then, the prince came riding past. Prince Oliver was about the only other boy his age that Sam ever saw. As the prince passed, Sam knelt and bowed his head. But as he looked down, he saw a huge snake coiling up in the prince’s path. The prince’s horse reared back and then bolted.

3. With hardly a thought, Sam jumped on Shadowfax and raced after Prince Oliver, who was struggling to stay in the saddle. But no horse was faster than Shadowfax. Sam reached the prince and grabbed his horse’s reins.

4. The prince thanked Sam for his efforts. As they rode back to the castle, the prince spoke pleasantly with Sam. When they reached the stables, Sam said, “I hope we can talk again. It’s so good to speak with someone my own age.”

5. The prince fell silent. Then he said, “Remember your place. I am a prince, and you are just a stable boy.”

Use the Hints on this page to help you answer the questions.

1. What is Sam’s point of view on working at the king’s stables?
   - A. He is excited because he can ride Shadowfax.
   - B. He is lonely because he has no friends.
   - C. He feels lucky to have such an important job.
   - D. He is bored because he has only a horse to talk with.

2. Write a paragraph telling about Sam’s point of view on Prince Oliver in paragraph 4. Use two details from the paragraph to support your answer.

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

3. What is Prince Oliver’s point of view on Sam?
   - A. He would like to be friends with the boy who rescued him.
   - B. He thinks it would be fun to race horses with Sam.
   - C. He thinks it is wrong for him to be friends with a stable boy.
   - D. He feels sad that he is too old to be friends with Sam.
Read the story. Then answer the questions that follow.

Basketball Ballet
by Lori Anastasia, Highlights

“There’s a new kid in our class,” I told my friend Aidan as we hung up our coats at the back of the classroom.

“How do you know?” Aidan asked.

“He moved in next door to me,” I said, sitting down at my desk. “Mom and I brought muffins over yesterday.”

“Class, please welcome Brady Walker,” Ms. Simpson said. My new neighbor stood beside her. “Brady, tell the class something about yourself,” Ms. Simpson said.

“I’m from California,” said Brady. “I have a dog that eats all my stuff.” Everyone giggled. His dog sounds just like mine, I thought.

“I like baseball and basketball. And I take dance class.”

“Dance class,” Aidan yelled. “That’s for girls!” The whole class laughed. Brady’s face turned bright red.

“That’s enough,” Ms. Simpson said.

At lunch, Brady walked over to an empty seat at my table.

“Hi, Emilio,” Brady said to me. “Thanks again for those awesome muffins. Can I sit here?” I was about to say yes, but Jordan put his foot on the chair. “This seat is taken,” he said.

“Sit with the girls.” Aidan laughed.

Brady walked away and sat by himself.

That afternoon, Brady sat by himself on the bus. I felt bad for him. I thought about sitting with him, but I didn’t want to get picked on.

I remembered how everyone teased me when I knit a scarf for Ms. Simpson. I didn’t like being teased, so I gave up knitting. But what would have happened if I’d stood up for myself?

When I got home, I made a peanut butter and pickle sandwich. My dog, Gus, was barking by the living-room window. I walked over to see why. Brady was shooting baskets in his driveway. He was really good!

I went back into the kitchen to get my sandwich, but it was gone. Gus stood by the counter with a tiny pickle hanging from his mouth.
Part 5: Common Core Practice

The next day, we had gym with Coach Kelley.

“Today we’re playing basketball,” Coach Kelley announced. “Emilio and Natalie will be captains. Emilio, you pick first.”

I looked around the room and noticed Brady. It felt like giant robots were wrestling inside my stomach. I didn’t want to get laughed at. But I knew what I had to do.

“I choose Brady,” I said.

“What?” Aidan yelled. “He can’t play basketball.”

A giant smile spread across Brady’s face. He ran up and stood beside me.

“Why did you pick me?” he asked.

“I wasn’t a good friend yesterday,” I said. “Plus, I know you’re good at basketball.”

