Lesson 17
Point of View

Learning Target

Knowing that characters in a story can have different points of view will help you understand how they think and feel about what happens.

Read Each character, or person in a story, has a point of view. A point of view is how a character thinks or feels about other story characters or events.

You can often figure out a character’s point of view by looking closely at the dialogue, or what is said. You can also get clues from how the character acts. When you read a story out loud, you can change your voice to show different characters’ points of view.

Look at the picture below. What is each character’s point of view about the pet lizard?
Think  Look again at the cartoon. Finish the chart to show each character’s point of view. Also write details that helped you figure out the point of view.

<table>
<thead>
<tr>
<th>Character</th>
<th>Point of View</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl holding lizard</td>
<td>likes the lizard</td>
<td>has lizard in hands</td>
</tr>
<tr>
<td></td>
<td></td>
<td>is smiling</td>
</tr>
<tr>
<td>Girl with hat</td>
<td></td>
<td>leans toward the lizard</td>
</tr>
<tr>
<td>Girl in chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk  Read the cartoon aloud. Change your voice to show the characters’ different points of view.

Academic Talk
Use these words and phrase to talk about the text.
• point of view  • dialogue  • character
Setting: Amy’s house, after school. Amy and her friend Pete are talking about the play their class is putting on the next day.

1 **Amy:** Can you believe that tomorrow afternoon we’ll be on stage in front of the entire school? It’s going to be so much fun!

2 **Pete:** I wish there would be a snowstorm tonight. Then maybe we wouldn’t have school tomorrow. Too bad it’s spring and not winter.

3 **Amy:** Oh, Pete! There’s nothing to worry about. We’ve been practicing for weeks.

4 **Pete:** But what if I forget my lines? I don’t think I can do this.

5 **Amy:** You won’t forget your lines, silly. We just went through them ten minutes ago, and you were great.

6 **Pete:** (frowning) But it’s different when you’re on stage and everyone is staring at you.

7 **Amy:** Just think about the fun part of acting! You know, the part where you get to pretend you’re someone else.

8 **Pete:** (looks down and shakes his head) I wish I really were someone else so I wouldn’t have to do this tomorrow.

Close Reader Habits

**Underline** sentences in the dialogue that tell you how each character feels about being in the play.
### How are Amy’s and Pete’s points of view different?

**Think**

1. Finish the chart to show each character’s point of view. Put two or three details in the last column.

<table>
<thead>
<tr>
<th>Character</th>
<th>Point of View</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Talk**

2. Take turns reading the play out loud with your partner. How does your voice change to show each character’s point of view? Show what you mean.

**Write**

3. **Short Response** Why does Pete feel the way he does about the play? Use details from the text in your answer. Write your answer in the space on page 276.

**HINT** Look for details in the text that show how Pete is feeling.
Skip and Fliss were two happy dolphins. They spent their days playing in the ocean.

One day, Fliss spotted a bright orange ring floating on the water. She was curious! Fliss slipped her nose through the ring and jumped up in the air.

“Hey, look at me!” Fliss shouted to Skip. “I’ve got a nose ring!”

“Mom wouldn’t like that,” Skip warned. “It could be dangerous.”

But Fliss was having too much fun. “Don’t worry so much, Skip!” she laughed.

Skip shook his nose and said, “I’d rather be careful than get into trouble.”

The next day, Skip and Fliss were playing when Fliss saw something waving in the water. Of course, she swam right over to it. But the pretty waving thing was a fishing net! When Fliss swam too close to it, she got her head caught in the ropes. “Help! Help!” she cried out.

Skip quickly swam to her and started pulling hard on the net. Finally, with one big pull, Fliss wriggled free of the net.

“Never again will I put my nose where it doesn’t belong!” Fliss cried.

Fliss still had fun in the sea, but now she stayed away from strange stuff!
Think

1 This question has two parts. Answer Part A. Then answer Part B.

   Part A
   What is Fliss’s point of view at the beginning of the story?
   A She likes to have fun and not worry too much.
   B She likes to have fun, but she is careful, too.
   C She would rather be safe than explore new things.
   D She worries about what her mother thinks.

   Part B
   Which line from the story best supports your answer in Part A?
   A “Skip and Fliss were two happy dolphins.”
   B “Don’t worry so much, Skip!’ she laughed.”
   C “Never again will I put my nose where it doesn’t belong!’ Fliss cried.”
   D “Fliss still had fun in the sea, but now she stayed away from strange stuff!”

