

Overview

Overview | Comparing Characters' Responses to Events



Comparing Characters' Responses to Events

by Mary Lynn Huie, Shay Eli, Theresa Bennett, Catherine Miller, and Jeanne Coherd

Second grade students will learn to compare characters in a story by reading text and examining illustrations to determine how each character responds to events in the story. Students will also suggest reasons for the differences in each character's response based on what they have learned about each character while reading the story.

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Grades: 2

Discipline: ELA

Teaching Task: Elementary Task 8 (Informational or Explanatory and Compare)

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Section 1: What Task?

TEACHING TASK

Elementary Task 8 [3 Levels]

Informational & Compare

L1: Why do characters respond differently to events and challenges in a story? After reading and examining illustrations from Grandpa's Corner Store , write a short piece in which you compare Steven and Lucy's reactions to the new supermarket being built and explain why you think they reacted differently. . Give several example/s from the text to support your discussion.

STUDENT BACKGROUND

No Student Background for this Module

EXTENSION

No Extension for this Module

Rubric

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but is off-task.		Addresses prompt, but focus is uneven.		Addresses prompt with an adequately detailed response; stays on task		Addresses key aspects of prompt in a detailed response; stays on task.
Controlling Idea	Lacks a clear controlling idea to inform or explain .		Establishes a controlling idea to inform or explain, though may lack clarity or credibility.		Establishes a credible controlling idea to inform or explain.		Establishes and maintains a substantive and credible controlling idea to inform or explain.
Reading/Research	Attempts to include reading materials using examples, quotes, or other references.		Presents some information from reading materials but may lack accuracy or relevance.		Accurately presents information from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important information from reading materials to inform or explain.
Development	Attempts to inform or explain but lacks details.		Informs or explains by presenting some details.		Informs or explains using appropriate details.		Informs or explains by providing detailed and relevant information.
Organization	Lacks an opening, development, and/or closure.		Demonstrates an attempt to organize information within a structure to inform or explain.		Organizational structure adequately supports presentation of information.		Organizational structure enhances presentation of information.
Conventions	Lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level.		Demonstrates an uneven command of standard English conventions appropriate to grade level.		Demonstrates a command of standard English conventions, with few errors as appropriate to grade level.		Maintains a well-developed command of standard English conventions, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt.
Content Understanding	Content is irrelevant, inappropriate, or inaccurate.		Shows uneven understanding of disciplinary content.		Presents generally accurate disciplinary content.		Presents accurate and relevant disciplinary content to enhance understanding of topic.

STANDARDS

Common Core Anchor Standards Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards Writing

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Anchor Standards Language

L.CCR.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.CCR.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.CCR.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Custom Standards

Section 2: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

INFERENCES FROM ILLUSTRATIONS: Ability to identify and select relevant features in pictures that relate important character information.

COMPARING: Ability to compare two characters by identifying character behaviors that are similar and different.

NOTE-TAKING/ACTIVE READING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase. Ability to identify the central point and main supporting elements of a text.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

SHORT CONSTRUCTED RESPONSE

10 minutes

Some parts of the United States have had lots of snow this winter. Some people really like when it snows and some people don't. Today, we are going to role play how some people might react to hearing the news that snow is in the forecast.

Role Play: Imagine you and your family are watching television together after dinner. The weatherman comes on and says that snow is expected during the night. Possibly up to 6-8 inches of snow! Schools have already started to announce closings for the next day.

Now, let's think about how each person in the family might react to this news. Would the adults feel the same way about snow as the children? Let's have some volunteers play the part of different family members when they hear the news. Think about how they might feel, what they might say, and why they might feel this way. First, turn to a partner and share some ideas of what you might do or say.

Who would like to play the role of a child in the family? An adult?

(Allow students time to role play for a few minutes. If different viewpoints are not demonstrated, the teacher could suggest some ideas as well.)

Scoring Guide (Work Meets Expectations If):

students respond with relevant examples of family members (characters) who responded differently

Instructional Strategies:

Describe the scenario for the role play to help students connect to the activity.

After students have shared their responses with a partner, have volunteers role play different views.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

LIST

20 minutes

In your own words, what does this prompt ask you to do? How might you use a T-Chart to help you find the information you will need?

Scoring Guide (Work Meets Expectations If):

students identify important words from the Teaching Task.