We started playing. Brady made 10 baskets and stole the ball from Aidan four times.

“Wow,” Aidan said to Brady. “Where did you learn those moves?”

Brady smiled. “Ballet class.”

Aidan looked at me, then at Brady. “Could you teach me?”

Brady, Aidan, and I started hanging out together all the time after that. Usually, we were in Brady’s driveway, practicing our basketball ballet.

---

Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

1. What is Aidan’s point of view on the new student, Brady, in the first part of the story?
   - A  He thinks Brady is an interesting new classmate.
   - B  He thinks Brady is a stranger who needs his help.
   - C  He thinks Brady is a person to be made fun of.
   - D  He thinks Brady is someone he’d like to be friends with.
2. How does Aidan’s point of view on Brady change by the end of the story?
   A. He thinks Brady is silly to enjoy ballet.
   B. He admires Brady and becomes his friend.
   C. He worries that Brady will start dancing on the basketball court.
   D. He thinks that Brady won’t teach him his basketball moves.

3. Why is it hard for Emilio to choose Brady for his basketball team?
   A. He fears that Aidan and others will laugh at him for choosing Brady.
   B. He has an upset stomach and doesn’t want anyone else to know.
   C. He is the only one who knows that Brady is good at basketball.
   D. He worries that Brady might want to become friends with him.

4. Explain what your point of view on Brady is. State whether it is more like Emilio’s or Aidan’s. Use one detail from the story to support your answer.

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
Lesson 16  (Student Book pages 153–160)

Point of View

Theme: Making Friends

LESSON OBJECTIVES

• Recognize the point of view of the narrator of a story.
• Understand the differences between their own point of view and that of the narrator and characters.

THE LEARNING PROGRESSION

• Grade 2: CCSS RL.2.6 focuses on the differences in the points of view of characters in a story.
• Grade 3: CCSS RL.3.6 marks the first time students are asked to consider the narrator of a story. This standard builds on the Grade 2 standard by emphasizing that students need to understand the difference in perspective between their own reading of a story and the narrator’s or storyteller’s point of view. This foundational skill requires that students see text as being told by someone, a narrator who may or may not also be a character.
• Grade 4: CCSS RL.4.6 emphasizes that students need to understand and know the difference between stories narrated in first- and third-person.

PREREQUISITE SKILLS

• Acknowledge the differences in the points of view of characters in a story.
• Speak in a different voice for each character when reading dialogue aloud.

TAP STUDENTS’ PRIOR KNOWLEDGE

• Tell students they will be working on a lesson about point of view. Draw a pair of eyes on the board. Explain that point of view is the “pair of eyes” through which a story is told. The person telling a story is called the narrator.
• First, invite volunteers to tell how they feel about a topic. (e.g., snakes, deep dish pizza, household chores, thunderstorms, summer vacation, and so on) Point out that everyone has their own point of view, or way of feeling or thinking about things. Explain that the narrator and characters in a story also have different thoughts and feelings about what happens in a story.
• Next, read aloud a story that is familiar to students. Use a different voice for the narrator and each character. Select a story with ample dialogue and robust differences among the characters, such as “The Three Little Pigs” or “Red Riding Hood.” After reading, ask students what the narrator and each character is thinking or feeling.

Ready Teacher Toolbox

Prerequisite Skills

| Ready Lessons | ✔ |
| Tools for Instruction | ✔ |
| Interactive Tutorials | |

CCSS Focus

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

ADDITIONAL STANDARDS: RL.3.2; RL.3.4; RL.3.5; RL.3.6; W.3.3; W.3.7; W.3.8; SL.3.1; SL.3.4; SL.3.5; L.3.1.e; L.3.1.i; L.3.5

(See page A39 for full text.)
Lesson 16: Point of View

Part 1: Introduction

AT A GLANCE
Through a humorous cartoon, students are introduced to the idea of identifying point of view. They will learn this is a useful strategy when reading literary text.

