How I See It

Students identify views about familiar experiences.

1.P.2.2.B "Identify points of view and examples relevant to the student's experiences."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE A VIEW

a | **boring** | **fun** | **scary**

b | **fun** | **boring** | **scary**

2 MATCH VIEWS

rain	•	•	**hard**
lunch	•	•	**fun**
games	•	•	**yucky**

ANSWER KEY

How I See It

GRADE 1 · 1.P.2.2.B

HOW TO RUN THIS PAGE

Read the directions and each child's words aloud. Students use what the child says to identify a point of view, including two different views of the same game.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE A VIEW

SAY "Two children talk about the same game. Listen to each child, then circle the word that fits that child's view."

ROW	SAY	STUDENTS CIRCLE
a	A child says, 'I smile when I play tag. I want to play again.' Which word fits this child's view of tag?	**fun**
b	A child says, 'I feel afraid I might fall when I play tag. I do not want to play.' Which word fits this child's view of tag?	**scary**

PART 2 · MATCH VIEWS

SAY "Listen to what three children say: 'In the rain, I laugh and jump in puddles'; 'At lunch, I do not like how my food tastes'; 'In games, I try to learn the rules, but I cannot do it yet.' Draw a line from each word on the left to the word on the right that fits that child's view."

- **rain** matches **fun**
- **lunch** matches **yucky**
- **games** matches **hard**

WHAT TO ACCEPT

Circle rows: fun, then scary. Match rain to fun, lunch to yucky, and games to hard.