

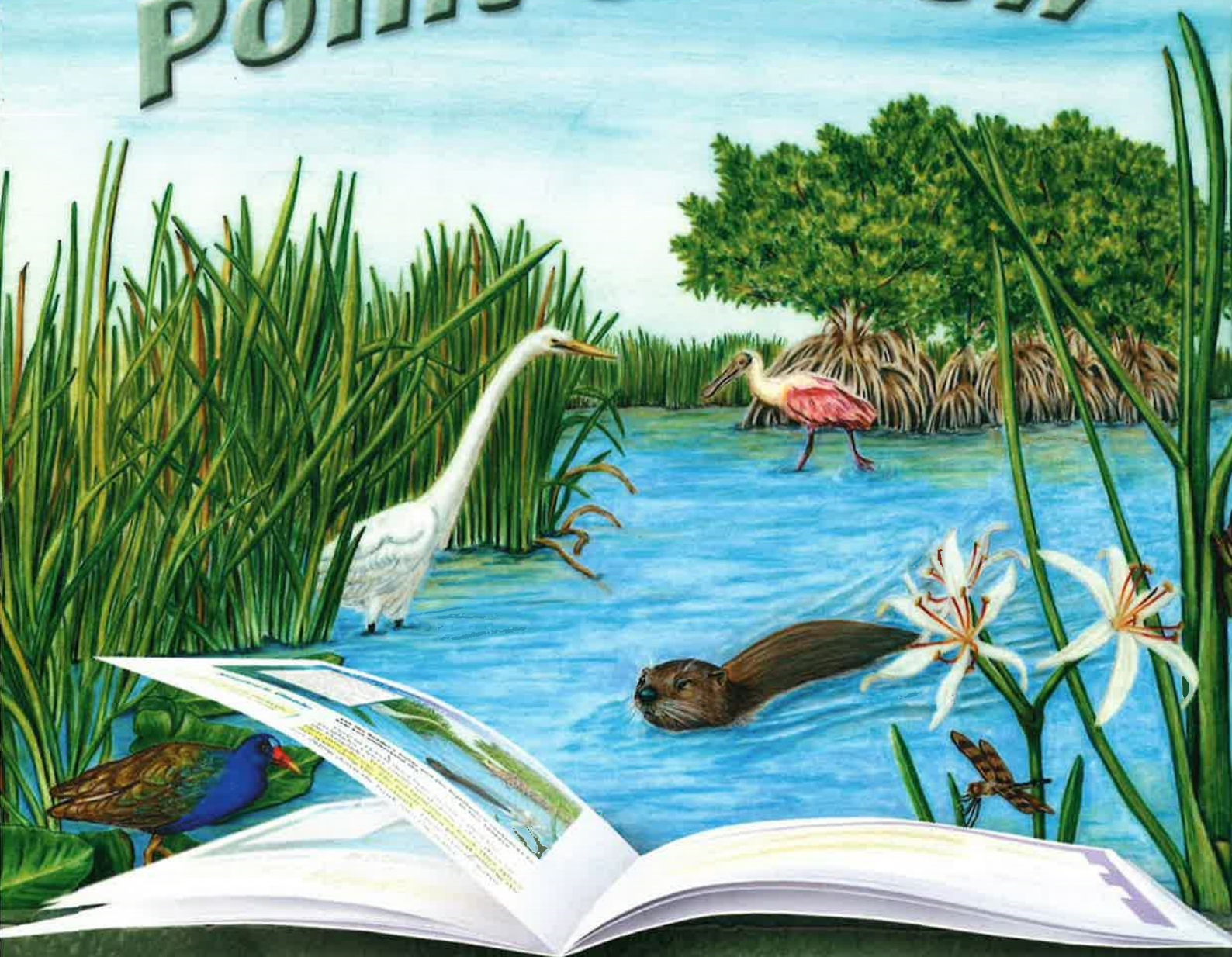


# Critical Reading

Differentiated Instruction Across Genres



## Understanding Point of View





# Contents

## Use Strategies to Understand What You Read . . . . . 2

### ◆ The Missing Trophy

#### Understanding Point of View

Listen to Teacher Read-Aloud . . . . . 3

### 1 The Mystery of the Broken Mug. . . . . 4

#### Point of View and Mystery Stories

Check Your Understanding . . . . . 7

Deepen Your Understanding

Get Organized . . . . . 8

From Reading to Writing. . . . . 9

### 2 An Adventure to Remember . . . . . 10

#### Point of View and Advertisements

Check Your Understanding . . . . . 13

Deepen Your Understanding

Get Organized . . . . . 14

From Reading to Writing. . . . . 15

### 3 The Barn with 300 Legs . . . . . 16

#### Point of View and Personal Retellings

Check Your Understanding . . . . . 19

Deepen Your Understanding

Get Organized . . . . . 20

From Reading to Writing. . . . . 21

### ◆ Review . . . . . 22

## Level C Genres (Kinds of Writing) . . . . . 24



# Use Strategies to Understand What You Read

Sometimes you read to enjoy a good story. At other times, you read to learn something new. No matter why you read, you need to **understand what you read**.

Using **reading strategies** will deepen your understanding of what you read. Use the strategies below to understand the reading selections in this book.

## Before You Read

- ◆ Think about **why** you will read the selection.
- ◆ Read the **title** and look at the **pictures** in the selection.
- ◆ Think about how the selection is **organized**.
- ◆ Think about what you **already know**.
- ◆ For a fiction selection, **guess** what the story is about and what will happen. For a nonfiction selection, **guess** what the selection is about and what information you will find.
- ◆ **Plan** how you will read the selection.

## While You Read

- ◆ Make sure you **understand** what you are reading. If not, make some changes. For example, reread what doesn't make sense.
- ◆ **Ask yourself questions** about what you are reading.
- ◆ **Make connections** between what is in the selection and what you already know.
- ◆ Pay attention to **different kinds of type**, such as dark, or bold, type. Think about why it's different.
- ◆ Study any **pictures, photos, captions, charts, or graphs**.
- ◆ Create a **mental picture** of important details in the selection.

## After You Read

- ◆ Think about **your guesses**. Were your guesses right?
- ◆ **Answer questions** about what you read.
- ◆ **Organize** important parts or details from the selection.
- ◆ **Summarize** the selection.



