

CREATING A LESSON FOR PERSPECTIVE CHAPTER/UNIT	CREATING A LESSON FOR MY UNIT OF STUDY
<p>Focus: Widening the lens to reveal more</p>	<p>Focus:</p>
<p>What are some possible texts that could be used for a lesson on widening the lens?</p> <ul style="list-style-type: none"> • <i>Zoom</i> by Istvan Banyai • <i>ReZoom</i> by Istvan Banyai • <i>Across Town</i> by Sara • <i>Flotsam</i> by David Wiesner • <i>The Other Side</i> by Istvan Banyai • <i>The Red Book</i> by Barbara Lehman • <i>They All Saw a Cat</i> by Brendan Wenzel 	<p>What are some possible texts that could be used for a lesson on . . . ?</p>
<p>What are some possible activities and questions to consider while reading <i>Zoom</i> by Istvan Banyai?</p> <ul style="list-style-type: none"> • Given that the text is a wordless picture book, provide opportunities for students to describe what they see in each illustration and what they infer is happening in the illustration. • Engage in shared or interactive writing to create the text to align with the illustrations for the book. • Use hands or cardboard paper towel or toilet paper tubes to make a spyglass to look through and zoom in on an object. Encourage students to describe the object with and without the spyglass. • Invite students to make their own Zoom books to widen and narrow the focus on a particular object or scene. 	<p>What are some possible activities and questions to consider while reading . . .</p>
<p>What are possible ideas for reading with the text (second read)? What are possible questions to ask students?</p> <ul style="list-style-type: none"> • What do you see? • What do you not see? • What are you thinking? • What are you wondering? 	<p>What are possible ideas for reading with the text (second read)? What are possible questions to ask students?</p>

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<p>Focus: Widening the lens to reveal more</p> <p>What are possible ideas for reading critically (return read)? What are possible questions to ask students?</p> <ul style="list-style-type: none">• Why do you think different people had different ideas about what the images represent?• Where do you think those ideas came from?• What would lead different people to interpret the images differently?• Who do you think would have an advantage in interpreting the images as farm scenes? As a magazine cover?• Who do you think might find it hard to imagine the images as farm scenes or as a scene on a magazine cover?• How did the different perspectives in each image influence your interpretation of the images?• What difference does it make to read an image or a text from different perspectives?	<p>Focus:</p> <p>What are possible ideas for reading critically (return read)? What are possible questions to ask students?</p>
<p>What are some possible texts that could be used for a lesson on exploring multiple perspectives?</p> <ul style="list-style-type: none">• <i>The Other Side</i> by Jacqueline Woodson• <i>Mirror Mirror: A Book of Reverso Poems</i> by Marilyn Singer• <i>Follow Follow: A Book of Reverso Poems</i> by Marilyn Singer• <i>Look! Look! Look!</i> by Tana Hoban	<p>What are some possible texts that could be used for a lesson on . . . ?</p>

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<p>What are some possible activities and questions to consider while reading <i>The Other Side</i>?</p> <ul style="list-style-type: none"> • Discuss boundaries, barriers, and restrictions in general and then more specifically. • Discuss the purpose of a fence. • Revisit the use of metaphor. • Build background knowledge about the segregation era and Jim Crow laws. • Discuss the characters' actions, motives, and feelings. • Compare and contrast the actions, motives, and feelings of the children and adults. • Notice how the characters change and what factors influenced this change. • Ask students to consider how they can take action to make a difference in someone's life. • Do an author study of Jacqueline Woodson. 	<p>What are some possible activities and questions to consider while reading . . .</p>
<p>What are possible ideas for reading with the text (second read)? What are possible questions to ask students?</p> <ul style="list-style-type: none"> • What do you notice? Wonder? • Why does the girl initially tell Annie she can't jump rope with them? • Why don't the girls speak? Discuss notions of feeling silenced. • How do the characters' perspectives change at the end of the story? What causes this shift? • Examine the illustrations. Give particular attention to illustrations that spread across the center of the book and note the placement of images. 	<p>What are possible ideas for reading with the text (second read)? What are possible questions to ask students?</p>

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<p>What are possible ideas for reading critically (return read)? What are possible questions to ask students?</p> <ul style="list-style-type: none">• How is the fence a metaphor for racism in the United States both past and present?• What are other examples of fences that create barriers for some? How do those fences empower some and harm others?• How can we mend or take down those fences?• Invite students to create an artist's representation of the fence as a symbol for barriers or inequities.• Discuss the famous Clark doll study.• Connect the notion of the fence as a barrier with other limitations and restrictions during Jim Crow. Discuss how systemic racism advantages some while oppressing others.	<p>What are possible ideas for reading critically (return read)? What are possible questions to ask students?</p>