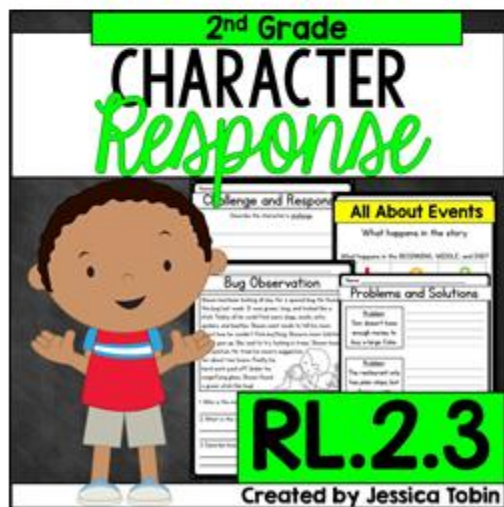


RL.2.3

This ELA unit provides resources to use while teaching the standard **RL.2.3**, which states that **students will be able to "Describe how characters in a story respond to major events and challenges"**.



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lessons will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be use throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

2nd Grade Reading: Literature Lesson

RL.2.3- Lesson 1

I can describe how characters in a story respond to major events and challenges.

Describe how characters in a story respond to major events and challenges.

Mini-Lesson 1 Focus: What are Problems and Challenges?

Activities to Teach

Step 1: Teacher will create anchor chart. Students can participate in anchor chart through teaching and discussion or display mini posters and discuss.

Step 2: Teacher will read a classroom library. The read should be short and simple to comprehend. Throughout the book, teacher will have students answer questions about character response to events.

Step 3: Teacher will read about the first story card and display it on the board. Students will illustrate the challenge/response from story 1.

Step 4: Teacher will read about the second story card and display it for students. Then, students will describe the challenge/response from the story.

All About Events

What happens in the story?

What happens in the BEGINNING, MIDDLE, and END?

1 What happens at the beginning of the story?

2 What happens in the middle of the story?

3 What happens at the end of the story?

2nd Grade Reading: Literature Lesson

RL.2.3- Lesson 2

I can describe how characters in a story respond to major events and challenges.

Describe how characters in a story respond to major events and challenges.

Mini-Lesson 2 Focus: What are Problems and Challenges?

Activities to Teach

Step 1: Teacher will lead a whole class discussion about problems or challenges. Teacher will activate knowledge by asking students to discuss problems that they have had at school or home. Then, teacher will create a class list of possible problems found in fictional stories.

Step 2: Teacher will read a problem card, and students will turn and talk with a partner to discuss possible solutions. Teacher and students will process for the remaining problem cards.

Step 3: Students will work with partners to discuss the problem and possible solutions.

Suggested Read Alouds

Cloudy with a Chance of Meatballs by Judi Barrett

The Lorax by Dr. Seuss

The Salamander Room by Anne Mazzone

Stand Tall, Molly Little-Melon by Patty Lovell

2nd Grade Reading: Literature Lesson

RL.2.3- Lesson 3

I can describe how characters in a story respond to major events and challenges.

Describe how characters in a story respond to major events and challenges.

Mini-Lesson 3 Focus: What are Solutions and Responses?

Activities to Teach

Step 1: Teacher will create anchor for character responses. Students can participate in the creation of the anchor chart through teaching and discussion or display mini posters and discuss.

Step 2: Teacher will read a fictional text from the classroom library. The read aloud should be short and simple to comprehend. Throughout the book, teacher will have students answer questions about character response to events.

Step 3: Teacher will read about the first story card and display it on the board. Students will illustrate the challenge/response from story 1.

Step 4: Teacher will read about the second story card and display it for students. Then, students will describe the challenge/response from the story.

Problems and Solutions

Problem: Tom doesn't have enough money to buy a large Coke.

Problem: The restaurant only has plain chips, but Jimmy wants barbecue chips.

Problem: Molly and Trenton both want the same pack of fruit snacks.

Character Response

What the character does because of an event that happens in the story.

A challenge is something that causes problems for the character.

The response is what action the character does because of it.

For example:

Problem: It is so hot that no one wants to go outside.

Solution: Julie decides to jump in the cold pool.

