

HOPSCOTCH & THE LUCKY CLOVER



Episode 6

Point of View

DIGITAL TOOL CONTENTS

- Animated Video (3 Formats)
 - “Hopscotch & the Lucky Clover” Episode
 - “Hopscotch & the Lucky Clover” Episode with Point of View Literacy Lesson
- Literacy Lesson: Point of View
- 9 Point of View Activities
- EDITABLE Templates of Activities
- Suggestions for Implementation
- Digital Links for Google Slides™
- Answer Keys for Applicable Activities!

HOPSCOTCH & THE LUCKY CLOVER: EPISODE 6



Engaging
Animated Short
Film

Embedded
Literary Skills



Focus Skill:
Point of View

Replay to
Rewatch, Review
& Relearn

LITERACY LESSON VIDEO

POINT OF VIEW

PERSPECTIVE
NARRATOR

Point of View
Definition

Animated
Example of
Identifying Point
of View

██████████ HOPSCOTCH CHEERED, HOPING SAM
WOULD GET A HIT AND PROVE TO HERSELF THAT SHE
WAS STILL GREAT WITHOUT HER LUCKY CLOVER. WHEN
THE UMPIRE CALLED STRIKE THREE, HOPSCOTCH'S
HEART BROKE AS HE SAW SAM WALK BACK TO THE
BENCH. TURNING TO HENRY, HOPSCOTCH FELT TEARS
PRICKLE THE CORNER OF HIS EYES.

1ST PERSON

3RD PERSON

OBJECTIVE

LIMITED

OMNISCIENT

Explanation of
Literary Skill

Utilize Replay
for Skill Review

POINT OF VIEW ACTIVITIES

THE ADVENTURES OF
Hopscotch

Name: _____
Point of View Activity 3: In the Know vs. Out

Directions: In "Hopscotch & the Lucky Clover," the point of view shapes what the viewers know about the story. For this activity, you will examine several events from the story and identify ways the point of view builds your understanding versus ways it keeps you from better understanding the story.

In the Know: How does the point of view help you understand this event?	Out of the Know: How does the point of view keep you from better understanding this event?
Event 1: Sam finds Henry chewing on her hat and lucky clover.	
In the Know: How does the point of view help you understand this event?	Out of the Know: How does the point of view keep you from better understanding this event?
Event 2: Sam and her parents talk about the game at the table.	

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9 Point of View Activities

Perspective Rating, Evaluating Events, Blind Spots & More!

Varying Levels of Difficulty

Scaffold Students' Learning

[TEXT NAME]

Name:

Point of View Activity 6: By the Numbers

Directions: Consider the point of view of [TEXT NAME]. Complete the in-depth analysis of the point of view by rating the categories below. Include evidence from the story.

Trustworthiness – As a reader, do you trust the narrator?

Evidence to prove the narrator is trustworthy:

Evidence to prove the narrator is **not** trustworthy:

On a scale of 1 to 10, how trustworthy do you consider the narrator? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

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Reliability – As a view, can you rely on the narrator?

Evidence to prove the narrator is reliable:

Evidence to prove the narrator is **not** reliable:

On a scale of 1 to 10, how reliable do you consider the narrator? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

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Forthcoming – Do you think the narrator is informative and helpful?

Evidence to prove the narrator tells too little:

Evidence to prove the narrator tells too much:

On a scale of 1 to 10, how forthcoming do you consider the narrator? Do they tell too little or too much? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

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Activities Come
in EDITABLE
Templates

Create
Assignments
for Any Text

Digital Point of
View Workbook

Allows for
Flexible
Implementation

RESOURCE ALSO INCLUDES...

Point of View Answer Keys ● Google Slides™ Links

IMPLEMENTATION NOTES

Implementation Suggestions

The Adventures of Hopscotch materials are designed to provide teachers with a variety of resources to teach students the literary elements – in particular – point of view. The collection of materials can be overwhelming. Due to the wide range of needs, the following “road map” provides suggestions for utilizing the activities and maximizing the resources included. The resources can be used for **any** and **all** models.

Video Formats

- Short Film Format A is the original film and does not include the instructional component.
- Short Film Format B includes a brief literacy lesson of the focus skill, point of view, at two points during the film. The instructional component includes the definition, explanation, brief example, and point of view questions.
- Use whichever format best suits the needs of your students and classroom context.

Implementation Model	Suggestions
Part of Rotation & Centers	<ul style="list-style-type: none"> • If implementing a rotation model or centers in your classroom, the Hopscotch point of view activities can be used as a center. • Point of view activities can be assigned, students may select their work, or utilize the choice board to implement the center over several class periods. No matter the assignment choices, a center maximizes their exposure to this skill in a small amount of time.
Pull-Out/Small Groups	<ul style="list-style-type: none"> • Select the activities from the Hopscotch materials that students would benefit from having teacher assistance readily available. Guide students in small groups while the rest of the class engages in independent work or a rotation model. • Use the resources to differentiate for students' needs when working independently as well. For the periods when students are working independently, the assignments are structured in ways that enable accommodation. For example, assign graphic organizer work and work on perspective ratings in a small group.
Remediation	<ul style="list-style-type: none"> • The video and activities can be used over the course of a unit, semester, or even entire school year. Each time students need a refresher on point of view, they can watch Hopscotch's story and complete a point of view activity. Activities can be assigned by increasing difficulty as the year progresses, ensuring students are being challenged in appropriate ways throughout the year. • The video and activities can also be used to accommodate the needs of all learners. The visual elements allow the resources to be accessible to all students from all backgrounds. The resources can be a teaching tool, remediation tool, and even a re-teaching tool.
In-Class Instruction & Virtual Hybrid	<ul style="list-style-type: none"> • If you engage in in-class instruction and distance learning at the same time, the resources can help facilitate this model. Especially since this model requires a wealth of resources to keep students engaged with a variety of assignments – both in the classroom and independently at home. • For in-class students, direct instruction and small groups provide them with the help they need to master skills and overcome obstacles. Work can be tailored to their specific needs. For instance, a small group may need to focus on the more challenging point of view assignments, while another group may benefit most from the choice board. In all cases, students engage with work that is differentiated and appropriately rigorous. • When learning takes place at home, access to the video and resources allow for flexible implementation. The video can serve as a re-teaching tool and provide students with an avenue to engage with the material and do so independently. They can then practice the skills they learned in class and do so successfully at home.

Suggestions for Classroom Use

Options to Maximize Learning

Tips for Multiple Instructional Models

Single Class to Year-Long Scope

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You May...	You May NOT...
<ul style="list-style-type: none">• Use the video and/or resources for your own personal use.• Use the video and/or resources for your own classroom and/or students.• Copy the video and/or resources for use in your classroom for your students.• Upload and add the video and/or resources to your secured, password-protected classroom website that only your students and parents can access.• Upload and add the video and/or resources to your classroom's Google Drive.	<ul style="list-style-type: none">• Give the video and resources to others.• Copy the video and resources for the use by others.• Upload and post the video and/or resources on a website, including a personal site, public classroom website, school or district website, or any other public website, such as YouTube or Vimeo.• Sell any part of the video and/or resources.• Modify any part of the video and/or resources for resell or for free.• Sell supplementary curricular materials to accompany the video.

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CREDITS

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Thank you to the following graphic artists; their fonts and graphics were purchased and used for this product.

