

# Different Perspectives

## FOCUS QUESTION

What happens when people in a family have different perspectives?

### NOTICE AND WONDER

Look at the four texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

### SHARING PERSPECTIVES

Your *perspective* is your way of looking at the world. It can describe your ideas about a big topic or an everyday situation. People see things differently; they have different perspectives.

Think about a time when you had a different perspective from someone else. Tell your partner about your experience. What was the situation? What were the perspectives? What might have made the other person see the situation differently?

The situation was \_\_\_\_.

I thought \_\_\_\_ because \_\_\_\_.

But the other person thought \_\_\_\_ because \_\_\_\_.



from *Merci Suárez  
Changes Gears*

by Meg Medina

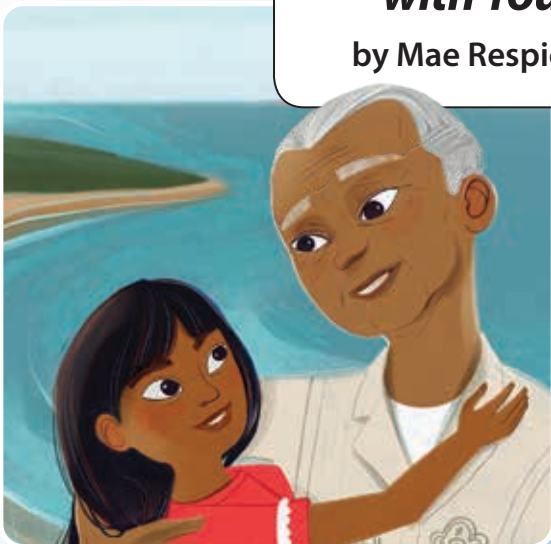


*Count Me In*

by Lee Lewis

from *Any Day  
with You*

by Mae Respicio



*Pretzels . . .  
with a Twist*

by Salima Alikhan




from

# Merci Suárez Changes Gears

by Meg Medina

*After school, Merci rides her brother Roli's bike. She goes to meet her abuelo, Lolo, at the bakery where Tía Inés works.*

- 1 I biked over to El Caribe as soon as I got home from school. It's peaceful in here today, nothing like Sunday mornings, when the line snakes all the way out the door and people shout out their orders to Tía for takeout coffee, **pastelitos**, and warm loaves of bread. Everybody knows this is the best bakery between Miami and Tampa, so it gets crazy.
- 2 Tía Inés is busy refilling the cups of toothpicks that are decorated with mini Cuban flags. "She can't stay long, **viejo**," she tells Lolo. "Merci has to help Abuela with the boys today."
- 3 We both stare at her.
- 4 I should mention here that 1) no one ever asks me if I want to babysit the twins, 2) Roli almost always gets out of it thanks to his tutoring job and working on his college applications, and 3) I get paid exactly zero for keeping them from swallowing pennies and running blindly into traffic. How am I supposed to buy a bike when nobody pays me for anything? 

**pastelitos** = Cuban pastries

**viejo** = an older person

## Stop & Discuss

**What does Tía Inés want Merci to do, and how does Merci feel about it?**

Discuss your ideas with a partner using evidence from the text.





- 5 “I wish you’d find somebody else, Tía,” I say. “There are kids at school who took that Red Cross class and actually want to babysit. I can get you names. Hire them. I won’t be able to watch them once soccer season starts, anyway.”
- 6 She frowns at me. “Who in their right mind would hire a stranger to watch their kids when they have relatives around?”
- 7 I sigh. It’s no use fighting. When it comes to helping, the motto around here is *family or bust*.
- 8 “Can’t I at least have a snack before I go?” I say. “I’ve had a long day, in case you’re interested. And I’ll need my strength for the twins.”
- 9 She sizes me up and slides over a small guava square, still warm, on a plate. “Ten minutes, then out you go.” 🖐️...➡️

### Stop & Discuss

Check all that are true.

- ☐ Merci tries to convince Tía Inés to change her mind.
- ☐ Merci refuses to babysit.
- ☐ Merci agrees to babysit.

Use evidence from the text to support your ideas.



## Analyze Point of View and Perspective

- Every story has a **narrator** who tells the story.
- Sometimes a narrator is a character inside the story who describes events from a **first-person point of view**. They describe what they see, hear, think, and feel from their own perspective.
- Narrators with a first-person point of view can describe what other characters say and do but not what other characters think and feel.

### Reread/Think

Reread paragraphs 1–6 of *Merci Suárez Changes Gears*.

**Who is the narrator?** \_\_\_\_\_

**How do you know?** \_\_\_\_\_

What does Merci think about babysitting the twins? What does Tía Inés think? Complete the chart with text evidence that shows each character's perspective. Label whether the evidence shows what a character says or thinks.