STEP BY STEP
• Read the definition of point of view and narrator. Invite students to study the cartoon and think about how each person feels about what they are eating. Tell them to add a label for each person to help them answer the question.

• Explain that the chart shows a way of organizing different points of view on a topic. Read the first column, and ask students to compare their label with the word in the chart. Then read the second and third columns and discuss student labels compared to the chart. Finally, have students share their point of view about the ice cream and discuss how it compares to the characters.

• Ask students to share other real-life situations when their point of view was different from someone else’s.

• Reinforce how identifying point of view is a valuable reading strategy by sharing an example of identifying a character’s point of view in a book you are reading. Explain how comparing your own point of view to that of the character helped you better understand the different points of view.

Genre Focus

Literature: Modern Fantasy
Tell students that in this lesson they will read a story whose characters are talking animals. Although animal characters are common in folktales, fables, and fairy tales, they can also appear in stories that may be set in the present or do not have a clear time setting. The primary characteristic of modern fantasy is that readers must suspend their disbelief of characters that could not exist or plots that could not be real.

Explain that the story “Night-Flying Friends” is a modern fantasy. The two characters are Alec, an owl, and Max, a bat. They live as they would in nature, but they talk and have human thoughts and feelings.

Although the plot problem may be a familiar “real-world” problem, the talking animals make this story a modern fantasy.

Ask students for examples of modern fantasy stories with talking animals, and name several for them. (Charlotte’s Web, Winnie the Pooh, Alice in Wonderland)

Explain that “The Stable Boy and the Prince” is fiction: Although the setting of the story suggests that it takes place long ago, the characters and events are realistic. Also explain that “Basketball Ballet” is realistic fiction. It is a story about a boy who does the right thing and makes a new friend.
Students read a story about an owl and a bat meeting for the first time. Students use details in the text to identify the owl's point of view.

**STEP BY STEP**

- Remind students they just identified the characters' point of view based on clues in the cartoon.
- Tell students they will learn how to identify point of view as they read.
- Read aloud the first part of “Night-Flying Friends.”
- Then, read the question: “What is the owl's point of view on the bat the first night they meet?”
- Now, tell students you will perform a Think Aloud to demonstrate a way of answering the question.

**Think Aloud:** There are details in the story that will help me identify the owl's point of view. I can use what the owl thinks about what the bat does to help me understand his point of view.

- Direct students to the chart. Explain that it shows how to understand point of view by telling what the characters do and think. Point out that part of what the bat does and what the owl thinks is listed in the chart.

**Think Aloud:** The second sentence in the story tells what the bat does, and the third sentence tells what the owl thinks about it. The owl is telling the story and he says that he sees a “crazy creature” flying through the air. The word crazy helps me identify the owl's point of view. The third sentence tells me what the owl thinks. It is another clue to the owl's point of view on the bat.

- Tell students to fill in the blanks of the sentences in the first row of the chart.

**Think Aloud:** The next row in the chart lists details that tell what the bat did after he landed and what the owl thought about it. I can fill in the blanks and use these details to help me identify the owl's point of view.

- Instruct students to fill in the blanks in the second row. Discuss the owl's point of view about the bat.

- Finally, have students complete the activity. (*Sample response: When they first meet, the owl does not seem to like the bat very much because of the crazy way he talks and how fast and how much he flies.*)

**Tier Two Vocabulary: Perched**

- Say, “Yesterday, a red bird perched on a chair on my patio.”
- Ask students to describe what they think the bird was doing.
- Direct students to the word *perched* in the first sentence. Ask students what *perched* means. (*to rest on a branch*)
- Ask what other words could make sense in place of perched. (sat, rested, stood)
- On the board, write the related words *perch* and *perching*. Discuss with students some contexts in which these words might appear. (*The mockingbird tried to perch on the roof. I saw orioles perching on the fence*)

---

*) Tier Two Vocabulary: Perched*
Students continue reading about the owl and the bat on the second night they meet. They answer a multiple-choice question and analyze the details that helped them select the correct answer.

