



**Literacy Design
Collaborative**

Comparing Characters' Responses to Events

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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. For more information about this module, contact Shay Eli, Cape Henlopen School District, Delaware, shay.eli@cape.k12.ga.us.

GRADES

2

DISCIPLINE

 **ELA**

COURSE

Any

Section 1: What Task?

Teaching Task

Task Template 2-3.18 - Informational or Explanatory

Why do characters respond differently to events and challenges in a story? After reading and examining illustrations from Grandpa's Corner Store, write an essay in which you compare Steven and Lucy's reactions to the new supermarket being built and explain why you think they reacted differently. Support your response with evidence from the text/s.

Common Core State Standards

Language Standards

L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1.f

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.1.e

Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.d

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.c

Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.b

Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1.a

Use collective nouns (e.g., group).

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.e

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.2.d

Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.2.c

Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.b

Use commas in greetings and closings of letters.

L.2.2.a

Capitalize holidays, product names, and geographic names.

L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.a

Compare formal and informal uses of English.

L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4.e

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.4.d

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.4.c

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.4.b

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.2.4.a

Use sentence-level context as a clue to the meaning of a word or phrase.

Reading Standards for Informational Text

RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.4

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Additional Standards

No standards selected

Texts

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

LDC Student Work Rubric - Informational or Explanatory

| | Not Yet | Approaches Expectations | Meets Expectations | Advanced |
|---|---|---|--|--|
| | 1 | 2 | 3 | 4 |
| Focus | Attempts to address prompt but lacks focus or is off-task. D: Does not address additional demands, or attempts lack focus or are off-task. | Addresses prompt but focus is uneven. D: Attempts to address additional demands but may be uneven. | Addresses prompt appropriately with a steady focus; stays on task. D: Addresses additional demands sufficiently. | Addresses all aspects of prompt with a developed and consistent focus; stays on task. D: Addresses additional demands with thoroughness and makes a connection to controlling idea. |
| Controlling Idea | Lacks a clear topic or controlling idea. | Names a topic or controlling idea, though may lack clarity or credibility. | Names a credible topic or controlling idea. | Names and maintains a strong and credible topic or controlling idea. |
| Reading/Research (when applicable) | Provides details not connected to the reading materials or to the prompt. | Provides some details from reading materials but lacks accuracy or relevance. | Accurately provides some details from reading materials relevant to the prompt. | Accurately and effectively provides key details from reading materials relevant to the prompt. |
| Development | Does not provide details or is off-task. | Provides some details that support the focus and controlling idea. | Provides appropriate details that support the focus and controlling idea. | Provides key details that strongly support the focus and controlling idea. |
| Organization | Lacks organization of topic and information. | Attempts to organize topic and information. | Demonstrates some elements of organization: including an introduction of topic, supporting details, and/or closure or a concluding statement or section. | Demonstrates elements of organization: including an introduction, supporting details, and closure or a concluding statement or section. |
| Conventions | Lacks 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 miscues, as appropriate to grade level. | Demonstrates and maintains a well-developed command of standard English conventions, with few miscues, as appropriate to grade level. |
| Content Understanding | Content is irrelevant, inappropriate, or inaccurate. | Shows uneven understanding of topic or disciplinary content. | Presents generally accurate topic or disciplinary content. | Presents relevant and accurate disciplinary content to enhance understanding of topic. |

Background for Students

In this lesson, you will closely read Grandpa's Corner Story by Dyann DiSalvo Ryan. You will focus on comparing and contrasting the reactions of two different characters in the story. You will take notes and have plenty of opportunities to discuss the topic with your classmates. You will demonstrate your understanding in an informational essay in which you show your understanding of comparing and contrasting.

Extension

Not provided

Section 2: What 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.

EDITING: Ability to proofread and format a piece to make it more effective.


COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
|-------------------------------|---|--|---|--|
| Preparing for the Task | | | | |
| 10 mins | <p>TASK ENGAGEMENT:</p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns</p> | <p>SHORT CONSTRUCTED RESPONSE</p> <p>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.</p> <p>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.</p> <p>Who would like to play the role of a child in the family? An adult?</p> <p>(Allow students time to role play for a few minutes. If different viewpoints are not demonstrated, the teacher could suggest some ideas as well.)</p> | <p>Student meets expectations if he/she does the following:</p> <p>students respond with relevant examples of family members (characters) who responded differently</p> | <ul style="list-style-type: none"> 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. <p>Pacing: 10 minutes</p> |

| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
|---|--|--|---|---|
| 20 mins | TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric. | LIST 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? | Student meets expectations if he/she does the following: students identify important words from the Teaching Task. | <ul style="list-style-type: none">● 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.● Pass out Student Journals. Explain that students will use the journals to help them keep track of ideas and information as they read.● 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.● Accommodations and Interventions: Make sure students understand the meaning of the following words: describe, reactions, different, event, reasons. <p>Pacing: 20 minutes</p> |
| Additional Attachments: | | | | |
|  Student Journal Grandpa's Corner Store | | | | |
| Reading Process | | | | |

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|--|--|---|--|--|
| 50 mins | INFERENCES FROM ILLUSTRATIONS: Ability to identify and select relevant features in pictures that relate important character information. | NOTES 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? | Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Answers questions with credible response. | <ul style="list-style-type: none"> 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. <p>Pacing: 50 minutes</p> |
| Additional Attachments:  Grandpa's Corner Store Journal | | | | |

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| 50 mins | COMPARING: Ability to compare two characters by identifying character behaviors that are similar and different. | LIST 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. | Student meets expectations if he/she does the following: students complete T-Chart with appropriate information about the characters' different reactions. | <ul style="list-style-type: none"> 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. |

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| 50 mins | 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 As I read the story, follow along and find words and actions of each character that will help us understand their feelings. | Student meets expectations if he/she does the following: <ul style="list-style-type: none">Identifies relevant words and actions. | <ul style="list-style-type: none"> 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. <p>Pacing: 50 minutes</p> |
| Transition to Writing | | | | |
| 15 mins | BRIDGING: Ability to begin linking reading results to writing task. | SHORT CONSTRUCTED RESPONSE 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? | Student meets expectations if he/she does the following: students identify how each character reacted and suggest why the reactions are different. | <ul style="list-style-type: none"> 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. <p>Pacing: 15 minutes</p> |
| Writing Process | | | | |
| 20 mins | CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task. | SHORT CONSTRUCTED RESPONSE For our final activity you will use your T-Chart to help you write about each character's 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. | Student meets expectations if he/she does the following: <ul style="list-style-type: none">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. | <ul style="list-style-type: none"> 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 _____." <p>Pacing: 20 minutes</p> |

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| 20 mins | DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure. | LONG CONSTRUCTED RESPONSE 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. | Student meets expectations if he/she does the following: <ul style="list-style-type: none"> students write 2-4 sentences about Lucy with examples from their T-Charts. | <ul style="list-style-type: none"> 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. <p>Pacing: 20 minutes</p> |
| 20 mins | DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure. | LONG CONSTRUCTED RESPONSE 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. | Student meets expectations if he/she does the following: <p>students write 2-4 sentences about Steven with examples from their T-Charts.</p> | <ul style="list-style-type: none"> 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. <p>Pacing: 20 minutes</p> |
| 30 mins | EDITING: Ability to proofread and format a piece to make it more effective. | LONG CONSTRUCTED RESPONSE Reread your essay and check for spelling, capitalization, punctuation, and grammar. Make any changes needed and rewrite your final copy. | Work meets expectations if students provide a draft free from distracting errors and uses a format that supports the purpose. | Briefly review selected skills that many students need to improve. |
| 10 mins | COMPLETION: Ability to submit final piece that meets expectations. | LONG CONSTRUCTED RESPONSE Turn in your complete paper with the Introduction, paragraph about Lucy, and paragraph about Grandpa. | Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. | Pacing: 5 minutes |

Instructional Resources

Student Handout

Grandpa's Corner Store Journal

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

 **Grandpa's Corner Store Journal** : <https://s ldc.org/u/byztcgv5whfrg797xnwroj1ak>