Text Evidence (what a character says or thinks)	Character's Perspective
Merci	
Tía Inés	





# Count Me In

by Lee Lewis

- 1 Alanna and her friends were piled on the couch in their pajamas, buzzing with excitement. Alanna was turning ten and having her very first sleepover.
- 2 There was a knock. Alanna's mom opened the door, and there, to her surprise, was Gran, holding a beautifully wrapped gift balanced on top of a huge rectangular box.
- 3 "Gran!" Alanna sprang off the couch and rushed to the door, happy to see her grandmother there.
- 4 "Happy birthday, Alanna!" Gran said warmly. Alanna loved her grandmother's soft Irish accent.
- 5 Alanna pointed to her friends. "Gran, this is Quinn, Nichole, and Meng. They're spending the night."
- 6 "It's great to meet you all," Gran said, stepping inside with her packages. "Now, who's ready for her present?"
- 7 Alanna loved Gran, mostly because Gran was, well, Gran, but also because Gran gave the *best* presents.
- 8 Gran handed the gift to Alanna. "This is a very special present, part of something that meant a lot to your mother when she was your age, and something you might like too, Alanna."
- 9 Alanna glanced up at her mom and could see the look of surprise on her face.
- 10 "Well, go ahead and open it!" Gran said. 

## Stop & Discuss

**What do you know so far about the present?**

Underline the phrases that give clues.

So far, I know that the present \_\_\_\_.

One clue is \_\_\_\_.

Another clue is \_\_\_\_.



- 11** Alanna tore off the wrapping paper and opened the box, revealing soft black shoes with *very* long laces. “Oh! Irish dance shoes?” she said, a little puzzled.
- 12** “They are,” said Gran. “Those are soft shoes, of course. And this goes with it as well.” She opened the bigger box. Alanna’s breath caught at the sight of the dress inside, deep blue, the color of the ocean, with **elaborate** stitching in silver and gold thread running down the middle of the dress and tracing the bottom of the flared skirt.
- 13** “Wow,” Meng murmured as Alanna lifted the dress. It was so beautiful!
- 14** Alanna’s mom pulled Gran aside. “I wish you had asked me first,” she whispered.
- 15** “Ahhh,” Gran replied with a wave of her hand. “Let the girl try it for herself now.”
- 16** Alanna’s eyes widened at these words. Did she hear her mom and Gran correctly? “Wait, did Mom dance in this dress?” she asked.
- 17** “She did,” Gran said, “until she discovered softball, that is. Her dress has been packed away since then, and I wanted you to have a chance to try it on. Step dancing is a traditional Irish dance, a part of our heritage.” 🖐️.....➡️



**elaborate** = highly detailed or having many parts

### Stop & Discuss

**What does Alanna find out about the dress?**

Discuss your ideas with a partner.





**reel** = a traditional Irish dance

### Stop & Discuss

**What happens when Alanna's mom dances?**

Discuss your ideas with a partner.

- 18 “Show us some moves, Mrs. Ross!” Nichole said.
- 19 Alanna’s mom blushed, politely refusing, but as the girls continued begging, she gave in. With her arms at her sides, she extended one perfectly pointed foot and sprang to her tiptoes. While her upper body remained still, she kicked and skipped quickly and lightly, always high on her toes. Memories of dance performances played in her mind. She had forgotten how much she loved dancing these steps!
- 20 The girls applauded wildly. Alanna had just seen a totally different side of her mom, who was sparkling with joy. And Alanna wondered how dancing might transform *her*.
- 21 Next, Alanna’s mom showed them a **reel**, lilting the same singsong words that her own teacher had used to help her remember the step. Then she stood back to let the girls practice. Quinn, Meng, and Nichole began to hop and skip, excited to try out the step. Alanna joined them, with a wide grin—and beautifully pointed toes. 🖐️





# Compare Points of View

- Sometimes a narrator is not a character in the story. They tell the story from a **third-person point of view**.
- Narrators who use a third-person point of view can describe what different characters think and feel on the inside. They can show more about different characters' perspectives.
- Comparing narrators helps you understand how point of view affects a story.

## Reread/Think

Reread paragraphs 14–21 of "Count Me In."

**Is this story told from a first-person or third-person point of view?** \_\_\_\_\_

**How do you know?** \_\_\_\_\_

What is each character's perspective on Irish dance? Complete the chart.