**STEP BY STEP**

- Tell students they will continue reading about the owl and the bat.
- Tell students that the Close Reading will help them find and remember important details in the passage.
- Have students read the passage and underline why the owl wants Max to come back, as directed by Close Reading.
- Ask volunteers to share the sentence they underlined. Discuss why that sentence shows that the owl wants Max to come back.
- Have students circle the answer to the question, using the Hint to help. Then have them respond to the question in Show Your Thinking. Place students in pairs to discuss the answer they did not choose.

**ANSWER ANALYSIS**

**Choice A is incorrect.** There is no evidence that Alec dislikes Max more on the second night they meet.

**Choice B is incorrect.** Although the first sentences indicate that Alec is still unsure about Max, the story ends with Alec and Max as friends.

**Choice C is incorrect.** Although the second and third sentences indicate that Alec finds some of Max's strange ways to be troubling, the fourth and fifth sentences indicate that Alec finds some good in Max as well.

**Choice D is correct.** The fourth and fifth sentences indicate that Alec recognizes he and Max have enough in common that they might make good friends. The last sentence confirms this.

**ERROR ALERT:** Students who did not choose D might not have read the question carefully. Point out that the question asks how Alec's point of view changes on the second night. While all of the choices are points of view, only choice D tells how his point of view changes.

**ELL Support: Past Tense of Regular Verbs**

- Explain to students that verbs are action words. The past tense of a verb tells the action has already happened. The past tense of a regular verb ends in **-ed**.
- Work with students to identify and form the past tense of regular verbs. Write this sentence on the board: “It rained.” Work with students to identify the verb (rain) and the verb's ending (-ed).
- Then write the verbs bake, study, and spot on the board. Work together to form the past tense of each verb and to tell how it is formed (bake: add d; study: change y to i and add ed; spot: add ted.).
- Point out the regular past tense verb **talked** in the last sentence of the passage. **(L.3.1.e)**
Lesson 16: Point of View

Part 4: Guided Practice

AT A GLANCE

Students read a story about a lonely stable boy twice. After the first reading, ask three questions to check your students’ comprehension of the story.

STEP BY STEP

• Have students read the story silently without referring to the Study Buddy or Close Reading text.

• Ask the following questions to ensure student comprehension of the text.

  Why does Sam wish Shadowfax could talk back? *(He is lonely and would like someone to talk to.)*

  What causes the prince’s horse to bolt? *(a snake on the path)*

  How does Sam help Prince Oliver? *(He rides his horse and captures the reigns of the prince’s horse.)*

• Then ask students to look at the Study Buddy think aloud. What does the Study Buddy help them think about?

  Tip: The Study Buddy helps students to think about who is telling the story. This reinforces the distinction between narrator and character in this story.

• Have students read the rest of the story. Tell them to follow the directions in the Close Reading.

  Tip: Students should use what they have learned about finding details about the characters to identify point of view. Marking the text that shows the interaction between the narrator (Sam) and the prince will help students see how the two characters are connected and how their words and actions reveal their points of view.

• Finally, have students answer the questions on page 157. When students have finished, use the Answer Analysis to discuss correct and incorrect responses.

Tier Two Vocabulary: Bolted

• Tell students that when an animal bolts, it moves suddenly and runs away.

• Direct students to the word bolted in the last sentence of the second paragraph. Ask students what the prince’s horse did. *(He moved suddenly and ran away.)*

• Ask what other words would make sense in the place of bolted: ran away, moved quickly, shied away and ran.

• Ask students to use one of the related words in a sentence. *(The cat scratched the dog’s ear and he ran away.)* *(RL.3.4; L.3.4.a)*
STEP BY STEP

- Have students read questions 1–3, using the Hints to help them answer those questions.

**Tip:** Remind students that the questions ask about the characters’ points of view on specific parts of the story. Questions 1 and 3 ask about the setting and a character, respectively.