Instructional Strategies:

Tell students that we will be reading a story called Grandpa's Corner Store. In this story, some of the characters react differently to an event that happens - just like we learned that people can have different reactions to the idea of a large snowfall.

Have students read the prompt on the last page of their student journals and underline/highlight key words that indicate what they must do.

Pair students to make a list of key words they have identified.

Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.

Notes:

Teachers may post the classroom list or have students write a "translated" version of the task to post.

Accommodations and Interventions:

Make sure students understand the meaning of the following words: describe, reactions, different, event, reasons.

Reading Process

INFERENCES FROM ILLUSTRATIONS: Ability to identify and select relevant features in pictures that relate important character information.

NOTES**50 minutes**

Examine the pictures of Steven and Lucy on pages 398 and 399. How are they feeling? What parts of the picture tell you how they are feeling? Why do you think they feel this way?

Scoring Guide (Work Meets Expectations If):

Answers questions with credible response.

Instructional Strategies:

Read aloud Grandpa's Corner Store.

Ask students to look carefully at the picture of Steven on page 398. Ask students how they think Steven is feeling. Questions to ask may include How is Steven feeling? How do you know?

Ask about the clues for these feelings, focusing on the illustration, but also allowing students to use the text if they can find a clue there. Then ask students, Based on what happened in the story, why do you think Steven feels this way? Remind students to look for clues in the text to explain why Steven might be feeling this way.

Model how to respond to the prompt in sentences. A possible response could be: I think

Steven is happy because he is smiling in the picture. He's probably excited about all the things the new store will have.

Now ask students to look carefully at the picture of Lucy on p. 399. Questions to ask may include "How do you think she is feeling? What makes you think that? Why do you think she feels this way?"

Invite students to share and discuss their answers for the picture with a shoulder partner. After the discussion, allow them to record their responses for Learning Activity #1 in their student journals.

Notes:

If possible, project each picture on a screen to facilitate discussion of specific elements of the pictures that convey the characters' feelings.

COMPARING: Ability to compare two characters by identifying character behaviors that are similar and different.

LIST

50-minute session

Today we will practice comparing two people's reactions to the same event. Let's think back to the role play activity we did with a family expecting a large snowfall. We will use a T-chart to list ways their reactions were different. On this side of the chart (left), we will write about a child's reaction; on this side (right), we will write about an adult's reaction.

Scoring Guide (Work Meets Expectations If):

students complete T-Chart with appropriate information about the characters' different reactions.

Instructional Strategies:

Have students turn to the T-Chart in their journals; as students write on the T-Charts, check that they are putting information in appropriate columns.

Allow students time to share with one another some of the reactions that were role played in previous lesson.

Display teacher copy of the T-Chart or use chart paper as students look at their own copies. Point out the headings at the top of each column.

Ask volunteers to give you ideas for each column. Some possible child reactions could be: shouting, jumping up and down, big smiles. Some possible adult reactions could be: frowning, slumped shoulders, sighs.

Have students record on their own T-charts at the same time the teacher is writing on the class chart.

Then ask students to think of a word that would describe the feelings of the child and adult. Record these on the T-Chart as well. Have students turn to a partner and share the describing word they chose and what evidence they used to support that feeling.

Finally, ask students to see if they can figure out WHY these two "characters" in the role

play might have reacted differently. Ask why a child might be excited/happy about the snow. Some possible answers could be: no school, get to sleep in, get to build a snowman. Ask why an adult might not be excited about the snow. Some possible answers could be: need to get childcare or miss work, have to clear snow out of driveway, snow may get tracked in house and make a mess.

Have students record a possible reason for each of the reactions.

Finally, model for the students how to describe the child's reaction in sentences. It might sound something like this: The child was so excited about the snow. He was jumping up and down and smiling from ear to ear. He could hardly wait to start building his snowman the next day.

Explain that your response answers the following questions: How was the child feeling? How do you know? Why do you think he was feeling that way?

Have students turn to a partner and talk about what they could write to describe the adult's reaction. Then, record their response on the next page in their journals. Remind them to begin sentences with capitals and end with periods.

Let volunteers share their responses. Put the ideas together and record a group response on the class T-Chart.

Notes:

This activity helps students understand how to identify and record important character traits. This skill will be critical to completing the Teaching Task; any students struggling with this skill may need extra support for subsequent activities.

