

HOW A CHARACTER RESPONDS TO EVENTS AND CHALLENGES

2.R.2.A.b. Read, infer, analyze, and draw conclusions to describe main characters in works of fiction, including their traits, motivations, and feelings

CONTENTS

TEACHER NOTES

An introduction to the lessons and a brief discussion of the research used to develop the instructional resources included in the lesson set.

LEARNING MAP TOOL

An overview of the standards, the learning map section, and the nodes addressed in the lesson set.

INSTRUCTIONAL ACTIVITIES FOR LESSONS 1–3

Detailed walkthroughs of each lesson.

PASSAGE

A text designed to support the skills students practice in the lessons. You may use the provided text or select your own. (Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.)

ILLUSTRATION GALLERY

A separate file of the illustrations from the provided passage for use in Lesson 1.

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STUDENT ACTIVITY

An activity that gives students an opportunity to independently practice the skills from the lessons, intended to be completed following the lesson set.

TEACHER'S FEEDBACK GUIDE A feedback tool for your use with the lesson set.

HOW A CHARACTER RESPONDS TO EVENTS AND CHALLENGES

TEACHER NOTES

2.R.2.A.b, Lessons 1–3

UNIT OVERVIEW

These lessons promote active engagement with the text as students discover how events and character actions are interrelated.

Lesson 1: In this lesson, students use pictures and illustrations to identify important events in a story and discuss which event is the most important.

Lesson 2: In this lesson, students discover that a character changes depending on what happens to them in a story. Students draw a picture of the main character from a particular scene in the story and then explain how the character behaves in response to the event.

Lesson 3: In this lesson, students become a character in a new story, using dramatic interpretation to demonstrate how the character acts and feels following an event in the story. You help students describe how the character responds to the events or challenges by asking questions that help students see the connections between the events and the character's behavior.

Research Findings

Lesson Strategies, Approaches, or Activities

| | |
|---|---|
| Pictures, illustrations, and graphics strengthen a reader’s understanding of the text. “A visual display helps readers understand, organize, and remember.” (Duke & Pearson, 2008) | In Lesson 1, students use illustrations to determine what the most important events in the story are. Lessons 2 and 3 use charts to visually organize details from the stories. |
| When students lead the class discussion and share multiple perspectives, it helps “illuminate, complicate, and ultimately enrich” a close reading of a text. (Aukerman & Schultdt, 2016) | In the lessons, students will share their perspectives about the texts with their peers. This interaction helps students examine the texts from many angles. |

| | |
|---|---|
| <p>Using a text that is culturally familiar to students “may help teachers build upon what students know” and help them make connections while reading.</p> <p>(Aukerman, 2015)</p> | <p>Choose familiar fairy tales, folktales, and texts with moral dilemmas to help students deepen their connections with what they are reading.</p> |
| <p>Using dramatic retelling in the classroom provides students with imaginative engagement. “Students have and explore a range of imaginative, emotional, and performative responses to a text” when they dramatize what they read. “Texts evoke response.”</p> <p>(Aukerman, 2015)</p> | <p>Lesson 3 gives students the opportunity to dramatize a story, which will help them form deeper connections with the text.</p> |
| <p>“Readers create images to form unique interpretations, clarify thinking, draw conclusions, and enhance understanding.”</p> <p>(Miller, 2002)</p> | <p>In the lessons, students will make drawings and act out character responses. These physical representations will help students make deeper connections with the texts.</p> |

BIBLIOGRAPHY

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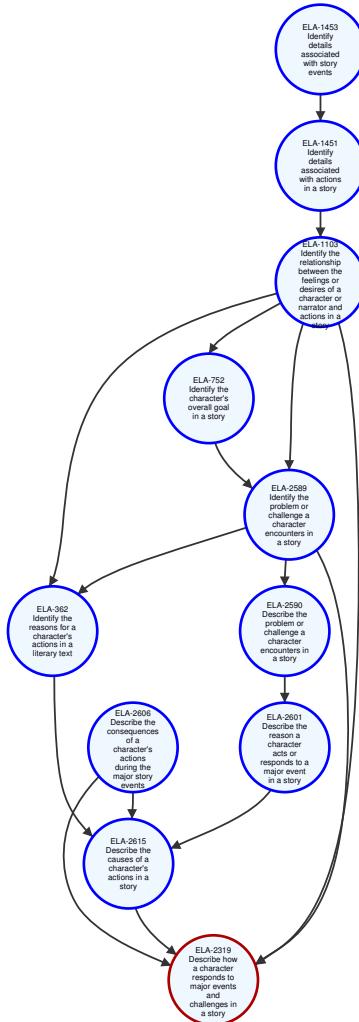
HOW A CHARACTER RESPONDS TO EVENTS AND CHALLENGES

LEARNING MAP TOOL

2.R.2.A.b

STANDARD

2.R.2.A.b Read, infer, analyze, and draw conclusions to describe main characters in works of fiction, including their traits, motivations, and feelings.



*Learning map model for RL.2.3.

| Node ID | Node Name | Node Description |
|----------------|---|--|
| ELA-362 | IDENTIFY THE CAUSES OF A CHARACTER'S ACTIONS IN A LITERARY TEXT | Identify what causes a character to act in the way he or she does in a literary text. |
| ELA-752 | IDENTIFY THE CHARACTER'S OVERALL GOAL IN A STORY | Identify the overall goal that drives the actions of a character in a story. |
| ELA-1103 | IDENTIFY THE RELATIONSHIP BETWEEN THE FEELINGS OR DESIRES OF A CHARACTER OR NARRATOR AND ACTIONS IN A STORY | Identify how a narrator's or character's actions make him or her feel; or identify how the narrator's or character's desires or feelings lead to a specific action. |
| ELA-1451 | IDENTIFY DETAILS ASSOCIATED WITH ACTIONS IN A STORY | Identify the details that depict specific actions in a story. This skill requires making a conceptual connection between a detail and an action in a story. |
| ELA-1453 | IDENTIFY DETAILS ASSOCIATED WITH STORY EVENTS | Identify the details related to specific events in a story. This skill requires making a conceptual connection between a detail and an event. |
| ELA-2319 | DESCRIBE HOW A CHARACTER RESPONDS TO MAJOR EVENTS AND CHALLENGES IN A STORY | Describe how a specific character reacts or responds to the specific major events and challenges he or she encounters throughout the course of a story. |
| ELA-2589 | IDENTIFY THE PROBLEM OR CHALLENGE A CHARACTER ENCOUNTERS IN A STORY | Identify what hinders or prevents the character from reaching his or her goal in a story. |
| ELA-2590 | DESCRIBE THE PROBLEM OR CHALLENGE A CHARACTER ENCOUNTERS IN A STORY | Describe what hinders or prevents the character from reaching his or her goal in a story. |
| ELA-2601 | DESCRIBE THE REASON A CHARACTER ACTS OR RESPONDS TO A MAJOR EVENT IN A STORY | Describe why the character acts or responds in specific ways during a major event in a story. |
| ELA-2606 | DESCRIBE THE CONSEQUENCES OF A CHARACTER'S ACTIONS DURING THE MAJOR STORY EVENTS | Describe what results from the actions of characters in the major events of a story. The result determines whether the character will be able to achieve the goal. |
| ELA-2615 | DESCRIBE THE CAUSES OF A CHARACTER'S ACTIONS IN A STORY | Describe what causes the actions of characters in the major events in a story. A cause provides a foundation for the character's actions and a reason for pursuing the goal. |

DETERMINING A STORY'S MAIN EVENT OR CHALLENGE INSTRUCTIONAL ACTIVITY

2.R.2.A.b, Lesson 1

LEARNING GOAL

In this lesson, students identify the most important event or challenge a character faces in a story.

STANDARD

2.R.2.A.b Read, infer, analyze, and draw conclusions to describe main characters in works of fiction, including their traits, motivations, and feelings

PREPARATION

Before the lesson, select a story with a moral or ethical dilemma (such as a folktale, fairy tale, or superhero story). The story should include eight to ten images that represent the events and actions from the beginning, middle, and end of the story. This unit provides a passage, [THE LLAMA AND THE MULE](#), and an [ILLUSTRATION GALLERY](#) of the story's illustrations. You are free to copy both of these provided resources. For a storybook format, print the story front and back and staple down the side. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.

Make one copy of two of the pictures to model the activity with. Make multiple copies of the other images so that you have one copied image per student. (Pictures may be repeated when distributed to students.)

MATERIALS & HANDOUTS

- ▶ a teacher copy of [PASSAGE: THE LLAMA AND THE MULE](#)
- ▶ [ILLUSTRATION GALLERY](#)

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can tell my classmates what the most important event is in a story.”

Introduce the story and **ask** students to share what they know about it.

Say, “An event is something that happens in a story. The action is all the events that happen throughout a story.”

Read the story to the class.

Divide students into pairs. **Explain** that each pair of students will receive two pictures that represent events in the story. Pairs will discuss which event is more important to the story, each student explaining their thinking to their partner.

Model the activity with the two illustrations not used in the lesson. **Explain** why one event is more or less important than the other. **Say**, “I think this event is more important because . . .” and “This event is less important in the story because . . .”

Ask students to repeat the activity directions. Then **pass out** the pictures.

While students discuss the illustrations, **walk around** and check for understanding.

CHECKING FOR UNDERSTANDING

Determine if the student can **IDENTIFY DETAILS ASSOCIATED WITH STORY EVENTS (ELA-1453)**:

- | | | |
|-------------------------------------|---|--|
| ▶ What event does the picture show? | ▶ Why is this event important in the story? | ▶ Which event is more important to the story? Why? |
|-------------------------------------|---|--|

Next, **ask** pairs to share out which event they decided was the most important and to explain their thinking.

Direct pairs to make a group with another pair of students and combine the pictures into one set. Each group will decide which of the four events is the most important in the story and will rank the rest of the events from least important to most important. Each group should also prepare explanations for their rankings.

As students are discussing, **circulate** and **ask** the Checking for Understanding questions.