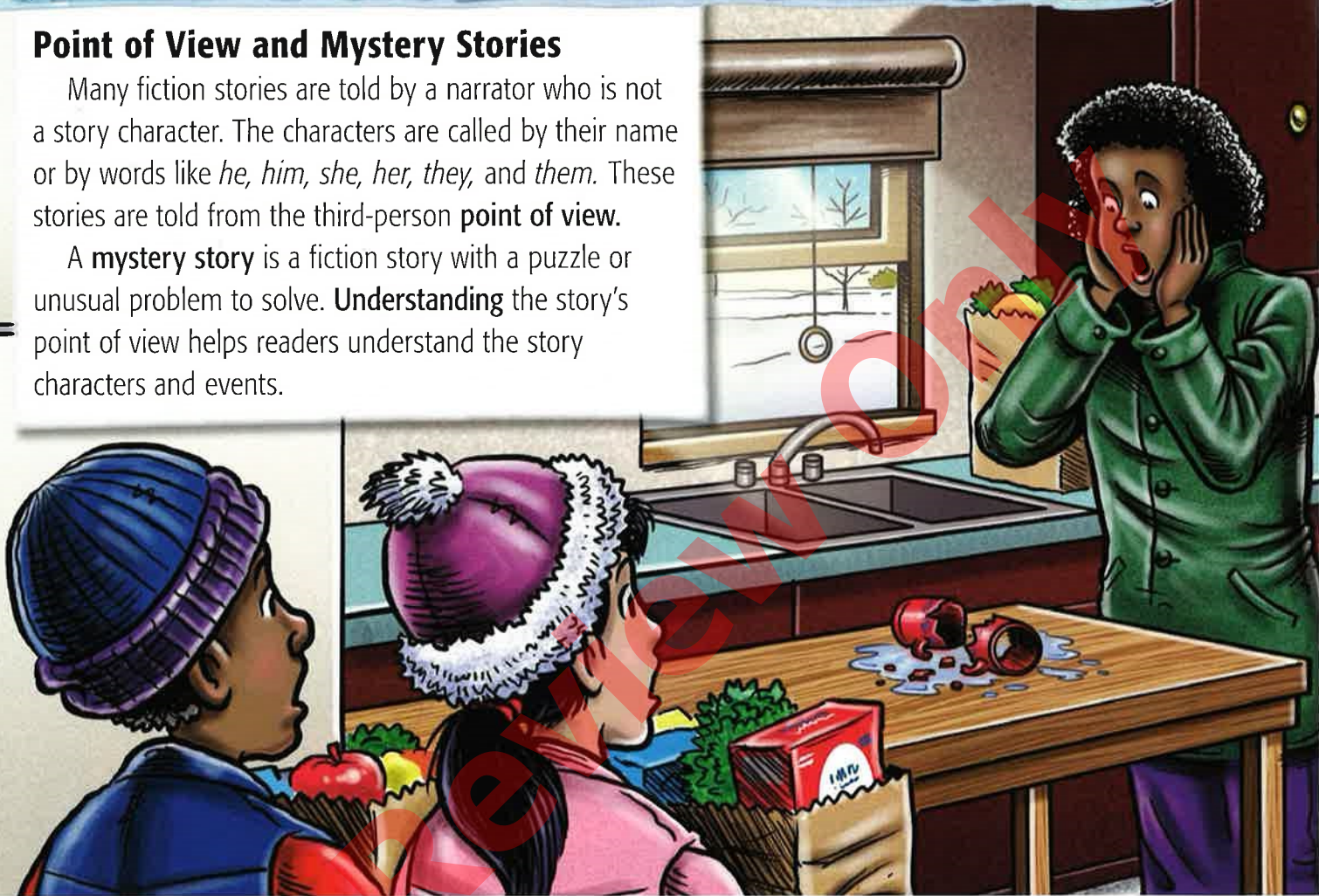
## Lesson 1

# The Mystery of the Broken Mug

### Point of View and Mystery Stories

Many fiction stories are told by a narrator who is not a story character. The characters are called by their name or by words like *he*, *him*, *she*, *her*, *they*, and *them*. These stories are told from the third-person **point of view**.

A **mystery story** is a fiction story with a puzzle or unusual problem to solve. **Understanding** the story's point of view helps readers understand the story characters and events.



### Reader's Guide

Underline the words in the highlighted sentence that let you know the story is told in third-person **point of view**.

Use the Reader's Guide and the highlighted sentences to understand **point of view** in this mystery story.

"Thud-splat!"

A snowball hit the side of the house just above Henry Maxwell's head. His friend Amanda had thrown it at him. He quickly packed a snowball to throw back at her. He was about to throw it when his mom's car pulled into the driveway. Henry dropped his snowball. *I hope Mom didn't see the snowball*, he said to himself. He knew his mother didn't like snowball fights.

*Oh, there's Mrs. Maxwell, thought Amanda. Maybe she bought hot chocolate at the grocery store. I sure am cold.*

Henry and Amanda dusted the snow off their coats. They **trudged** through the deep new snow to meet Henry's mom at her car. Each grabbed a bag of groceries and headed for the house.

Mrs. Maxwell went inside the house. She took her bag of groceries into the kitchen. Henry and Amanda were coming into the house when they heard a **shriek**. Then Mrs. Maxwell cried, "My favorite tea mug!"

Henry and Amanda hurried into the kitchen. Sure enough, a mug lay in pieces on the kitchen table. Water surrounded the broken mug.