- Discuss with students the Answer Analysis below.

**ANSWER ANALYSIS**

1. The correct choice is B. The last sentence in the first paragraph explains that the time Sam has spent working in the king’s stables has been a very lonely time for him. Choices A, C, and D all describe feelings that Sam may have experienced while working at the king’s stables, but they do not describe Sam’s overall point of view.

2. Sample response: Sam likes the prince. On the way back to the castle, they talk pleasantly about horses. Then Sam explains that he would like it very much if they could talk again.

3. The correct choice is C. In paragraph 5 the prince tells Sam to remember his place, indicating that he feels it is wrong for the two of them to be friends. Choices A and B are incorrect because even though the prince may want to be friends with or race horses with Sam, he quickly remembers that the two of them cannot be friends. Choice C is incorrect because if the prince felt sad, he would have found a nicer way to remind Sam that the two of them cannot be friends.

**RETEACHING**

Use a graphic organizer to verify the correct answer to question 2. Draw the graphic organizer below, leaving the boxes blank. Work with students to fill in the boxes, using information from the passage. Sample responses are provided.

<table>
<thead>
<tr>
<th>Sam’s Actions</th>
<th>Sam’s Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>He rides back to the castle with the prince.</td>
<td>“I hope we can talk again. It’s so good to speak with someone my own age.”</td>
</tr>
</tbody>
</table>

**Integrating Standards**

Use these questions to further students’ understanding of “The Stable Boy and the Prince.”

1. What happens earlier in the story to make Sam so sad at the end of the story? **(RL.3.5)**
   
   *Sam asks to talk with the prince again, but the prince tells him he is “nothing but a stable boy.” This makes Sam sad at the end of the story.*

2. What does the prince mean when he says “remember your place?” **(RL.3.4)**
   
   *The prince does not mean that Sam should remember a specific place like the stable. He means that Sam should remember he is a stable boy who is not worthy to talk with a prince as a friend.*
Lesson 16: Point of View

Read the story. Then answer the questions that follow.

Basketball Ballet
by Lori Anastasia, Highlights

"There's a new kid in our class," I told my friend Aidan as we hung up our coats at the back of the classroom.

"How do you know?" Aidan asked.

"He moved in next door to me," I said, sitting down at my desk. "Mom and I brought muffins over yesterday."

"Class, please welcome Brady Walker," Ms. Simpson said. My new neighbor stood beside her.

"Brady, tell the class something about yourself," Ms. Simpson said.

"I'm from California," said Brady. "I have a dog that eats all my stuff."

Everyone giggled. His dog sounds just like mine, I thought.

"I like baseball and basketball. And I take dance class."

"Dance class," Aidan yelled. "That's for girls!"

The whole class laughed. Brady's face turned bright red.

"That's enough," Ms. Simpson said.

At lunch, Brady walked over to an empty seat at my table.

"Hi, Emilio," Brady said to me. "Thanks again for those awesome muffins. Can I sit here?"

I was about to say yes, but Jordan put his foot on the chair. "This seat is taken," he said.

"Sit with the girls."

Aidan laughed.

Brady walked away and sat by himself.

That afternoon, Brady sat by himself on the bus. I felt bad for him. I thought about sitting with him, but I didn't want to get picked on.

I remembered how everyone teased me when I knit a scarf for Ms. Simpson. I didn't like being teased, so I gave up knitting. But what would have happened if I'd stood up for myself?

When I got home, I made a peanut butter and pickle sandwich. My dog, Gus, was barking by the living-room window. I walked over to see why. Brady was shooting baskets in his driveway. He looked like giant robots were wrestling inside my stomach. I didn't want to get laughed at. But I knew what I had to do.

"I choose Brady," I said.

"What?" Aidan yelled. "He can't play basketball."

A giant smile spread across Brady's face. He ran up and stood beside me.

"Why did you pick me?" he asked.

"I wasn't a good friend yesterday," I said. "Plus, I know you're good at basketball."