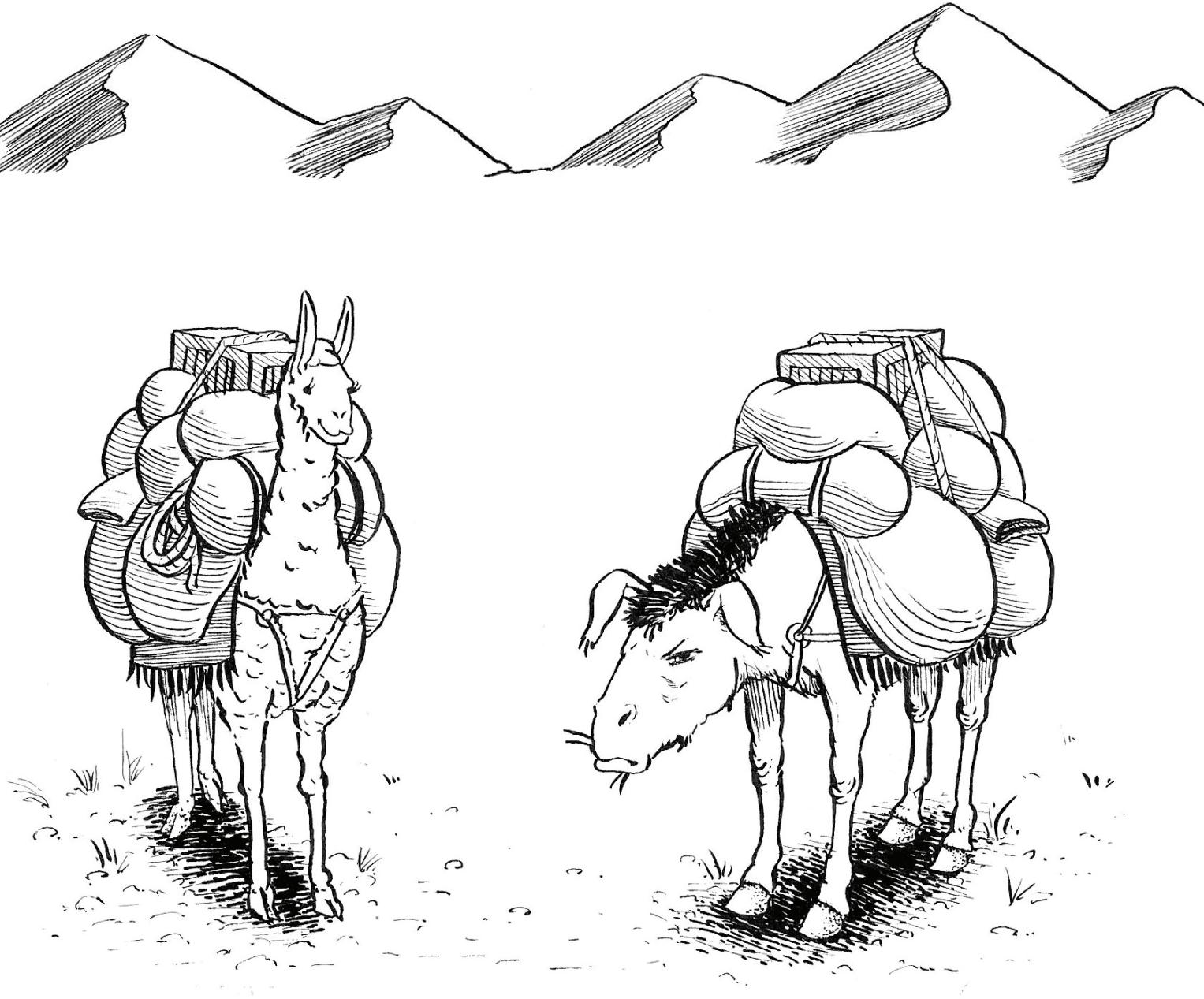
CHECKING FOR UNDERSTANDING

Determine if the student can **IDENTIFY DETAILS ASSOCIATED WITH ACTIONS IN A STORY (ELA-1451)**:

- | | | |
|--|--|---|
| <ul style="list-style-type: none">▶ What happens first in the story?▶ What happens last in the story? | <ul style="list-style-type: none">▶ Which action is most important in the set of pictures? | <ul style="list-style-type: none">▶ Why is that action the most important in the story? |
|--|--|---|

To close the lesson, **select** three or four students to describe the illustration that represents the event that their group determined was the most important and to tell the class why they came to that conclusion. **Ask** the class to vote on which of the shared illustrations represents the most important event.

For a discussion of the research that supports this instructional model, see the **TEACHER NOTES** for this lesson set.

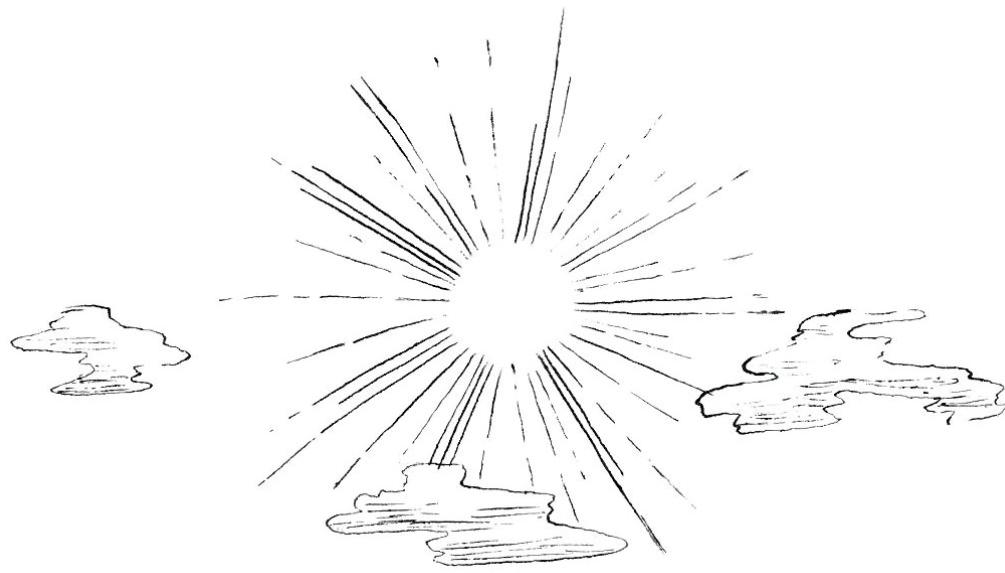


The Llama and the Mule

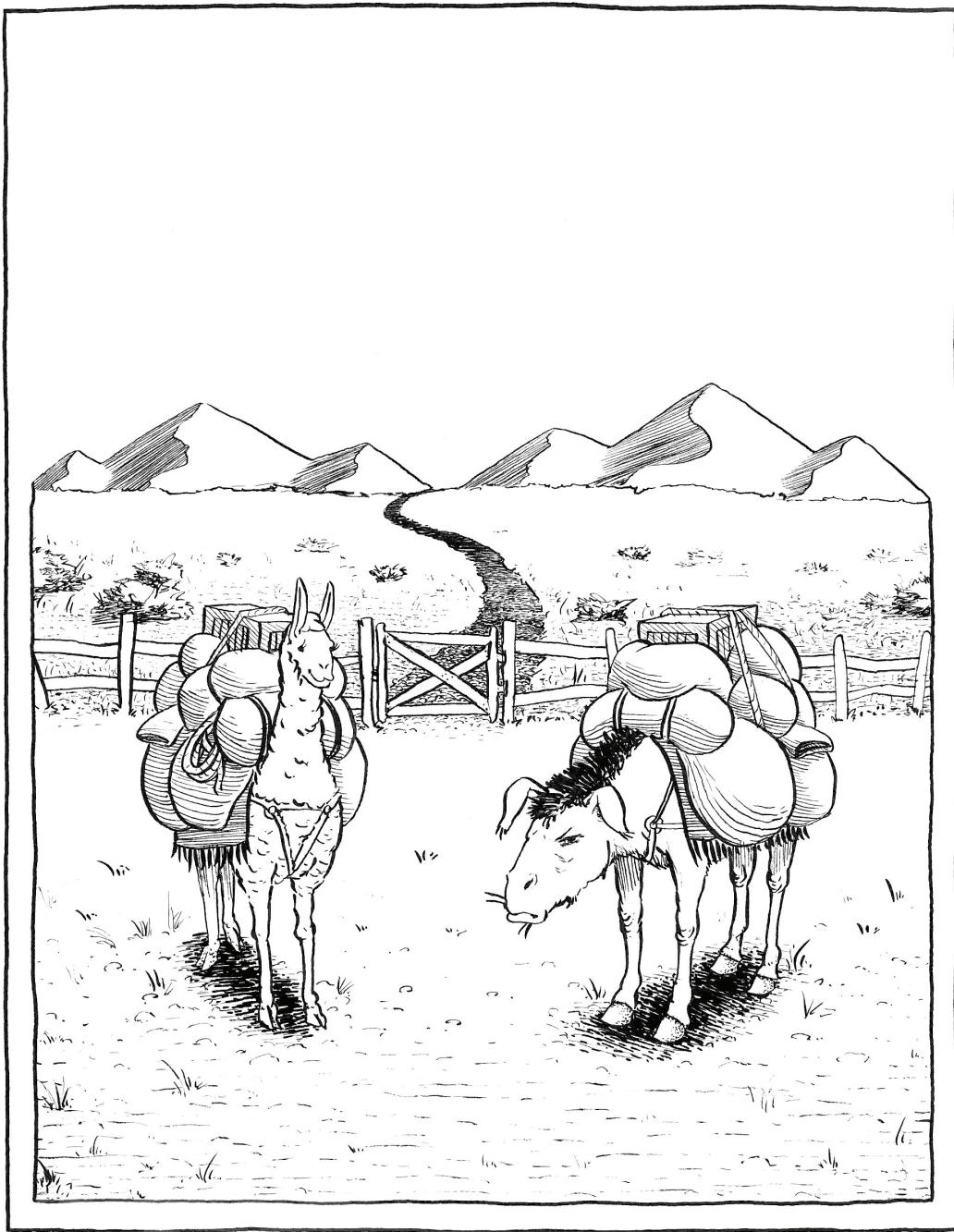
A story based on an Aesop fable

by Pat Trattles

illustrated by Trevor Eagleman



Early one morning, Mule and Llama set off on a trip to the market. Mule carried half of a merchant's goods on his back, grumbling all the while. Llama cheerfully carried the other half. The journey was a long one. They would need to cross a hot desert, climb a steep mountain, and go through a wide valley before reaching the market.