Text Evidence (says, does, thinks, or feels)	Character's Perspective
Gran	
Mrs. Ross	
Alanna	





# from Any Day with You

by Mae Respicio

*Kaia and her family live in California. She is upset that her great-grandfather, Tatang, is moving back to the Philippines. They walk on the beach to talk.*

- 1 “What did I tell you before? This isn’t goodbye.”
- 2 “No, but you’re still leaving.”
- 3 “Shall I tell you a story?” [Tatang] asks.
- 4 “I don’t feel like one now.”
- 5 “Can we play the noticing game?”
- 6 I shake my head. But he closes his eyes.
- 7 For a long moment I stare at him, the smile around his eyes still coming through even though they’re shut. I close mine too.







- 8 The things I notice: my hair blowing across my forehead, the crash of waves. Everything like normal.
- 9 “I’m picturing my happiest memory,” Tatang says. “Can you picture yours?”
- 10 Each perfect day of my life has had the same things: sunshine, waves, and my family near. How will I ever have that again without Tatang? Everything’s changing.
- 11 “Open your eyes,” Tatang says. When I do, he’s looking at me. “You were able to see something in your past but standing right here, someplace else. We can be aware of the past, the future, and the present, all at once. Do you know what that means?”
- 12 “What?” I say.
- 13 “It means that I am always with you.”





# Pretzels... with a *Twist*

by Salima Alikhan



- 1 Poof! A cloud of flour rose in Mason's shocked face.
- 2 Oma chuckled. "**Liebling**, you have to add the flour gently to the bowl." Her grandson loved to bake, but he could be a bit messy at times. Oma forgave him for it, of course. And she was glad he was here, in her kitchen, helping her make her famous **Bavarian** pretzels—the ones she made in Germany as a child so many years ago.
- 3 Mason slowly mixed the water, salt, flour, and yeast together, watching the sticky dough form into a heavy ball. It looked like a shapeless lump now, but Mason knew the miracle of Oma's hands. They could shape the dough into anything—which gave him an idea. "Oma?"
- 4 Oma grabbed the ball of dough and started kneading it to make it smooth. "Yes, *Liebling*?"
- 5 "You can do anything with the dough, right?"

