

HOW A CHARACTER RESPONDS TO EVENTS AND CHALLENGES

RL.2.3. Describe how characters in a story respond to major events and challenges.

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.
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.
STUDENT FEEDBACK GUIDE	A feedback tool for students to complete following the lesson set.
TEACHER’S FEEDBACK GUIDE	A feedback tool for your use with the lesson set.

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HOW A CHARACTER RESPONDS TO EVENTS AND CHALLENGES

TEACHER NOTES

RL.2.3, 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 & Schuldt, 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.

Using a text that is culturally familiar to students “may help teachers build upon what students know” and help them make connections while reading. (Aukerman, 2015)	Choose familiar fairy tales, folktales, and texts with moral dilemmas to help students deepen their connections with what they are reading.
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.” (Aukerman, 2015)	Lesson 3 gives students the opportunity to dramatize a story, which will help them form deeper connections with the text.
“Readers create images to form unique interpretations, clarify thinking, draw conclusions, and enhance understanding.” (Miller, 2002)	In the lessons, students will make drawings and act out character responses. These physical representations will help students make deeper connections with the texts.

BIBLIOGRAPHY

- Aukerman, M. (2015). How should readers develop across time? Mapping change *without* a deficit perspective. *Language Arts*, 93(1), 55–62.
- Aukerman, M. & Schuldt, L. C. (2016). Closely reading “reading closely.” *Language Arts*, 93(4), 286–299.
- Duke, N. K. & Pearson, D. (2008). Effective practices for developing reading comprehension. *Journal of Education*, 189(1/2), 107–122.
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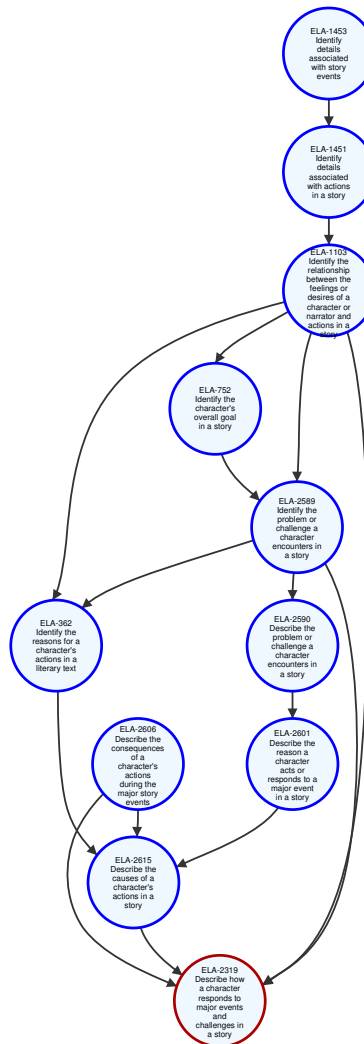
HOW A CHARACTER RESPONDS TO EVENTS AND CHALLENGES

LEARNING MAP TOOL

RL.2.3

STANDARD

RL.2.3 Describe how characters in a story respond to major events and challenges.



**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

RL.2.3, Lesson 1

LEARNING GOAL

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

STANDARD

RL.2.3 Describe how characters in a story respond to major events or challenges.

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 the most important event 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.