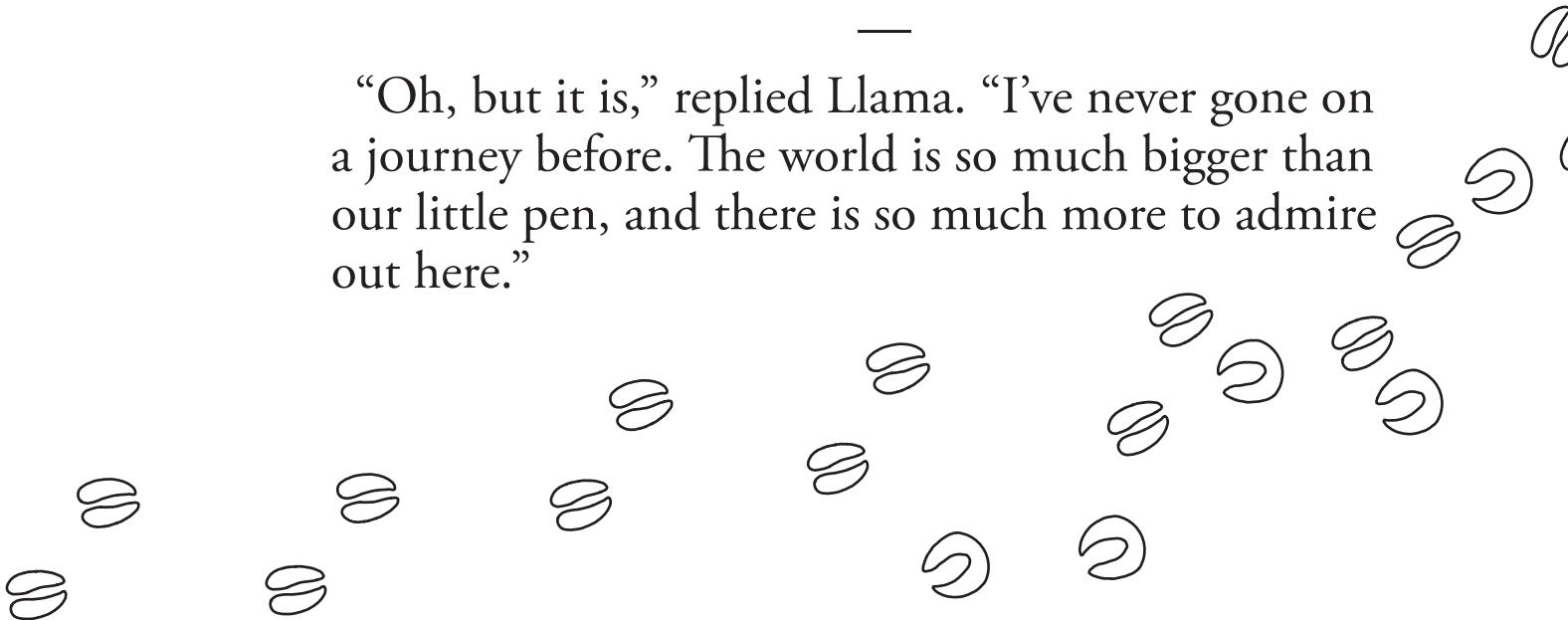


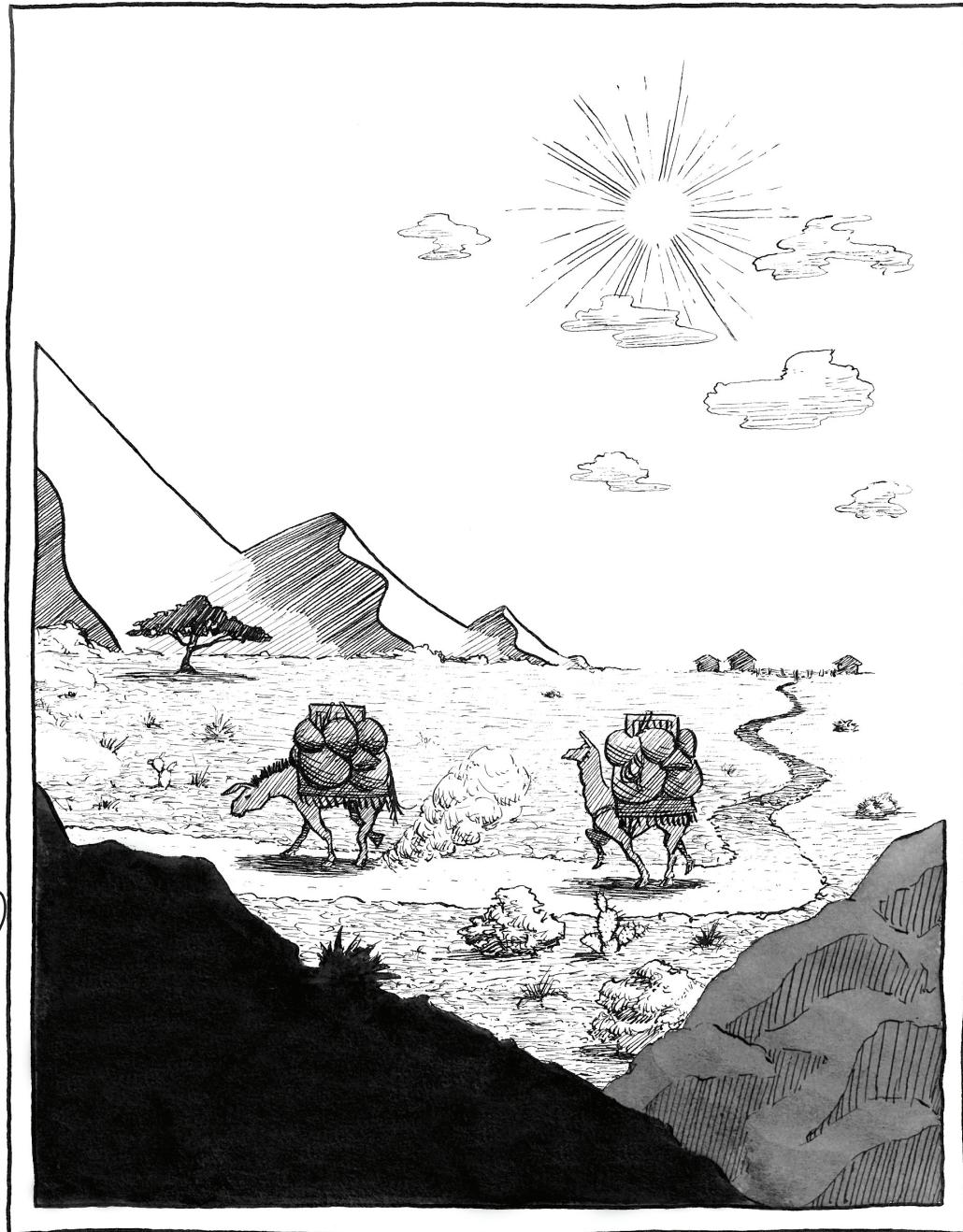
Mule, who had traveled this way before, kept his head low as he plodded along the dusty path. Llama skipped along, stopping every few steps to look around.

Mule shook his head at Llama.

"We'll take all day," he complained,
"if you keep acting like this is some
big adventure."

"Oh, but it is," replied Llama. "I've never gone on a journey before. The world is so much bigger than our little pen, and there is so much more to admire out here."







"Admire?"

Mule snorted.

"Admire the dust and the heat and the glaring sun? The journey is just hard work. It will be long enough without stopping to explore."

"There is so much to enjoy," insisted Llama. "We can smell the sweet air, feel the wind on our faces, and notice the interesting sights as we go. It will help the journey feel more pleasant."

Llama's cheerfulness annoyed Mule. "Just pay attention to your work and keep up," Mule said.



Llama did his best to match Mule's pace. Each time Llama slowed down to enjoy the view, Mule grumbled, and Llama trotted to catch up. They traveled through the desert this way until they reached the foot of the mountain.

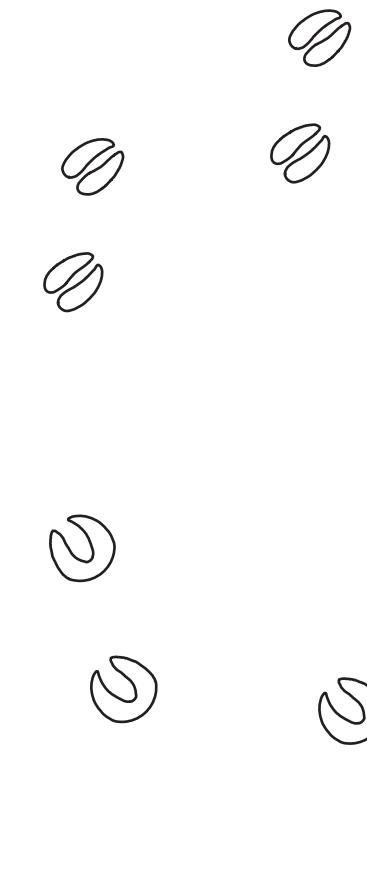
Mule navigated the familiar, rocky path. Yet Llama wasn't used to climbing, and the heavy pack made it even harder. Soon, his pack shifted and he stumbled.

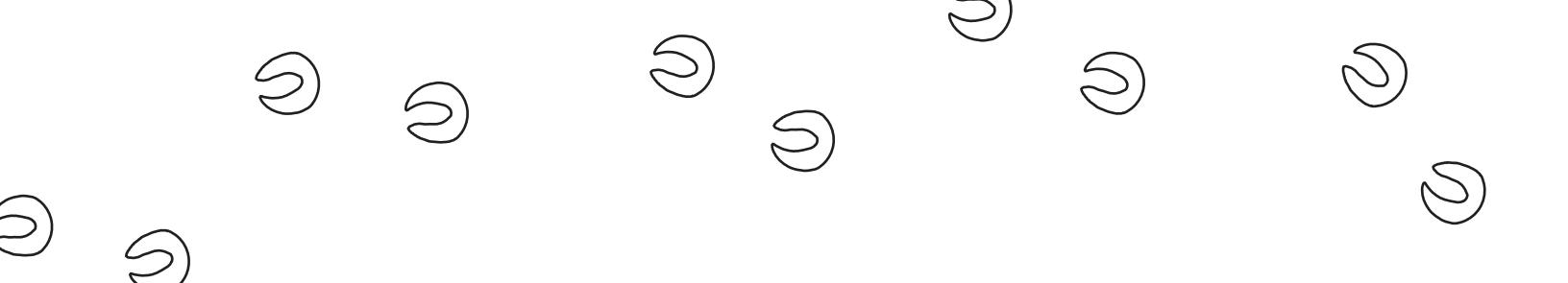
"Please, Mule, the path is steep, and this pack is very heavy. Will you slow down just a little?"

"Going slower will only make the journey longer," argued Mule. "Focus on your work and hurry up."

For a while, they continued up the mountain. Although Llama was careful to watch his footing, he soon stumbled again.

Once he felt steady on his feet, Llama asked Mule, "Will you tell me about the market? I have heard there is a wonderful shady place to rest and delicious olives to eat and sweet cool water to drink. It all sounds so lovely."





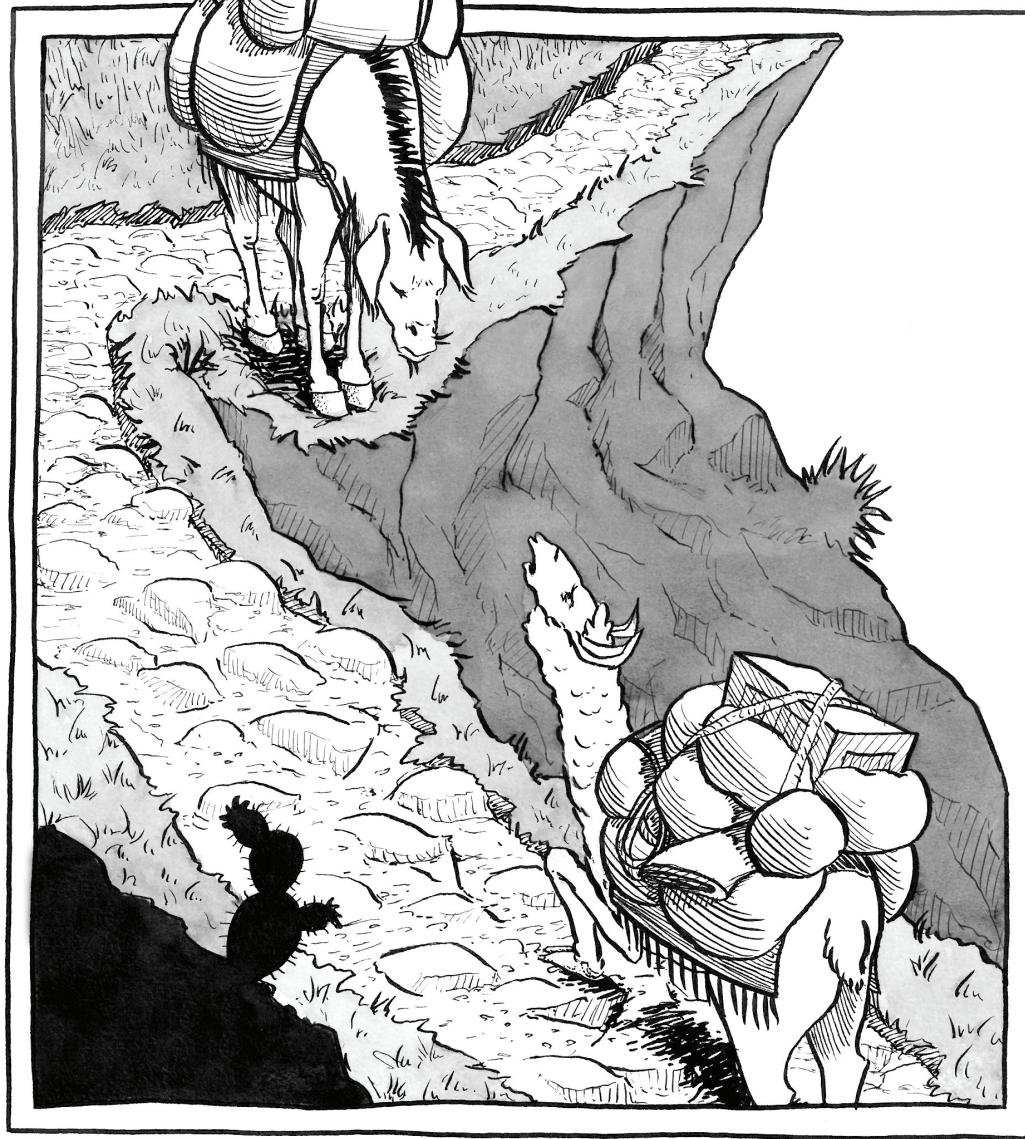
“There is a stream,” Mule said, “and some olive trees. We will wait there until the merchant sells his goods. Then we will make the long trip home. Now, stop asking questions. You’re slowing us down.”