2nd Grade Reading: Literature Lesson

RL.2.3- Lesson 4

I can describe how characters in a story respond to major events and challenges.

Describe how characters in a story respond to major events and challenges.

Mini-Lesson 4 Focus: What are Problems and Challenges?

Activities to Teach

Step 1: Teacher will lead a whole class discussion about problems or challenges. Teacher will activate knowledge by asking students to discuss problems that they have had at school or home. Then, teacher will create a class list of possible problems found in fictional stories.

Step 2: Teacher will read a problem card, and students will turn and talk with a partner to discuss possible solutions. Teacher and students will process for the remaining problem cards.

Step 3: Students will work with partners to discuss the problem and possible solutions.

Problems/Challenges

Jarrie forgot to do her homework last night. Her homework is due at 2:00 today.

Shawn wanted to eat an ice cream cone, but he left his dollar at his house.

Robert had a spelling test in two days. He didn't know how to spell any of the words yet.

Caroline has a soccer game at 5:00 and karate at 6:00. She is worried she won't make it to karate.

Tessa couldn't find her mom's iPod. She was running late.

Story 1

Martin loved to read. The only problem was that Martin only liked to read dinosaur stories. One day at the library, Martin realized that he had read every single dinosaur book on the shelves. He wanted to reread any old books that he had already read before. That would bore him. Martin was confused. He didn't know what to do.

Story 2

Beth and Seth loved to read. During reading time, however, they always argued. They both wanted to read the same book. Seth usually got to it first, sometimes if Beth was really quick, she could read it first. Beth and Seth's teacher told them they had to settle their argument or neither of them could ever read the book.

Illustrating Challenges

Illustrate the character's challenge.

Illustrate how the character responds to the challenge.

Describing Challenges

Describe the character's challenge.

Describe how the character responds to this challenge.

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

Instructional Passages

Task Cards for Any Text

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

The collage displays several educational templates:

- Story Elements:** A form with fields for Name, Title, and a section for "Who are the main characters?".
- Challenge and Response:** A form with fields for Name, Title, and a section for "Draw the challenge that the character has".
- About the Events:** A form with fields for Name, Title, and a section for "What happens in the story".
- All About my Character:** A form with fields for Name, Title, and a section for "At the beginning of the story, the character felt...".
- Story 1:** A passage about Tommy's lunch box.
- Story 3:** A passage about Ashley's nap.
- Task Cards:** A grid of eight cards with questions like "Who are the characters in the story?", "What is the setting of the story?", "What happens in the beginning of the story?", "What happens in the middle of the story?", "What challenge does the character face in the story?", "How does the character respond to the challenge?", "What happens at the end of the story?", and "What happens to the end?".

Graphic Organizers

Interactive Notebook Templates

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Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:

- A Google Classroom account

What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

Story Events		
Insert an image to illustrate.		Title:
		Author:
At the beginning...		

