

Comparing Points of View

How can two people experience the same thing and understand it differently?

3 days · 3 books · 100 min in full · 55 min short · Grade 2

The idea

Point of view is clearest when the event stays the same and the interpretation changes. This focused three-day unit does only that. It begins by constructing an absent side, then compares several views that are actually present, and finishes with two characters reacting differently to one shared ending.

Across all three days, students hold the event steady and compare how different people understand or react to it. The emphasis stays on evidence for each view rather than on deciding which person is correct.

The arc

- Notice when a book gives one side and withholds another.
- Compare several present views of the same person or event.
- Hold one shared outcome steady while explaining two different reactions to it.

Where this fits

Run this after students can support a claim with a named detail. It is a short consolidation unit: the repeated habit is always “same event first, different view second, evidence for each third.” It leads naturally to later narrator and perspective work.

The 3 days

DAY 1 · Bad For Whom

Retell an incident from the other person's side, using details the book supplies.

Why here. The title names another side but the book does not give that side a voice, so students notice perspective as an absence before comparing two present voices.

From *Bad for Them, Good for Me* by Aaron Zevy · 35 min full · 20 min short · Makes: A split table with the book's account and a defensible other-side account.

DAY 2 · Three Ways Of Seeing Oddrey

Compare what different characters say about the same person or event, and give the evidence for each view.

Why here. Students move from constructing a missing account to holding several supplied views of the same subject side by side.

From Oddrey and the New Kid by Dave Whamond · 35 min full · 20 min short · Makes: A three-row view table and two versions of one event.

DAY 3 · Comparing Perspectives

Compare Bink's and Gollie's reactions to the same ending and support both perspectives with evidence.

Why here. The final day makes the control explicit: one shared outcome, two different focuses. Students may not change the event in order to explain the difference.

From Bink and Gollie: Whack-a-Duck · 30 min full · 15 min short · Makes: One shared outcome, one evidence detail per character, and a contrast statement.

Words to use

side — a plain Grade 2 word for whose account is being given. shared event — what both people experienced. perspective — what a character notices or emphasizes about that same event. while / but — useful contrast words for the final comparison.

Checkpoints

After Day 2 · Same event, two accounts. Give one familiar incident and ask the child to state two views without changing what happened.

Look for. Each view fits a specific person and is supported by a detail. Choosing who is “right” is not the task.

The task at the end

The two-sided card. Each pair chooses an incident from Day 1, Day 2, or the shared ending from Day 3. One side gives one defensible account or focus; the back gives another. Each side must name one supporting detail. Read only the front and ask the class to predict a plausible back.

Collect. Two views of one unchanged event, with one evidence detail for each. Time. About 35–40 minutes.

Teacher key

A successful comparison keeps the event shared. The perspectives differ because people notice, value, expect, or know different things. For Bink and Gollie, Bink focuses on the prize she did not win while Gollie focuses on the fact that everyone survived. Neither reaction needs to be declared correct.

What a strong answer looks like

- Shared event — states what both people experienced.
- Attribution — identifies whose view is whose.
- Evidence — supports each view with a detail.
- Contrast — explains the difference without changing the event.

Keeping the daily evidence

Keep the Day 1 other-side response and the final two-sided card. Growth is visible when the second view stops sounding like a complaint or invention and becomes a reasoned position supported by the same text.

The books this unit uses

- Bad for Them, Good for Me by Aaron Zevy · 1 lesson
- Oddrey and the New Kid by Dave Whamond · 1 lesson
- Bink and Gollie: Whack-a-Duck · 1 lesson