"But I'm not," Brady said. "I like basketball and baseball."

Everyone giggled. His dog sounds just like mine, I thought.

"Brady, tell the class something about yourself," Ms. Simpson said.

"I choose Brady," I said.

"Brady, tell the class something about yourself," Ms. Simpson said. My new neighbor stood beside her.

"I'm from California," said Brady. "I have a dog that eats all my stuff."

Everyone giggled. His dog sounds just like mine, I thought.

"Dance class," Aidan yelled. "That's for girls!"

The whole class laughed. Brady's face turned bright red.

"That's enough," Ms. Simpson said.

At lunch, Brady walked over to an empty seat at my table.

"Hi, Emilio," Brady said to me. "Thanks again for those awesome muffins. Can I sit here?"

I was about to say yes, but Jordan put his foot on the chair. "This seat is taken," he said.

"Sit with the girls."

Aidan laughed.

Brady walked away and sat by himself.

That afternoon, Brady sat by himself on the bus. I felt bad for him. I thought about sitting with him, but I didn't want to get picked on.

I remembered how everyone teased me when I knit a scarf for Ms. Simpson. I didn't like being teased, so I gave up knitting. But what would have happened if I'd stood up for myself?

When I got home, I made a peanut butter and pickle sandwich. My dog, Gus, was barking by the living-room window. I walked over to see why. Brady was shooting baskets in his driveway. He looked like giant robots were wrestling inside my stomach. I didn't want to get laughed at. But I knew what I had to do.

"I choose Brady," I said.

"What?" Aidan yelled. "He can't play basketball."

A giant smile spread across Brady's face. He ran up and stood beside me.

"Why did you pick me?" he asked.

"I wasn't a good friend yesterday," I said. "Plus, I know you're good at basketball."

We started playing. Brady made 10 baskets and stole the ball from Aidan four times.

"Wow," Aidan said to Brady. "Where did you learn those moves?"

Brady smiled. "Ballet class."

Aidan looked at me, then at Brady. "Could you teach me?"

Brady, Aidan, and I started hanging out together all the time after that. Usually, we were in Brady's driveway, practicing our basketball ballet.

Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

1. What is Aidan's point of view on the new student, Brady, in the first part of the story?
   A He thinks Brady is an interesting new classmate.
   B He thinks Brady is a stranger who needs his help.
   C He thinks Brady is someone he'd like to be friends with.
   D He thinks Brady is a person to be made fun of.

2. Why do all of the passages in this lesson relate to the theme of making friends?
   A They show how making friends can be difficult.
   B They show how making friends can be rewarding.
   C They show how making friends can be fun.
   D They show how making friends can be harmful.

3. What did you learn from the characters about making friends?
   A They learned that making friends requires courage.
   B They learned that making friends requires attention to detail.
   C They learned that making friends requires effort.
   D They learned that making friends requires skill.
Lesson 16: Point of View

2. Choice B is correct. In the last paragraph of the passage, Aidan asks Brady if he will teach him some basketball moves, and the boys become friends. Choices A and C are incorrect because they relate to Aidan's point of view on Brady at the beginning of the story, not at the end of the story. Choice D is incorrect because it does not describe the change in Aidan's point of view. (DOK 2)

3. Choice A is correct. In paragraph 4 on page 159, Emilio explains that he doesn't want to get laughed at for choosing Brady. Choice B is incorrect because although Emilio feels like there are giant robots wrestling around in his stomach, this feeling is caused by not wanting to be laughed at, not an upset stomach. Choice C is incorrect because knowing that Brady is good at basketball should make it easy, not hard, for Emilio to pick him. Choice D is incorrect because Emilio wants to be friends with Brady. He explains this in the ninth paragraph on page 159. (DOK 1)

4. Sample response: I would try to view Brady more like Emilio does. Like Emilio, I have been teased before. And, like Emilio, I didn't like being teased. Instead of teasing Brady, I would stand up for him and tell my friends to give him a chance. (DOK 3)

Integrating Standards

Use these questions and tasks as opportunities to interact with “Basketball Ballet.”