*I wonder how my mug got broken, Mrs. Maxwell said to herself. Did Henry do it?*

"It looks like someone picked it up and dropped it," said Henry. "But I didn't drop it, Mom. I was outside with Amanda."

"He was," said Amanda. "You can ask my mom. She was watching us."

*"Then just how did my mug get broken?" asked Henry's mom. She looked upset.*

"I don't know," said Henry.

"Brrrr! It's cold in here," said Amanda.

Mrs. Maxwell closed the window by the kitchen counter. "I opened the window to get some fresh air in here this morning. I burned my toast, and the kitchen smelled like smoke. I had to settle for just tea. Now that I think about it, I set my mug on the counter just before I went to the grocery store."

"You mean your mug of water, don't you?" asked Henry.

What does the narrator tell in this paragraph?

---

---

**trudged** walked slowly and with a lot of work

**shriek** a loud cry

What does the narrator not tell the reader at this point?

---

---





Which "new" mystery does Henry mention?

---

---

Which word in this paragraph lets you know the story is told in third person?

---

---

**shattered** broke into small pieces

"No," replied his mom. "I was drinking tea. I finished it before I left. The mug was empty."

"Hmm," Henry said. "If this water wasn't in the mug when it broke, then where did it come from?"

*Uh oh, thought Amanda. I think I know how the mug got broken and where the water came from.*

"I'm afraid it's my fault," Amanda said to Mrs. Maxwell. "Henry and I were having a snowball fight in the backyard while you were away. One of the snowballs must have flown through the open window. It hit your mug and broke it. I'm so sorry! I'll buy you a new one."

"How do you know that's what happened?" asked Henry.

"The water," said Amanda. "It's not from the mug. It's from the snowball that shattered it."

"Ah, I see," said Mrs. Maxwell. "Mystery solved. Thank you for being honest, Amanda. Henry, since you like being out in the snow so much, I'm sure you won't mind shoveling off the sidewalk and the driveway."

"No, Mom," said Henry with a sigh.

"I'll help you, Henry," Amanda told him.

The two buttoned up their coats and headed back out into the snow. ●

● **Read Fluently** ● Reread the fluency section aloud to a partner. As you read, change your voice for each character.

## Check Your Understanding

Circle the letter for the best answer to each question.

1. At the beginning of the story, what does the narrator tell that Henry's mother doesn't know?
  - A Henry and Amanda have to clean off the sidewalk.
  - B Henry and Amanda are having a snowball fight.
  - C The water did not come from the mug.
  - D Henry broke his mother's favorite mug.
2. You can tell the story is told in third-person **point of view** because—
  - A the narrator is a character in the story.
  - B the narrator talks directly to the reader.
  - C the narrator doesn't know what the characters are thinking.
  - D the narrator is not a character in the story.
3. Which of these sentences is written in third-person **point of view**?
  - A I threw a snowball, and it flew through the window.
  - B We decided to have a snowball fight in the yard.
  - C She was sad that her mug was broken.
  - D How do you know that's what happened?

## Deepen Your Understanding

Write your answers on the lines.

