**Subject area/course**: ELA/Social Studies

**Grade level/band**: 2nd

**Task source**: New Hampshire Task Bank; Authors: Eileen Kossakoski, Mary Larson, Barbara MacDonald, Joanne Hamor

**Boxcar Children**

**TEACHER'S GUIDE**

1. **Task overview**:

A new student will be joining our class. This student has never been part of a classroom community. While reading The Boxcar Children, we learned about Henry, Jessie, Violet, and Benny. We learned what traits helped them become good community members. Students will create a product that shows how one of the Boxcar Children contributed to his/her community.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

**CCSS.R.L.2.3** Describe how characters in a story respond to major events and challenges.

**CCSS.R.L.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**CCSS.G2** Understand the responsibilities of individuals as members of a community.

**CCSS.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCSS.SL.2.2**  Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

1. **Secondary Common Core State Standards**

**CCSS.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

1. **Critical abilities**

**Analysis of Information:** Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Communication in Many Forms:** Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

**Interpersonal Interaction and Collaboration:** Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Other standards**

*New Hampshire Competencies*

**Reading Literature**: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and nonprint literary texts.

**Speaking**: Students will demonstrate the ability to speak purposefully and effectively- strategically making decisions about content, language use, and discourse style.

1. **Time/schedule requirements:**

This task was designed to be completed over the course of about two weeks, depending on scheduling. It may also take 3 weeks to read the text in advance, in addition to the two weeks needed to complete the task itself.

1. **Materials/resources:**
* Copy of The Boxcar Children by Gertrude Chandler Warner
* Character traits planning sheet
* Assorted art materials (paper, crayons, popsicle sticks, scissors, glue, etc.)
* iPads for filming
* Anchor charts
1. **Prior knowledge:**

None provided.

1. **Connection to curriculum:**

None provided.

1. **Teacher instructions:**
2. Review rubric/ clarify vocabulary.
3. Brainstorm a list of possible projects that will show the character and how he or she helped the community.
4. Give students directions for task: “You've listened to the story, The Boxcar Children, by Gertrude Chandler Warner. We learned about character traits and our classroom community. A new student will be joining our class. This student has never been part of a classroom community.  While reading The Boxcar Children, we learned about Henry, Jessie, Violet, and Benny.  We learned what traits helped them become good community members. You will choose one of the 4 children to focus on." Students then select boxcar character.
5. Students will complete the following products in four 15 – 20 minute work sessions:
	1. Character planning sheet
	2. Students will respond to the following writing prompt, citing evidence from text.  How did \_\_\_ help his (her) community?
	3. Create The Boxcar Children product
6. Brainstorm types of presentations (How can you creatively tell the new student what qualities make a good community member?)
7. Provide iPad to record and share presentations. (Presentations can be scored as presented if iPads are not available.) Score using rubric.
8. Debrief with class what went well and didn’t go well.

 *Possible Formative Assessments Throughout*

* Planning sheet
* Contributions to classroom discussions
* Contributions to anchor charts
1. **Student support:**

*Possible Accommodations*

* Break task down in to smaller tasks.
* Provide student with additional time to process and/or repeat directions to an adult
* Reword or repeat directions as needed
* Provide student with a model or demonstration of activity
* Provide quiet, distraction free work environment when necessary
* Provide sensory and/or movement breaks as needed
* Make the subject matter meaningful to the student (explicitly link previous knowledge)
1. **Extensions or variations:**

None provided.

1. **Scoring:**

Student work can be scored using the Boxcar Children rubric.