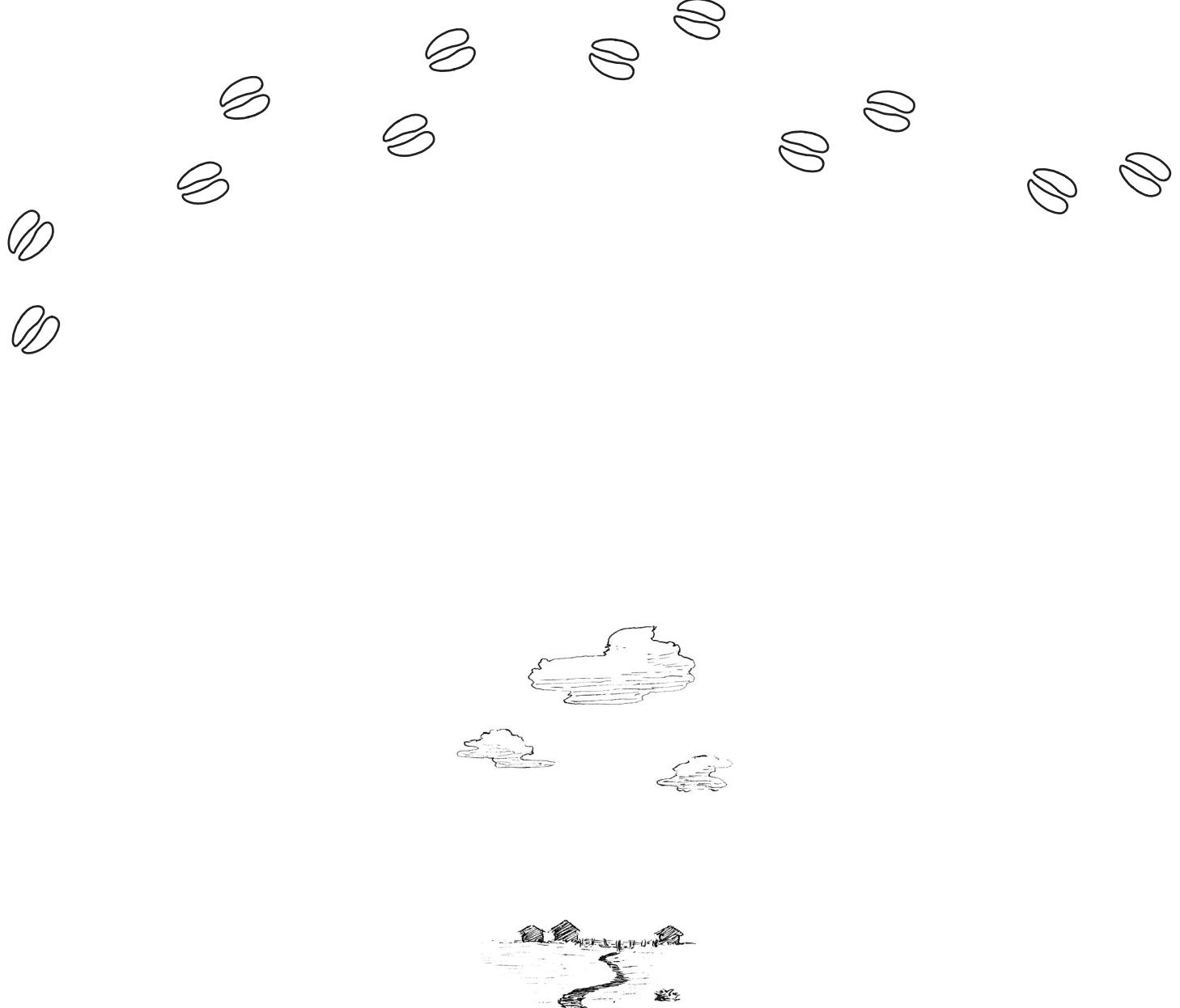
“I thought talking about the market might ease our work,” Llama replied. “We could think about the olives and the grass and the water. Then our packs would not seem so heavy, just like thinking about the wind and the sights and the smells made the desert seem not so hot.”

“The packs are still heavy,” Mule complained. “The desert was still hot. The path will still be steep.”

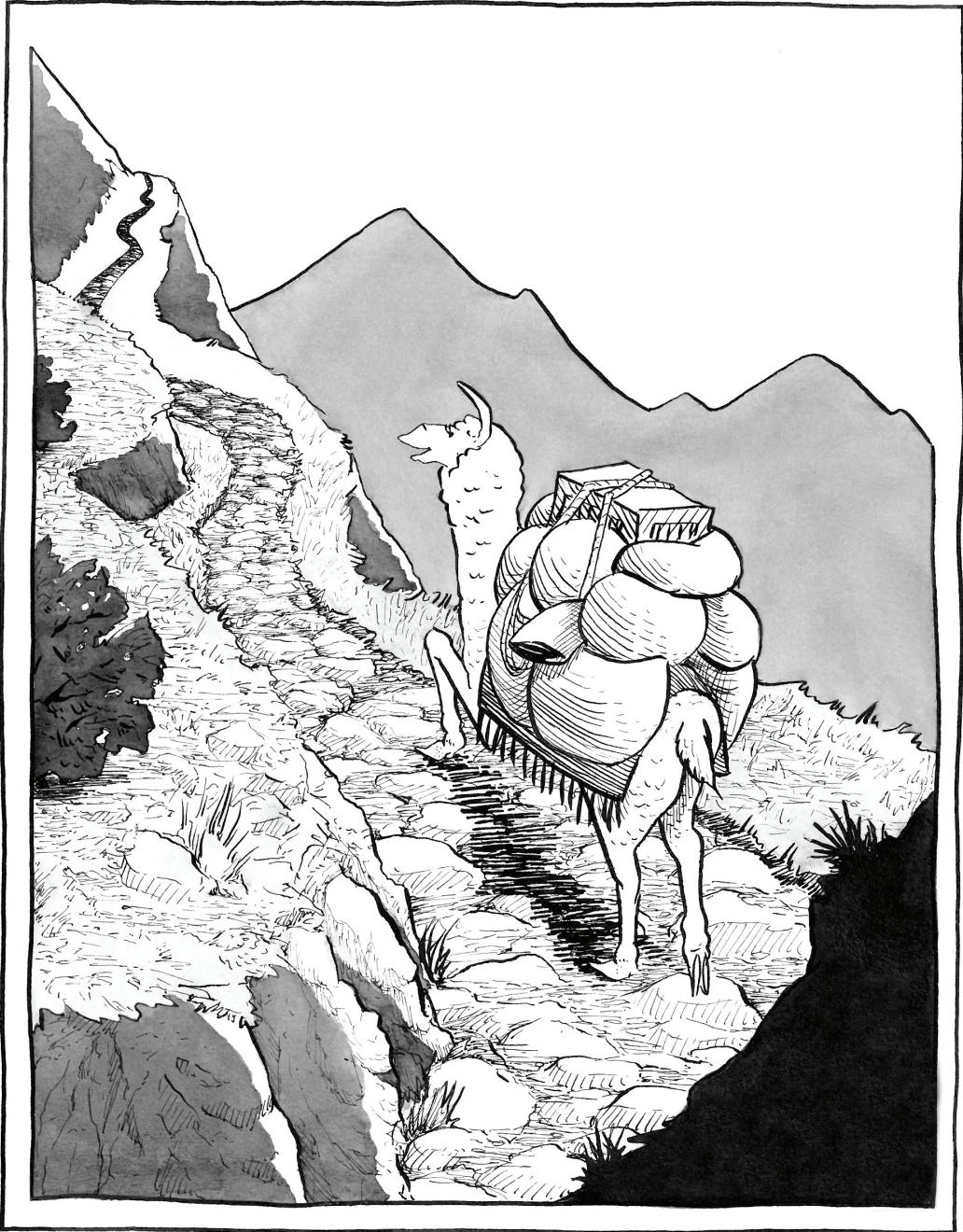
Llama sighed, but he continued up the mountain path until he stumbled again. “Please, Mule,” he asked, “will you slow down so I can climb safely?”

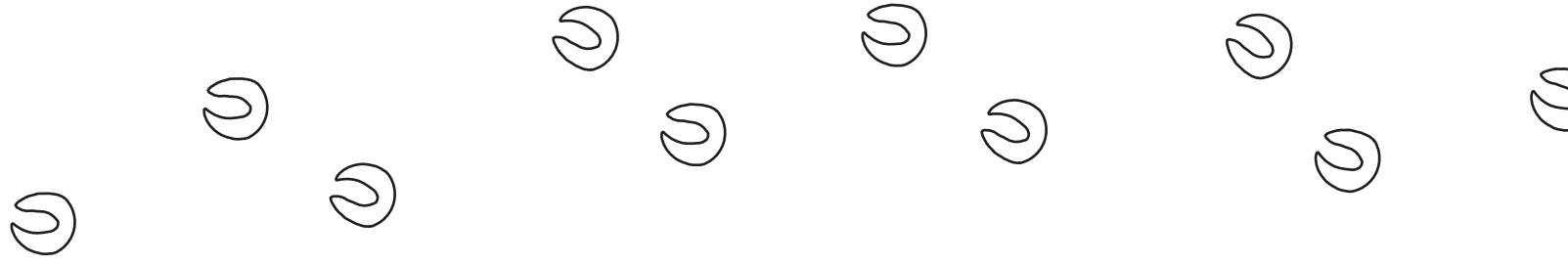
“If I go slower,” Mule grumbled,
“I’ll have to carry this heavy pack
even longer.” Mule huffed at Llama
and climbed even faster.



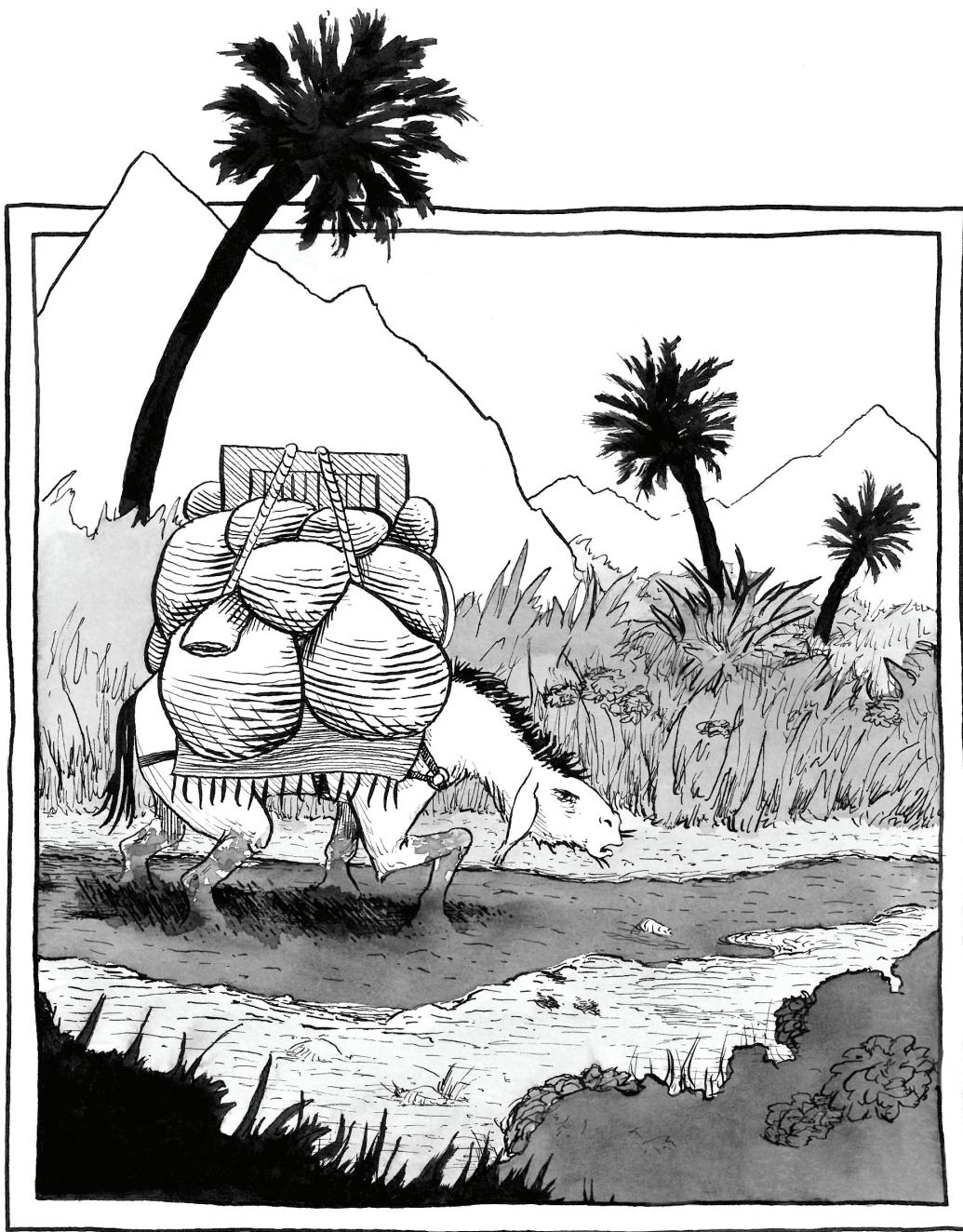


Before long, Llama was alone on the trail.
He continued slowly but surely up the steep path,
quietly singing a song about all the lovely things he
had heard about the market. Singing always helped
Llama stay cheerful.





