Whose Garden View?

Sort two views of a school garden.

RI.3.6 "Distinguish their own perspective from that of the author of a text and describe how various perspectives shape the content and style of a text."

NAME _____ DATE _____

AUTHOR'S VIEW

The author writes the text. The author's view shapes which details the text includes.

A writer says a town needs a bridge so people can cross a river.

YOUR VIEW

Your view is what you think as a reader. You may care about something different from the author.

After reading about the town, I think it needs a playground.

1 SORT

8 items

Read the author's words, *Bees drink nectar from flowers, so a flower garden could give them food near our school*, and a reader's reply, *I would plant vegetables because kids could eat what we grow*; circle the view each numbered item shows, then pick two items and explain how you knew in Part 2.

1.	Sweet-smelling blossoms offer food to visiting bees.	AUTHOR READER
2.	Our school garden should be filled with flowers for bees.	AUTHOR READER
3.	I'd rather grow peas that we can eat.	AUTHOR READER
4.	Imagine picking tomatoes for our lunch!	AUTHOR READER
5.	A bee can sip nectar from a flower in our garden.	AUTHOR READER
6.	Fresh vegetables would help feed the kids at school.	AUTHOR READER
7.	Planting more flowers could make this a good stop for bees.	AUTHOR READER
8.	Bees need food, and our flower garden can help.	AUTHOR READER

2 PROVE IT

Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

Part 3, Make Your Own: Write one new garden sentence that shows the author's view and one that shows your view as the reader.

AUTHOR _____

READER _____

CHALLENGE

Write one sentence from each view about the garden, then tell how their different word choices show what each person cares about.

ANSWER KEY

Whose Garden View?

GRADE 3 · RI.3.6

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	Sweet-smelling blossoms offer food to visiting bees.	**AUTHOR**	The detail focuses on flowers feeding bees, the author's goal.
2	Our school garden should be filled with flowers for bees.	**AUTHOR**	It supports the author's choice to plant flowers for bees.
3	I'd rather grow peas that we can eat.	**READER**	The reader prefers vegetables that children can eat.
4	Imagine picking tomatoes for our lunch!	**READER**	It focuses on growing food for children, the reader's goal.
5	A bee can sip nectar from a flower in our garden.	**AUTHOR**	The nectar detail supports the author's focus on feeding bees.
6	Fresh vegetables would help feed the kids at school.	**READER**	It supports the reader's wish to grow food for children.
7	Planting more flowers could make this a good stop for bees.	**AUTHOR**	It supports planting flowers to help bees.
8	Bees need food, and our flower garden can help.	**AUTHOR**	It presents the garden as a way to feed bees.

PART 2 · PROVE IT

Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **AUTHOR**: Daisies could give bees another place to find nectar.
- **READER**: I would grow lettuce for our lunches.

Challenge: Author: Bright flowers will bring hungry bees to our garden. Reader: I hope we grow crunchy cucumbers for lunch. The author uses “hungry bees” to focus on bees, while the reader uses “lunch” to focus on children.

For Part 2, accept two explanations that connect an item's details to either feeding bees or growing food for children. For Part 3, accept new sentences that clearly show each view.