4. If you were Henry, would you throw snowballs in the yard again? Why or why not?

---

---

5. How could Mrs. Maxwell avoid having another broken mug?

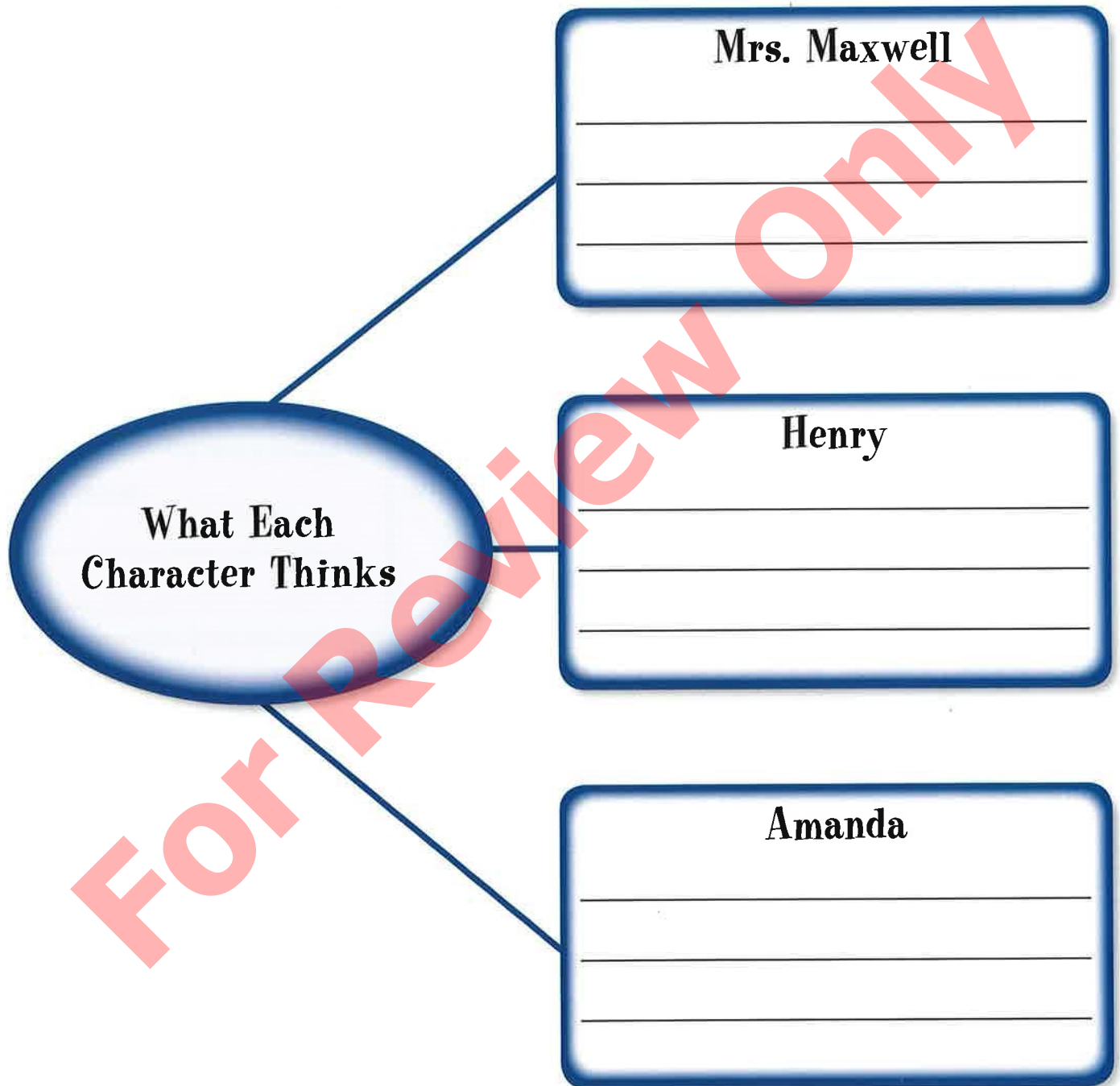
---

---

---

## Get Organized

By using the third-person **point of view**, the author of this story is able to give each character's thoughts. Complete the web below with an example of the character's thoughts.





## From Reading to Writing

The narrator of a story told in third-person **point of view** can tell readers what is going on in different places and in the minds of different characters. On separate paper, write at least one paragraph in third person that continues the story of Henry and Amanda. Tell what Henry and Amanda think and say as they shovel the snow.

**Plan Your Writing** Use the organizer below to get ready to write.

Thought

Said

Thought

Said

### For the Best Score

- ☐ I tell what each character is thinking as he or she shovels snow.
- ☐ I tell what the characters say to each other as they shovel snow.
- ☐ I use third-person **point of view**.
- ☐ I write at least one paragraph.