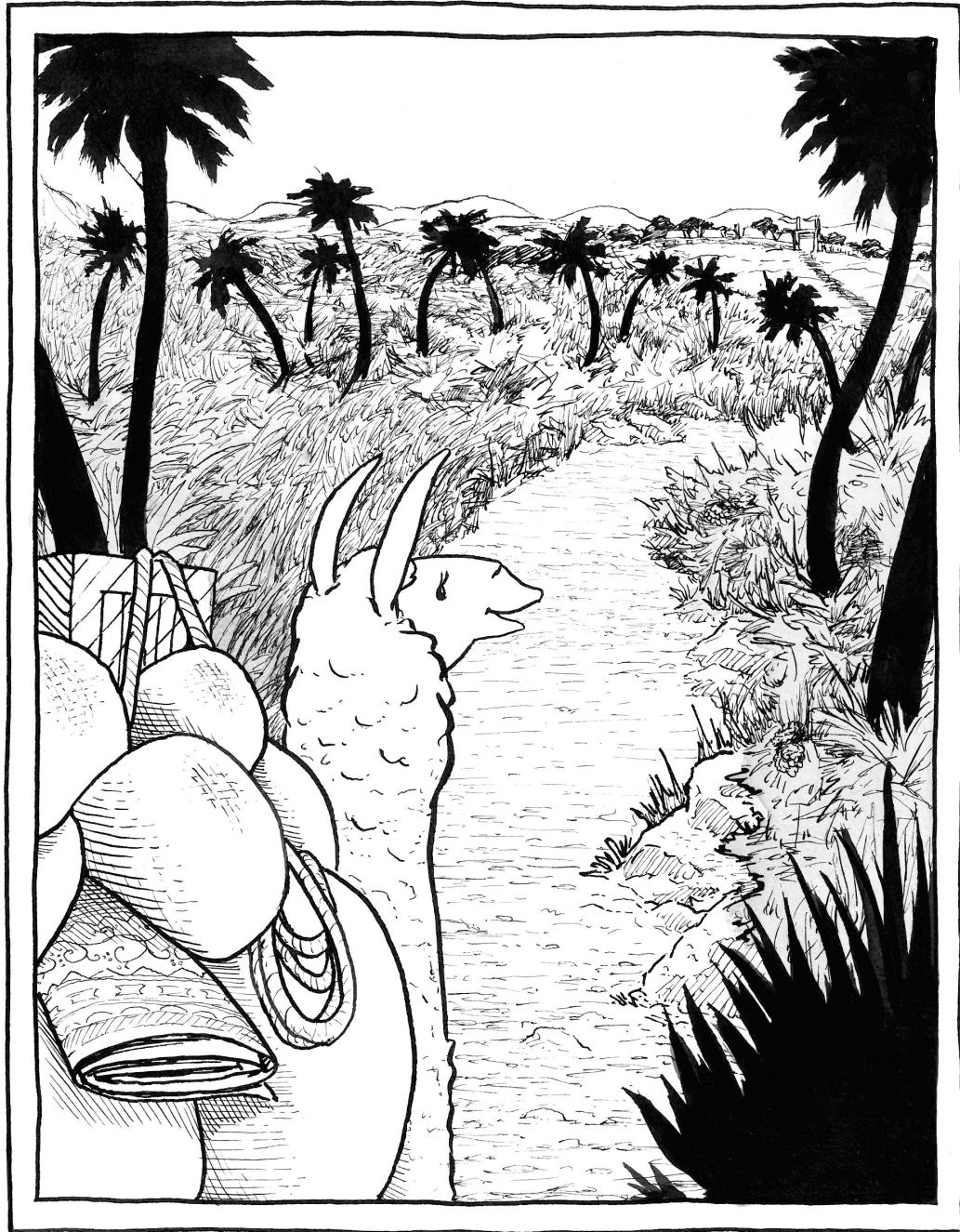
Up ahead, Mule had already reached the valley. Although the desert had been hot, and the mountain path had been steep, the journey across the wide valley felt harder than all that had come before. The heavy pack strained his back and shoulders. Thick mud covered parts of the trail and nearly glued his feet to the ground. And now he didn't even have Llama to keep him company. Mule's steps became **SLOW AND HEAVY.**





When Llama finally reached the wide, green valley, he gave a yip of joy. Surely crossing the open fields would be easier than climbing the mountain, and now they were almost to the market.

Llama skipped into the valley and called out for his friend. "Mule! Where are you? We are nearly there!" Even though Mule had been grumpy, Llama enjoyed his company. And Llama felt sure he could keep up with Mule in the valley.

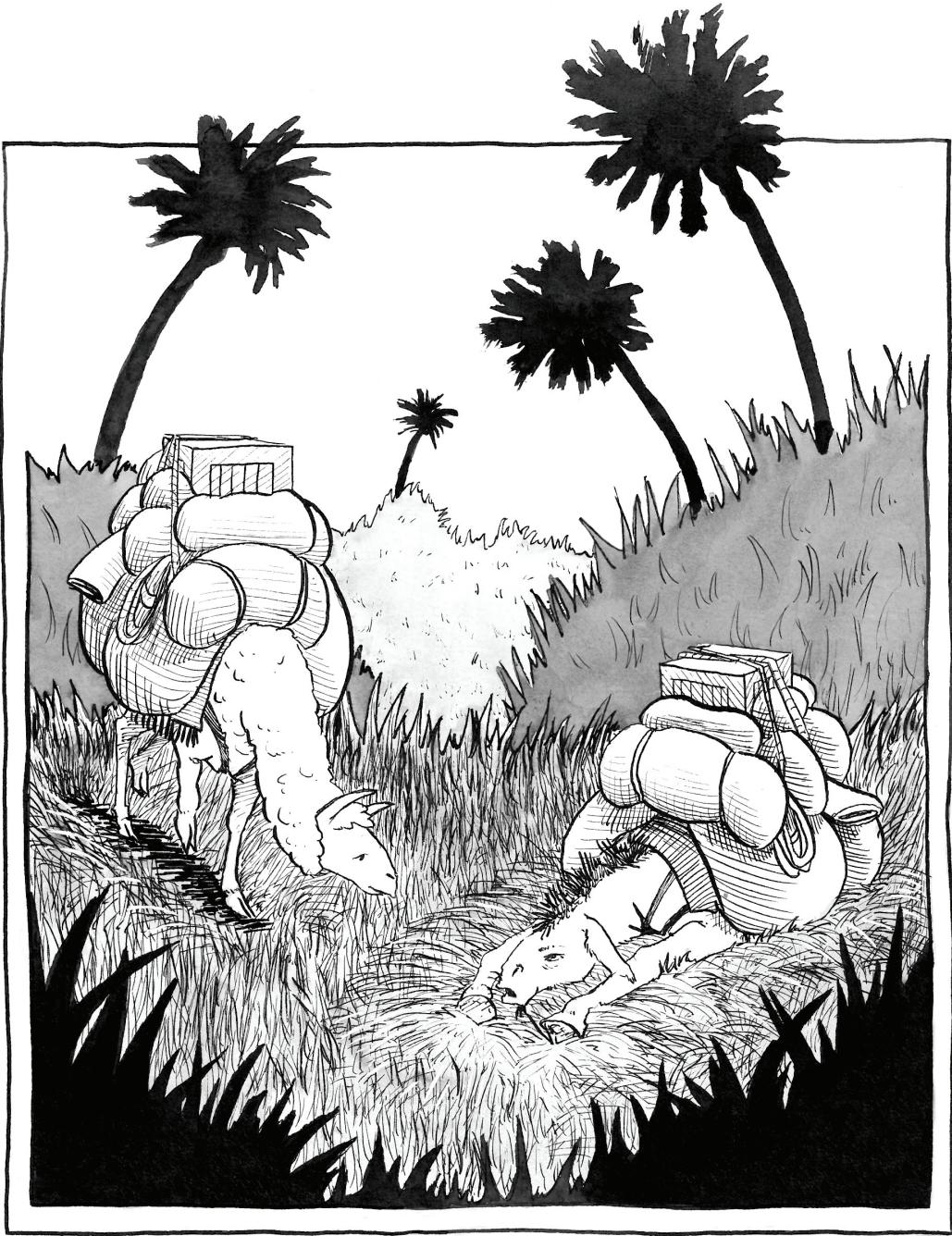


As Llama rounded a curve in the path, he heard a low groan. It sounded like Mule. Llama hurried ahead. He found Mule on his knees in the tall grass next to the trail.

“Mule!” cried Llama, rushing to his side.
“What happened? Are you hurt?”

Mule growled, “I’m too exhausted to go any further. I’ll never make it to the market again. The journey is too long. I am too old.”

Llama encouraged his friend. “You are a strong and sturdy traveler. You have made this journey many times before, and you can do it this time, too. You just need a rest.” Llama unloaded some bundles from Mule’s pack, and added them to his own.



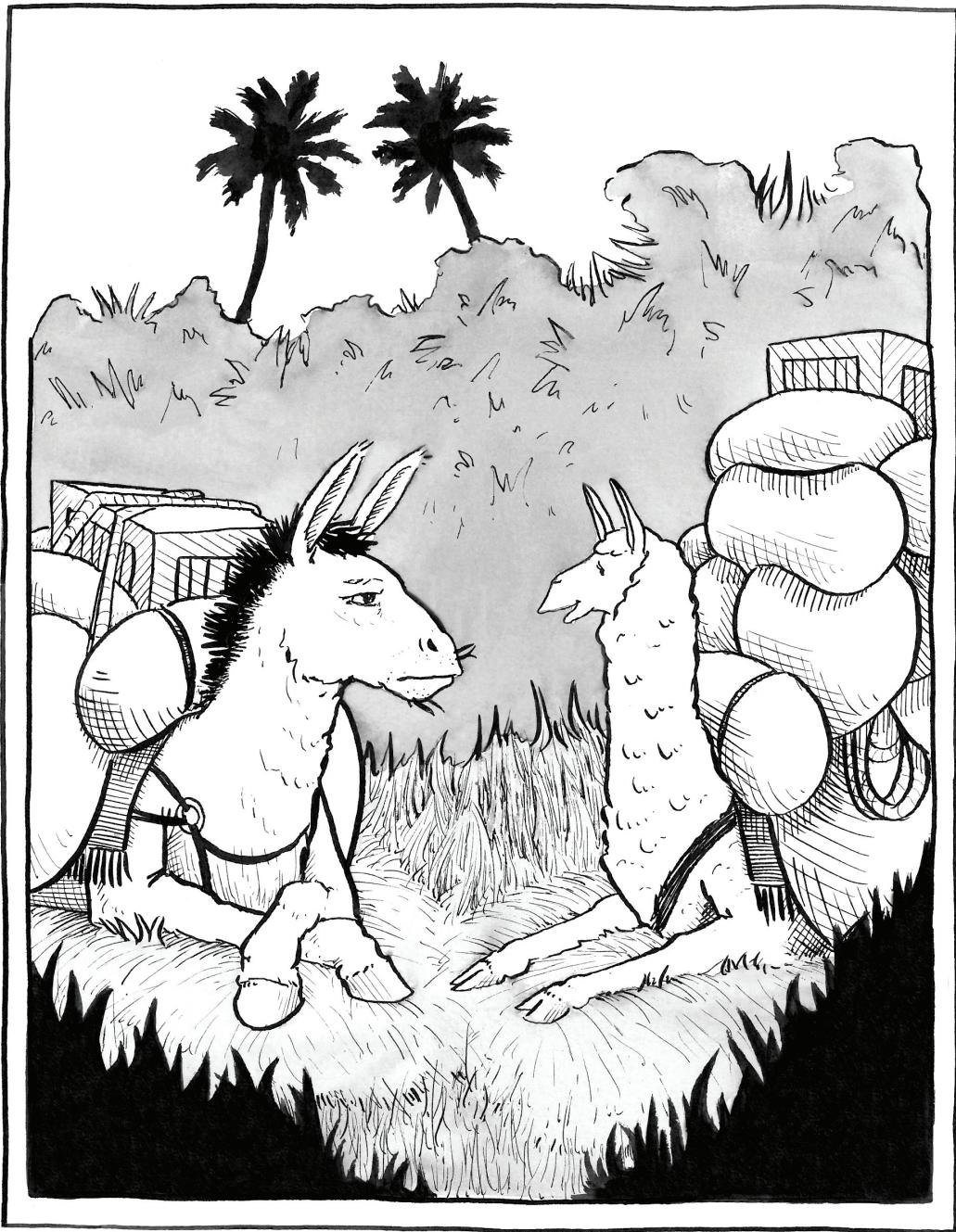
“The pack is still too heavy,” Mule complained.
“I can’t go on.”