**Liebling** = darling

**Bavarian** = related to Bavaria, a part of Germany

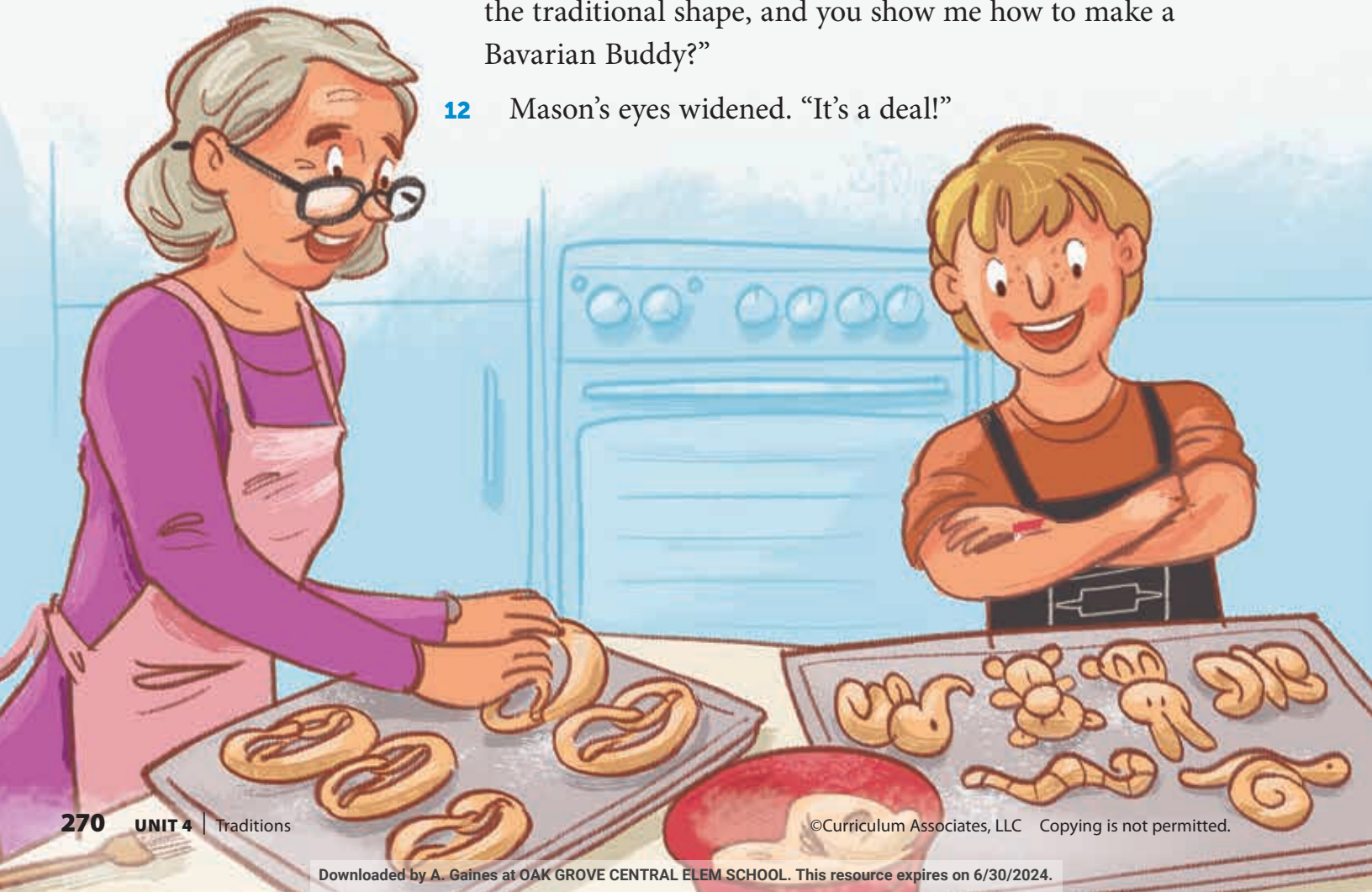




**perfected** = carefully improved

**infectious** = rapidly spreading

- 6 Oma stopped kneading and looked at Mason. “Well, yes, I suppose.”
- 7 Mason didn’t want to hurt Oma’s feelings, but he thought the pretzel shape was boring, and he wanted to try something new. “Instead of making a regular pretzel, can we twist the dough to make animals?”
- 8 Oma frowned, but just for an instant. The beauty of her thick, chewy German pretzels was that they had been made the same way for hundreds of years—a **perfected** recipe. “That’s not how it’s done, Mason,” she replied.
- 9 “But Oma, they can be a new kind of pretzel! We can call them ‘Bavarian Buddies’—same recipe, new shapes!”
- 10 Mason’s excitement was **infectious**, and the name “Bavarian Buddies” *was* cute. Oma smiled at Mason.
- 11 “All right, *Liebling*. How about I show you how to make the traditional shape, and you show me how to make a Bavarian Buddy?”
- 12 Mason’s eyes widened. “It’s a deal!”





# Respond to Text

## Reread/Think

Reread the passage from *Any Day with You* and “Pretzels . . . with a Twist.” Choose the best response to each question.

1. Fill in the blanks with *first* or *third*.

The narrator of *Any Day with You* tells the story from a

\_\_\_\_\_ -person point of view.

The narrator of “Pretzels . . . with a Twist” tells the story from a

\_\_\_\_\_ -person point of view.

2. Read paragraph 11 from *Any Day with You*.

“Open your eyes,” Tatang says. When I do, he’s looking at me. “You were able to see something in your past but standing right here, someplace else. We can be aware of the past, the future, and the present, all at once. Do you know what that means?”

Underline the sentence that **best** shows the narrator of the story.

3. Read this sentence from paragraph 3 of “Pretzels . . . with a Twist.”

It looked like a shapeless lump now, but Mason knew the **miracle** of Oma’s hands.

What does the word *miracle* tell about Oma’s hands?

- A. Her hands are soft.
- B. Her hands are strong.
- C. Her hands can move very fast.
- D. Her hands can make amazing things.





## Write

Compare the experiences of Kaia in *Any Day with You* and Mason in “Pretzels . . . with a Twist.” Identify the narrator’s point of view in each story and explain how the narrator shows different characters’ perspectives. Use one example from each story in your response.

perspectives.

- ☐ I explained how my story reveals what the characters are thinking and feeling.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation and capitalization.

## WRITING CHECKLIST

- ☐ I explained the experiences of both Kaia and Mason.
- ☐ I described their perspectives.
- ☐ I explained how each story reveals what the characters are thinking and feeling.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.



# Respond to the Focus Question

What happens when people in a family have different perspectives?

## Reread/Think

Choose one story to reread. Think about each character's perspective on the same situation.

**TEXT:** \_\_\_\_\_

How do the characters see the same situation differently? How do you think their ages and life experiences shape their perspectives? What could they learn from each other?

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## Talk

As a group, discuss the perspectives of two characters from the same story. What does each character want? Why? What could they learn from each other?

Take turns pretending to be the characters and acting out the same situation in different ways:

- arguing
- working together to create a new solution
- learning from each other

## Write

Rewrite one story in the lesson from the point of view of another character in the story. Use first-person pronouns like *I*, *me*, and *mine* and describe the character's thoughts and feelings. You can also create a new ending or write about what happens next with the characters.