Talk

2 What is Skip’s point of view about exploring strange things? How do you know?

Write

3 Short Response  How does Fliss’s point of view change from the beginning to the end of the story? Why does it change? Use details from the story in your answer. Write your answer in the space on page 277.

HINT What happens to Fliss when she goes over to the net?
Write  Use the space below to write your answer to the question on page 273.

Stage Fright

3 Short Response  Why does Pete feel the way he does about the play? Use details from the text in your answer.

HINT  Look for details in the text that show how Pete is feeling.

Don't forget to check your writing.
Short Response  How does Fliss’s point of view change from the beginning to the end of the story? Why does it change? Use details from the story in your answer.

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Check Your Writing

☐ Did you read the question carefully?

☐ Can you say the question in your own words?

☐ Did you use proof from the text in your answer?

☐ Are your ideas in a good, clear order?

☐ Did you answer in full sentences?

☐ Did you check your spelling, capital letters, and periods?
Once upon a time a crow and a squirrel owned a field. They agreed to work the field together. One day the squirrel called out to the crow. “Come, Brother Crow. It’s time to plow the field.” The crow was lazy. He stretched his left wing and his left leg, then said:

“Sister dear, do go ahead.
I will follow soon.
I’ll eat this piece of buttered bread
And be with you by noon.”

The squirrel plowed the field all day. Meanwhile, the crow enjoyed the cool breeze that blew through the tree.
A few days later, the squirrel called out to the crow. “Come, Brother Crow. It is time to plant the seeds.” The crow opened one eye, and said:

“Sister dear, do go ahead.
I will follow soon.
I’ll eat this piece of buttered bread
And be with you by noon.”

The little squirrel planted seeds all by herself. Rain fell, and before long all the seeds had sprouted. Soon, every stalk had fat ears of wheat. “Come, Brother Crow,” called the squirrel. “It’s time to harvest the grain.” But the crow settled himself in his nest.

The squirrel cut down the wheat. Soon there were piles of golden grain waiting to be put into sacks.
6 The squirrel took the grain to the market. She came home with a big silken bag jingling with money. The crow heard the sound of the money and sat up.

7 “Come, Sister Squirrel,” he called greedily. “Let us count and divide the money so I can take my share.”

8 The little squirrel dropped the bag into her nest and turned to the crow. Smiling her sweetest smile, she said:

   “Brother Crow, there is no share
   For lazy birds like you.
   When all your buttered bread is gone,
   You’ll wish you had worked, too.”

9 The squirrel flicked her tail and vanished into her nest. The crow sat on his branch feeling very silly.
**Think**  Use what you learned from reading the selection to respond to these questions.

1 Which sentence **best** describes the squirrel’s point of view about working in the fields?
   
   A  She prefers to do the work herself.  
   B  She enjoys plowing and planting.  
   C  It is hard work, but it has to be done.  
   D  She works only when she wants to work.

2 What is the crow’s point of view about hard work?
   
   A  Let others do the work, but all must share the results.  
   B  Be sure you’re well rested before you work.  
   C  Share the work and share the results.  
   D  A good friend is always happy to do the work for you.

3 This question has two parts. First, answer Part A. Then answer Part B.

   **Part A**
   Underline the sentence that tells the squirrel’s feelings about what the crow deserves.

   “Brother Crow, there is no share
   For lazy birds like you.
   When all your buttered bread is gone,
   You’ll wish you had worked, too.”

   **Part B**
   Tell what the sentence you marked in Part A means.
Read these lines from the story.

“Come, Sister Squirrel,” he called greedily. “Let us count and divide the money so I can take my share.”

Underline the dictionary definition in the box below that best matches this use of the word “share.”

**share verb**
1. to have or use something with others (to share toys)
2. to talk about with others (to share feelings)

**share noun**
1. a part of something that has been divided equally (a share of the prizes)
2. the amount you are responsible for (your share of the work)

Write The squirrel and the crow have different points of view about the money. How are they different?

Plan Your Response In the story, underline one sentence that tells the squirrel’s point of view. Then underline a sentence that tells the crow’s point of view. Make a chart like the one on page 273. Use the sentences you underlined to help you complete the chart.

Short Response How is the squirrel’s point of view about the money she brings home different from the crow’s point of view? Use details from the story in your answer.
Learning Target

Why is thinking about a character’s point of view important when you tell a story to others?