Llama lay next to Mule and said, “I’ll stay with you and rest a while.”

“When you are ready,
we will go together.”

Mule closed his eyes. They lay quietly side-by-side for some time. Then Llama began to sing his market song.

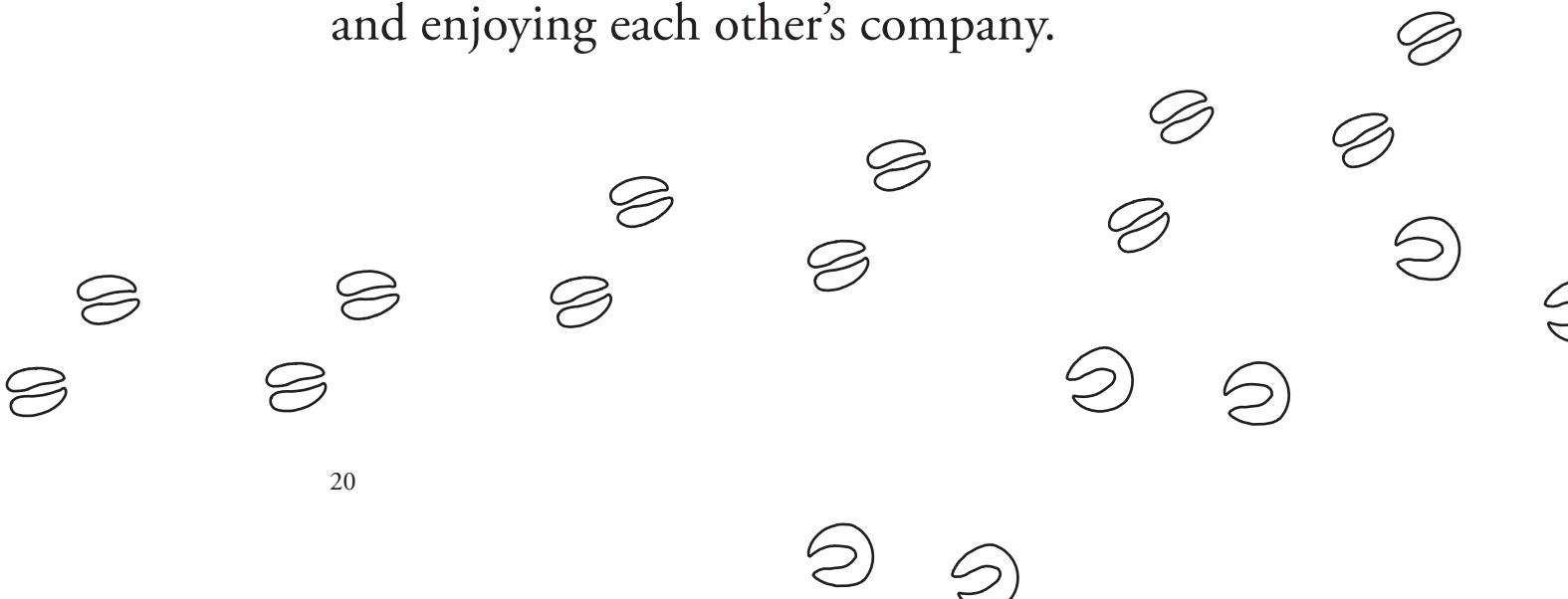
Mule sucked in a chest of air, ready to let out his grumpiest grumble. But then, memories of the market’s shady grove of olive trees, sweet grass, and cool water drifted into his mind. The pack lightened. His legs strengthened.

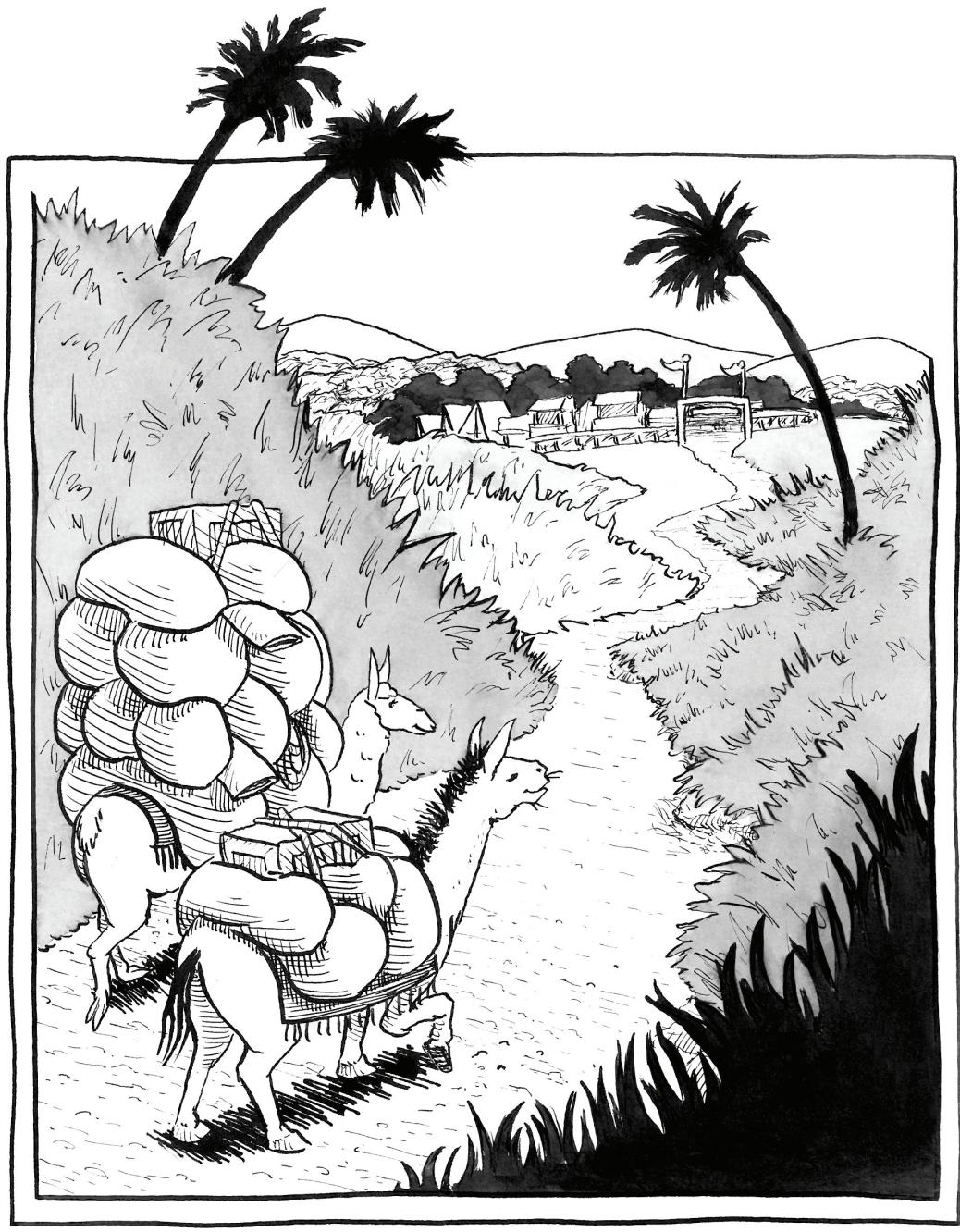


Mule stood up and agreed to continue. As they walked, Llama asked questions about the market, and Mule kindly answered. He described the taste of the olives and the grass. He shared funny memories from past visits. As he talked and laughed, Mule's feet moved a little more quickly. Now they were nearing the end of the journey, and he had more energy than when they started.

Mule thought of how grumpy and negative he had been. He felt sorry for leaving his friend behind instead of enjoying traveling together all along. Mule understood now that his bad attitude made the difficult trip even harder, and rushing made it take even longer.

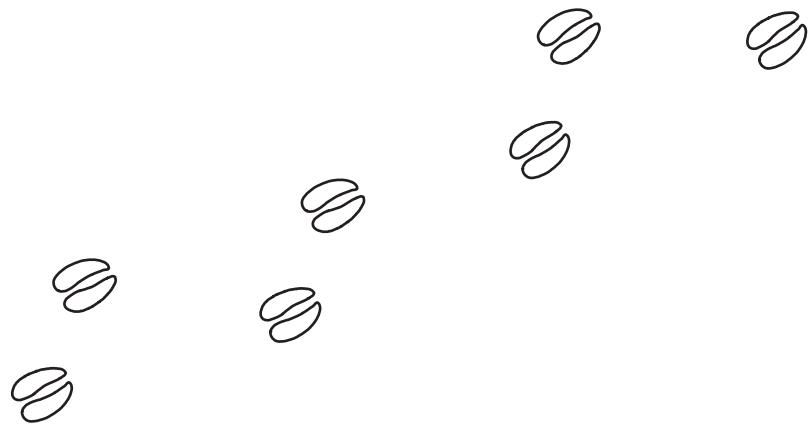
From then on, Mule and Llama made the journey **SIDE - BY - SIDE**, talking and singing and enjoying each other's company.