Accommodations and Interventions:

Provide support as needed for those students struggling to record their responses.

NOTE-TAKING/ACTIVE READING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase. Ability to identify the central point and main supporting elements of a text.

NOTES**50 minutes**

As I read the story, follow along and find words and actions of each character that will help us understand their feelings.

Scoring Guide (Work Meets Expectations If):

Identifies relevant words and actions.

Instructional Strategies:

Stop reading frequently to allow students time to add information to their charts.

After completing the story, have students work with a partner to compare information they have gathered on their charts. Instruct students to find at least one more example for their own chart and to provide at least one example to their partner's chart.

Notes:

Check students T-charts when you stop to read and look for relevant information. Remind them that they will use the information on the T-Chart to help them write a summary about each character's response to an event in the story.

Accommodations and Interventions:

Some students may need extra support in finding the details in the text.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

SHORT CONSTRUCTED RESPONSE**15 minutes**

Read over the information about Lucy and Steven you have listed on your T-Chart. How did each react to the new supermarket, and why do you think they react differently?

Scoring Guide (Work Meets Expectations If):

students identify how each character reacted and suggest why the reactions are different.

Instructional Strategies:

After reading their T-Charts, ask students to share why they think Lucy and Steven had different reactions to the building of a new supermarket.

After discussion, allow students time to add their response to the bottom of the T-Chart.

Accommodations and Interventions:

Some students made need help putting their thoughts into words.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

SHORT CONSTRUCTED RESPONSE**20 minutes**

For our final activity you will use your T-Chart to help you write about each characters response to an important event in the story. The first part of your piece will be an introduction. In the introduction, you will tell the reader the name of the story you read, what it is about, and the names of the main characters.

Scoring Guide (Work Meets Expectations If):

Writes 2-3 sentences that relate the name of the story and provide a brief statement of what the story is about.

Identifies two main characters in the story.

Instructional Strategies:

Post the name of the story so students can copy the title in their first sentence.

Ask students what they would tell a friend who asked what this story is about.

List the three parts of the introduction to help students stay on track as they write (story title, what it is about, two main characters).

Accommodations and Interventions:

If students have never written an introduction or if some students are struggling with the task, teachers could provide sentence starters for each part of the introduction. For example, "_____ is a story about _____. Two main characters in this story are _____."

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE

20 minutes

Now read over the information on the side of the T-Chart about Lucy. Using this information, write about how Lucy reacts to the building of a new supermarket.

Scoring Guide (Work Meets Expectations If):

students write 2-4 sentences about Lucy with examples from their T-Charts.

Instructional Strategies:

After students write 2-4 sentences, ask them to add one sentence at the end that tells why they think Lucy reacts this way.

Accommodations and Interventions:

The last sentence can be optional for students who struggle with this interpretive statement.

LONG CONSTRUCTED RESPONSE

20 minutes

Now read over the information on the side of the T-Chart about Steven. Using this information, write about how Steven reacts to the building of a new supermarket.

Scoring Guide (Work Meets Expectations If):

students write 2-4 sentences about Steven with examples from their T-Charts.

Instructional Strategies:

After students write 2-4 sentences, ask them to add one sentence at the end that tells why they think Steven reacts differently from Lucy.

Accommodations and Interventions:

The last sentence can be optional for students struggling with this interpretive statement.

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

5 minutes

Turn in your complete paper with the Introduction, paragraph about Lucy, and paragraph about Grandpa.

Scoring Guide (Work Meets Expectations If):

Fits the Meets Expectations category in the rubric for the teaching task.

Instructional Strategies:

Resources

Uploaded Files

 [Grandpas Corner Store Journal.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/36482/873013644_Feb_27_2014_131848673.docx)


Student Journal for Grandpa's Corner Store

Keywords

*Links**

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

Other Resources

 Imagine-It Reading Series, Grade 2, Grandpa's Corner Store, pp. 391-407

Section 4: What Results?

Classroom Assessment Rubric	
Not Yet	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Attempts to present information relevant to prompt.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question.
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.
Meets Expectations	
Focus	Addresses prompt with a focused response.
Reading/Research	Presents and applies relevant information with general accuracy.
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.
Organization	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task

No Classroom Assessment Task for this module

Exemplar Work

Uploaded Files

Comments

Author Notes

Other Comments