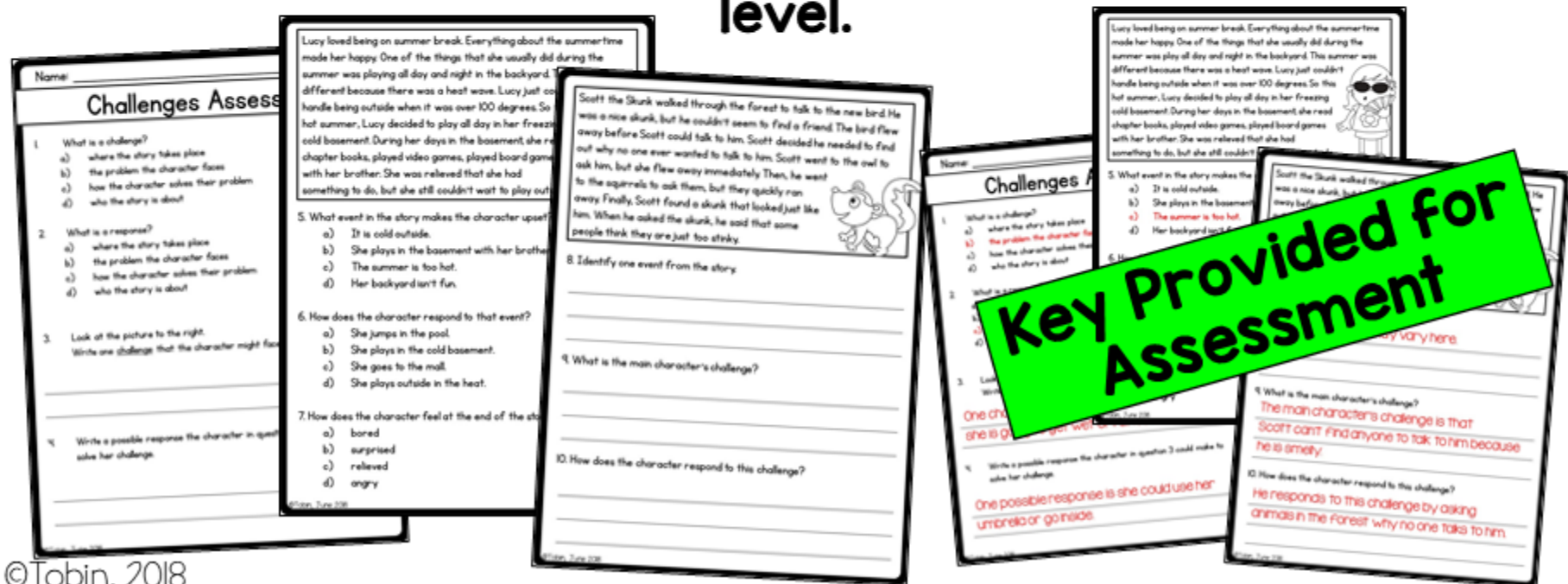
Graphic Organizers

First Time in NYC
<p>The Johnson family always traveled to the beach during the summers. This summer, they decided to travel to a big city called New York City. Mrs. Johnson told Mr. Johnson that they would really need a map. Mr. Johnson said they would be able to find their way around. Mrs. Johnson wanted to find their way around for the first time. Finally, Mr. Johnson said, "I'll go and get a map for you." Mrs. Johnson rolled her eyes and said, "I told you so!" She ran into one of the stores and came out with a city map. After quickly looking at the map, Mrs. Johnson knew which way to go.</p>

Instructional Passages

Assessment

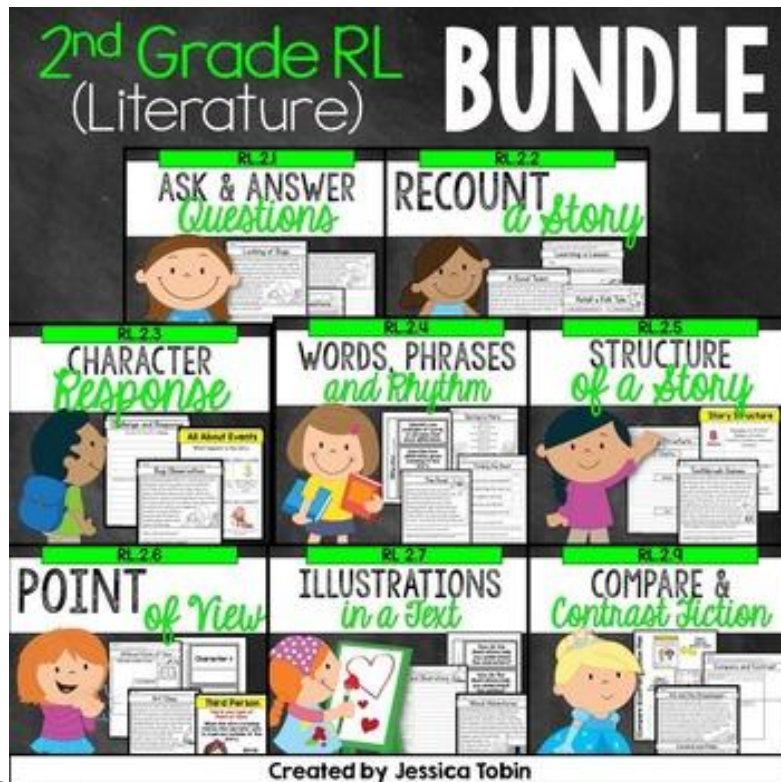
The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. In the beginning and middle of the year, I **suggest** reading the assessment aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.



Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Literature Domain



-or-

All 6 ELA Domains