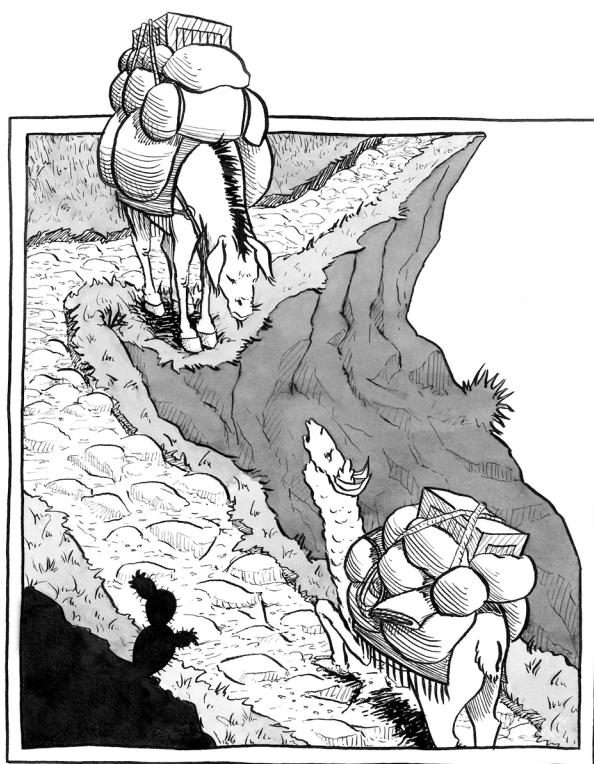
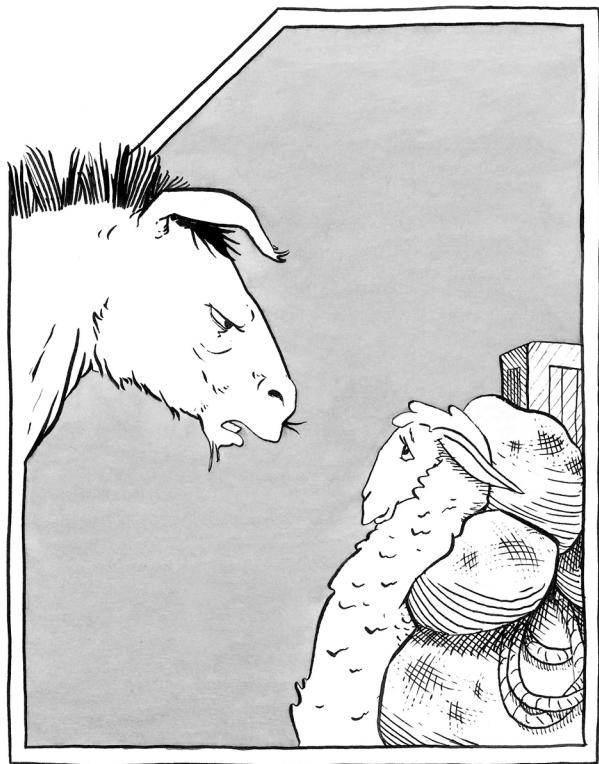
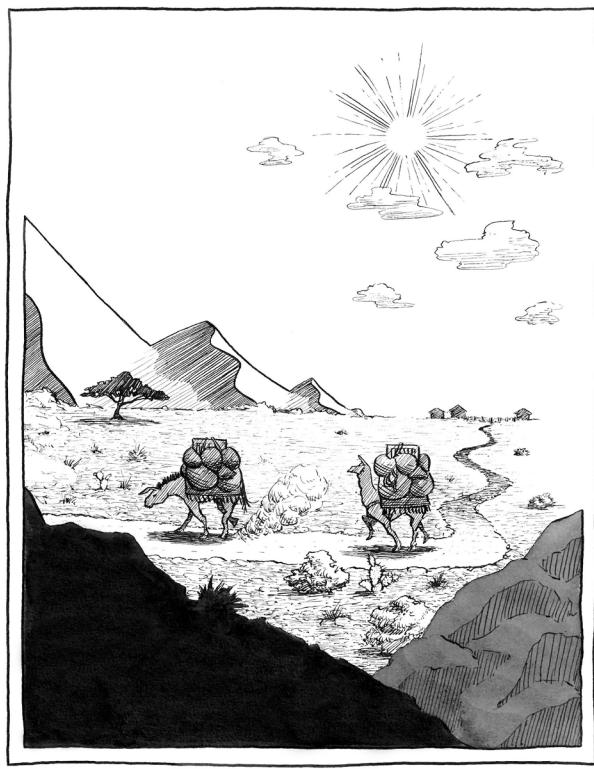
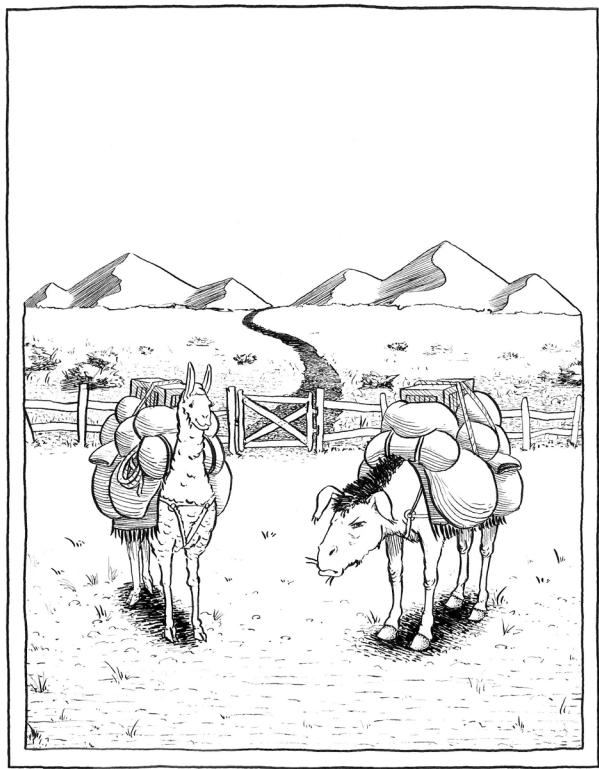


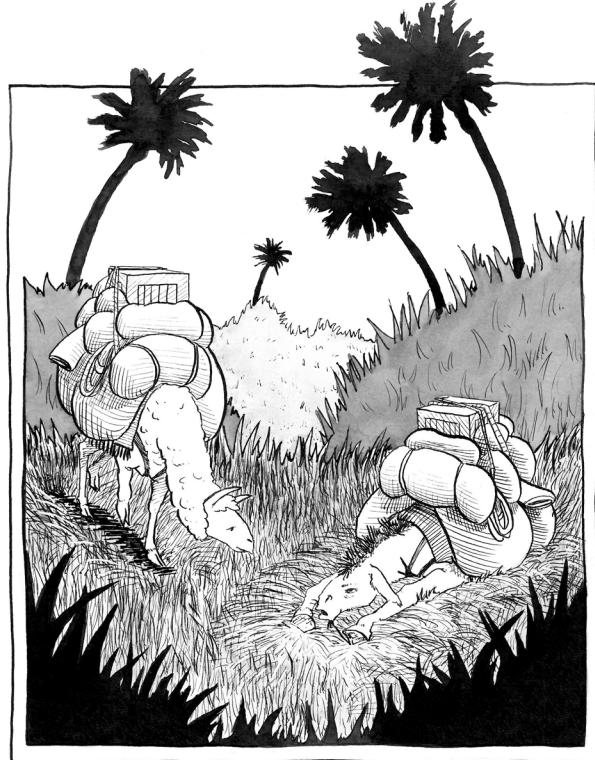
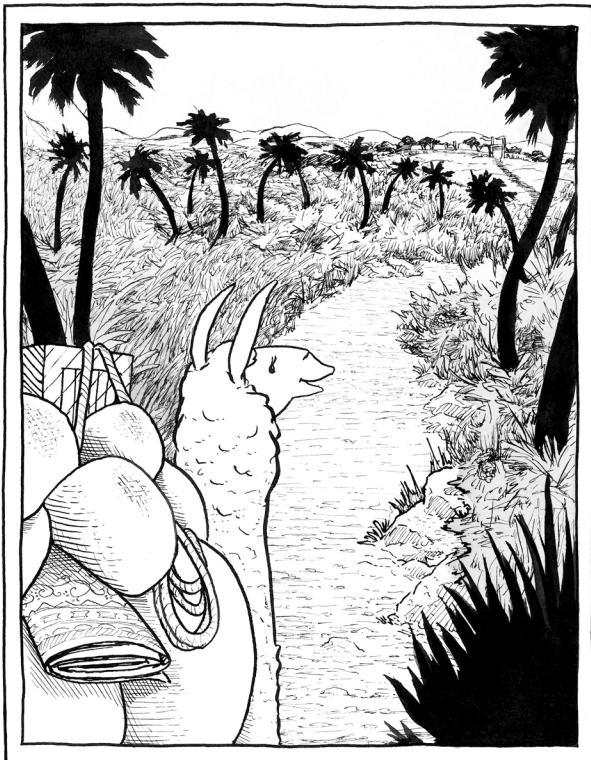
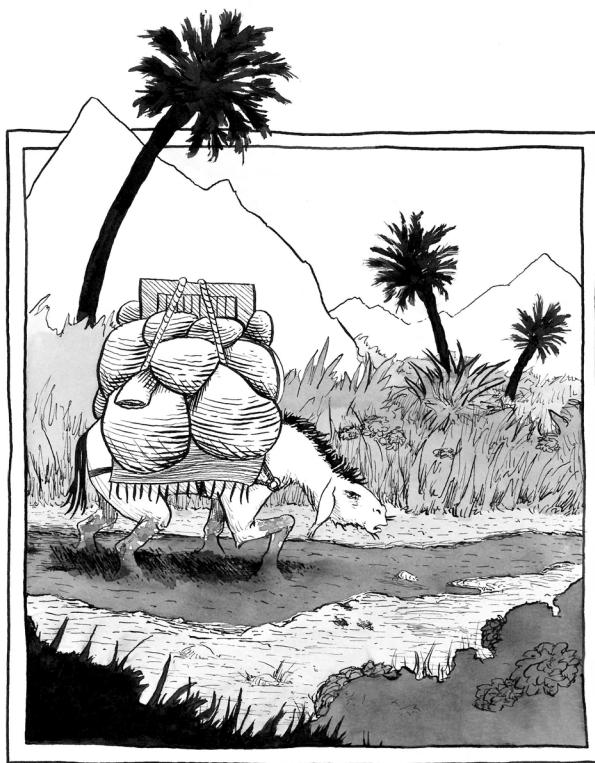


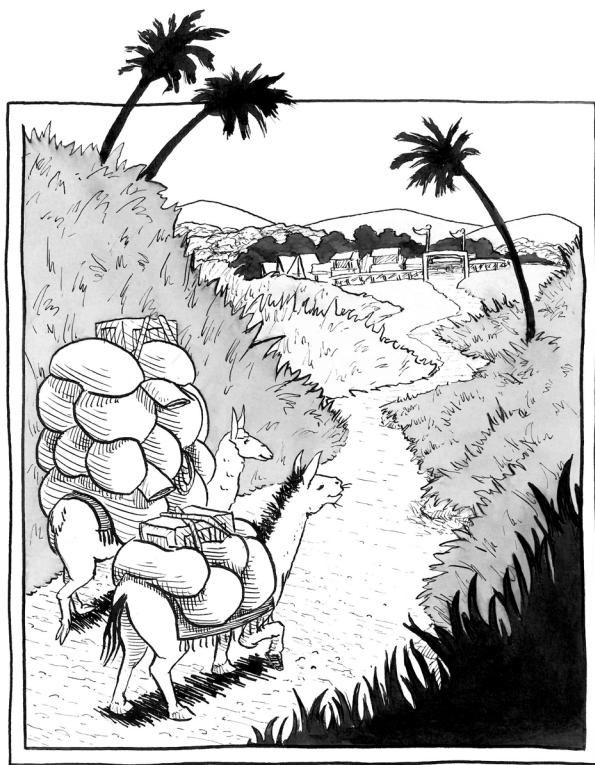
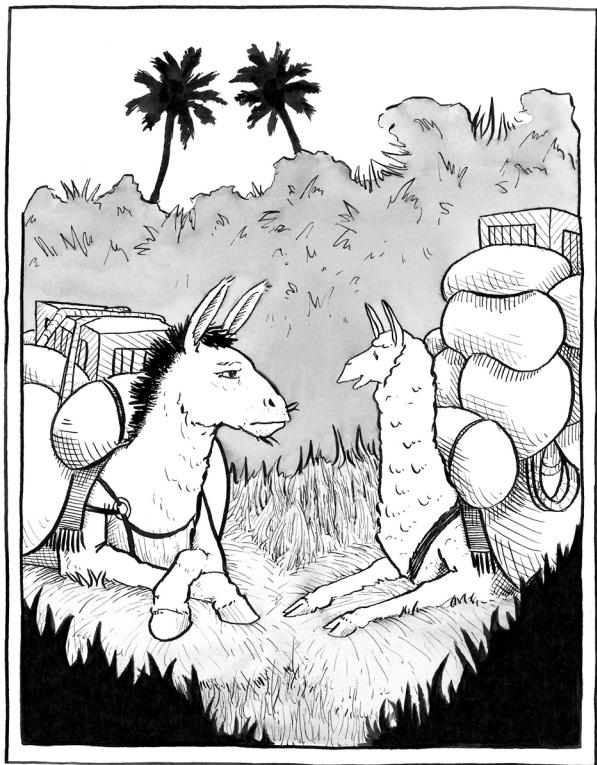
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IDENTIFYING THE CAUSES OF A CHARACTER'S ACTIONS

INSTRUCTIONAL ACTIVITY

2.R.2.A.b, Lesson 2

LEARNING GOAL

In this lesson, students identify what causes a character to react in a certain way to the events in a story.