1. Recount the story and identify the lesson the story teaches using details from the text. (RL.3.2)

Brady is a new student in Emilio's class. Brady tells the class he takes dance class. The class laughs and Aidan teases him. Emilio is not a good friend and doesn't sit with him at lunch or on the bus. Finally, Emilio chooses to be a good friend, and picks Brady for his basketball team. Brady shows everyone that he is good at basketball. Aidan stops teasing Brady, and the three boys become friends.

The lesson that the story teaches is that you should not let your friends influence your choices. Emilio didn't want to get teased by his friends, so he did not help Brady at the beginning of the story. However, he decided to be a good friend and not let Aidan influence his choices when he chose Brady for his team.

2. Discuss in small groups: What could Emilio have done when Aiden made fun of Brady? When Jordan wouldn't let him sit down? When Brady sat by himself on the bus? Be specific in your discussion. (SL.3.1)

Emilio chose to remain silent in all three instances. He could have spoken up and supported his friend. He could have told the class Brady was his neighbor and friend, and they might not have made fun of him. He could have got up from the table where he was sitting and gone to sit at a different table with Brady. He could have sat by Brady on the bus.

3. The author says that Emilio didn't want “to get picked on.” What does this phrase mean as it is used in the story? (L.3.3)

“To get picked on” doesn't mean someone is actually picking something off of you. It is an expression that means someone is teasing you or making fun of you. Emilio didn't want people to make fun of him.
Additional Activities

Writing Activities

**Another Point of View (RL.3.6; W.3.3)**
- Have students reread “Night-Flying Friends.” Remind them that the story is told by Alec the owl and we only see events from his point of view. Encourage students to think about Max’s point of view. What does he think of Alec when he first meets him? What does he think of Alec’s ways? Does his view change on the second night? How?
- Have students rewrite the story from Max’s point of view. Allow time for students to share their story with the class.

**Sentence Variety (L.3.1.i)**
- Review simple, complex, and compound sentences. Explain that authors like to use a mix of different kinds of sentences. It makes writing sound more natural, and it keeps the reader’s interest.
- Have students reread “Basketball Ballet.” Point out a simple, complex, and compound sentence.
- Ask students to write a paragraph that tells about a time they were a good friend. Ask them to include one simple, complex, and compound sentence in their paragraph.

**LISTENING ACTIVITY (SL.3.4)**

**Listen Closely/Tell a Story**
- Ask students to recall the loneliness the stable boy feels at the end of “The Stable Boy and the Prince.”
- Arrange students in groups. Ask students to continue Sam’s story. Have them tell a story in which Sam finds a friend.
- Each group member should speak for a few minutes. The following group member should build on the details in the previous member’s story, making each student have to listen closely.

**MEDIA ACTIVITY (RL.3.6; SL.3.5)**

**Be Creative/Make a Point of View Cartoon**
- Have students review the cartoon from the beginning of the lesson. Remind them that they used the characters’ expressions to figure out their point of view.
- Direct students to divide a sheet of paper into four squares. Ask them to create a cartoon with no speech bubbles. Instruct them to give each character an expression that shows their point of view about something.
- Have students share their cartoons with a group and challenge the group to use the details in the picture to figure out the characters’ points of view.

**RESEARCH/PRESENT ACTIVITY (W.3.7; W.3.8; SL.3.4)**

**Research and Present/Give a Presentation**
- Ask students to review the descriptions of Max and Alec in “Night-Flying Friends” to plan an oral presentation about a nocturnal animal.
- Instruct students to research information about a nocturnal animal. The animal can be a bat, owl, or another animal. Their research should include what the animal looks like, how it behaves, where it lives, and what it eats.
- Direct students to take notes and write a brief report for an oral presentation.
- Students should also produce a visual display such as an illustration of the animal or an illustration of an important part of their presentation.
- Invite students to present their report to the class.