STANDARD

2.R.2.A.b Read, infer, analyze, and draw conclusions to describe main characters in works of fiction, including their traits, motivations, and feelings

MATERIALS & HANDOUTS

- ▶ [PASSAGE: THE LLAMA AND THE MULE](#)
- ▶ chart paper
- ▶ drawing paper
- ▶ markers

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can tell my classmates why a character behaves a certain way in the story.”

Say, “Today we will focus on Mule and the reasons he behaves the way he does. In the last activity, we went over the events and actions in the story. A character can have good or bad behaviors in response to the events that happen. A cause is the reason why someone behaves in a certain way. We are going to look for the causes of why Mule behaves as he does in the story. First, let’s review the events.”

Ask students to recall the important events in the story.

Make a list of the events students recall on a chart or board.

Reread the story to the class. Then **ask** if any events should be added to the chart.

Ask students the following questions to facilitate a discussion and **write** students' responses on the anchor chart.

- ▶ Do you act differently when something bad happens to you?
- ▶ How do you feel when something bad happens?
- ▶ How do you act or behave in response to something bad happening to you?

Now, **collect** students' responses to questions about good events.

- ▶ How do you feel when something good happens to you?
- ▶ How do you act or behave in response to something good happening to you?

Say, "Our story is about Mule and Llama."

Ask the following questions and record the responses.

- ▶ How would you describe Mule?
- ▶ What is an important event in the story?
- ▶ How does Mule act after that happens?
- ▶ How does Mule feel because of [event]?
- ▶ Why does Mule feel that way?

Tell students, "Today you will draw a picture of an important event from the story that includes Mule. Then you will explain to the class how Mule feels and behaves after the event happens."

Pass out drawing paper. **Tell** students that while they are working, you will come around and ask questions. **Circulate** and **ask** the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING

| | | |
|---|--|--|
| Determine if the student can IDENTIFY THE PROBLEM OR CHALLENGE A CHARACTER ENCOUNTERS IN A STORY (ELA-2589): <ul style="list-style-type: none">▶ What is happening to the character in your picture?▶ When does this happen in the story? | Determine if the student can DESCRIBE THE PROBLEM OR CHALLENGE A CHARACTER ENCOUNTERS IN A STORY (ELA-2590): <ul style="list-style-type: none">▶ How does this event make the character feel? | Determine if the student can DESCRIBE THE REASON A CHARACTER ACTS OR RESPONDS TO A MAJOR EVENT IN A STORY (ELA-2601): <ul style="list-style-type: none">▶ What does the character do because of this event?▶ Why does the character do this? |
|---|--|--|

Ask for volunteers to share their picture and to describe what Mule is doing and feeling. **Select** several students who drew pictures of different events to share with the class.

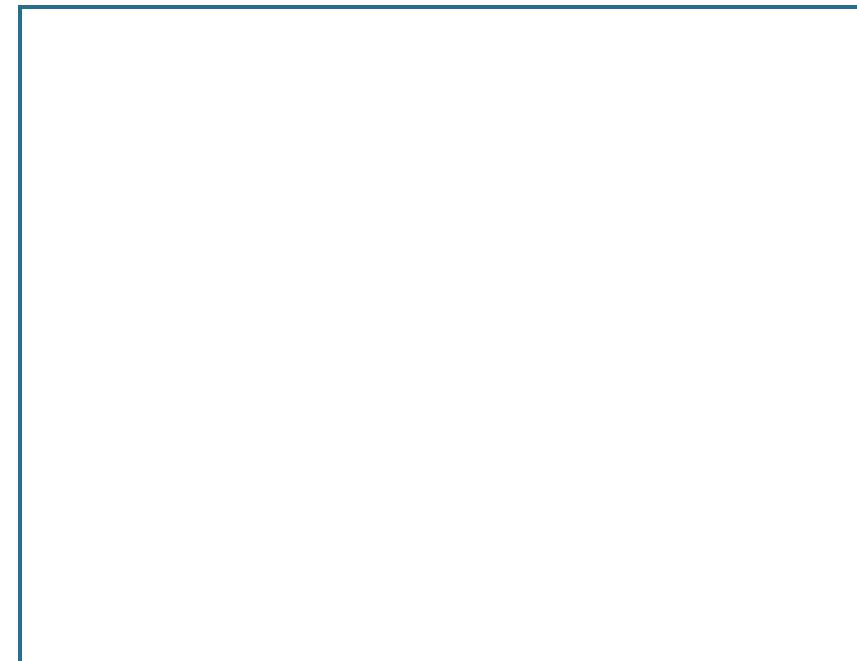
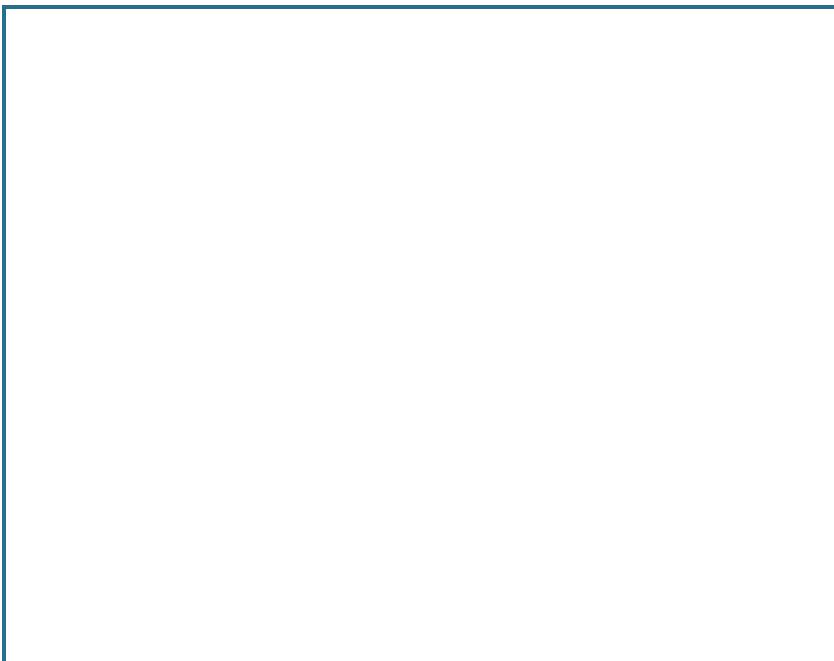
To close the lesson, **discuss** how Mule feels at the beginning, middle, and end of the story. If students are unsure, **review** the events and how Mule feels in response to each one.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

HOW A CHARACTER RESPONDS TO EVENTS AND CHALLENGES

STUDENT ACTIVITY

Directions: In the first box, draw a picture of the most important event in the story. In the second box, draw a picture of what the main character did because of that event. Underneath each picture, write a sentence that describes what is happening.



DESCRIBING A CHARACTER'S RESPONSE

INSTRUCTIONAL ACTIVITY

2.R.2.A.b, Lesson 3

LEARNING GOAL

In this lesson, students use dramatic interpretation to demonstrate how a character responds to an event or challenge.

STANDARD

2.R.2.A.b Read, infer, analyze, and draw conclusions to describe main characters in works of fiction, including their traits, motivations, and feelings

PREPARATION

Before the lesson, select a story with an ethical dilemma that is familiar to the students, such as a folktale, fairy tale, or superhero story. The story should be different from the story used in Lessons 1 and 2. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

MATERIALS & HANDOUTS

- ▶ teacher copy of the story
 - ▶ chart paper
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can act out how a character feels after an event in a story.

Tell students, “Last time we saw that Mule behaved certain ways when events happened in the story. Each time something happened, Mule looked and sounded and behaved differently.

Ask students to share the event they drew in the previous lesson and how the character felt and acted because of that event. **Review** the anchor chart from the previous day.

Tell students, “Today we will read a different story.” **Read** the title of the story and **ask**, “What do you know about this story?” **Write** students’ comments on chart paper.

Tell students, “As I read, pay attention to how the main character feels during the action of the story. Remember the action is all the events that happen in the story.”

Read the story to the class. Then **draw** a T-chart on a new page of chart paper. **Label** the left side *Events* and label the right side *Feelings & Behaviors*. **Ask** students to name all the events, and **write** the list on the chart paper in the order they occurred in the story.

Tell students, “Now I will read the story again. Pay attention to how the main character feels and behaves after each event.

Read the story again. Then **read** the first event on the chart and **ask**, “What word describes how the main character feels or behaves after this event?” As students respond to each listed event, **complete** the feelings and behaviors list on the chart.

Say, “What does it look like when you are mad? Everyone make a mad face.”

Then **say**, “What does it look like when you are sad? Everyone make a sad face.”

Finally **say**, “What does it look like when you are happy? Everyone make a happy face.”

Tell students, “You will choose an event from our chart and act out the character’s response to that event for a partner. Pretending to be the character, you will tell your partner how you feel about that event and why you feel that way. Use this sentence to answer as the character.”

Write the sentence on the board: I feel _____ because _____.

Say, “Then act out the character’s behavior after the event, being sure to show the character’s emotions with your face and body.”

Assist students with finding a partner and then **circulate** and check for understanding.

CHECKING FOR UNDERSTANDING

Determine if the student can **IDENTIFY THE CAUSES OF A CHARACTER'S ACTIONS IN A STORY (ELA-362)**:

- ▶ What causes the character to feel _____?

Determine if the student can **DESCRIBE THE CAUSES OF A CHARACTER'S ACTIONS IN A STORY (ELA-2615)**:

- ▶ How does the event affect the character? Why?

Determine if the student can **DESCRIBE HOW A CHARACTER RESPONDS TO MAJOR EVENTS AND CHALLENGES IN A STORY (ELA-2319)**:

- ▶ How does the character feel once _____ happens?
- ▶ What does the character decide to do?
- ▶ Why does he [or she] do that?

Bring the class back together and have students volunteer to share the event they chose and to act out the character's response. **Choose** students who selected different parts of the story.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

HOW A CHARACTER RESPONDS TO EVENTS AND CHALLENGES

TEACHER'S FEEDBACK GUIDE

2.R.2.A.b

| Concrete ← → Abstract | | |
|---|--|---|
| Determine if the student can IDENTIFY DETAILS ASSOCIATED WITH STORY EVENTS: <ul style="list-style-type: none">▶ Can the student identify the important events in the story?▶ Can the student identify the most important event (climax) in the story?▶ Can the student determine what event changed the ending of the story? | Determine if the student can DESCRIBE THE REASONS FOR A CHARACTER'S ACTIONS OR RESPONSES DURING A MAJOR STORY EVENT: <ul style="list-style-type: none">▶ Can the student describe how the most important event changed the character's actions or behavior? | Determine if the student can DESCRIBE HOW A CHARACTER RESPONDS TO MAJOR EVENTS AND CHALLENGES IN A STORY: <ul style="list-style-type: none">▶ How does the character respond to the problem or challenge in the story? |
| Common Misunderstandings | | |
| Student identifies supporting actions but cannot identify the most important action. | Student describes the actions in the story but not the reasons for the action. | Student describes the action but cannot describe how the character responds to the challenge or problem |
| Suggestions for Next Steps | | |

| | | |
|--|---|--|
| <p>Review what event made the largest change in the story.</p> <p>Have students identify important events from the beginning, middle and end.</p> <ul style="list-style-type: none">▶ What was most important in each part of the story? | <p>Review how the character feels at the beginning of the story and at the end of the story.</p> <ul style="list-style-type: none">▶ What makes the character feel differently?▶ Why does this happen? | <p>Review the story illustrations or pictures to determine how the character changes and acts by the end of the story.</p> <ul style="list-style-type: none">▶ What changes does the character make?▶ How does this happen? |
|--|---|--|