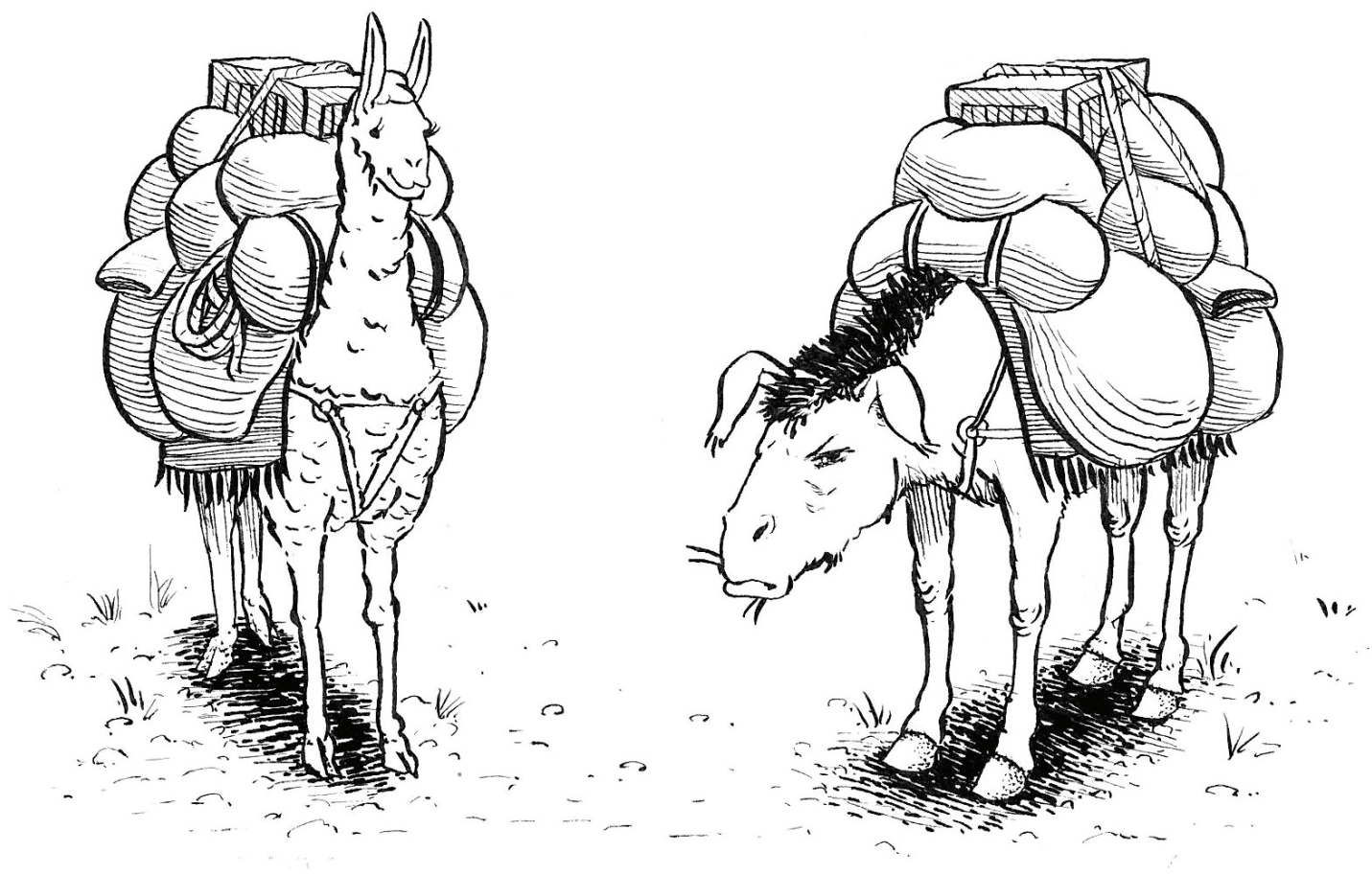
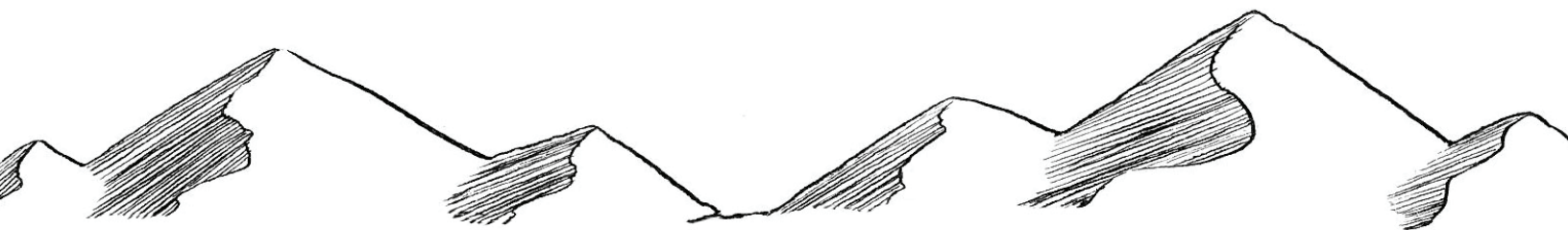
CHECKING FOR UNDERSTANDING

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.

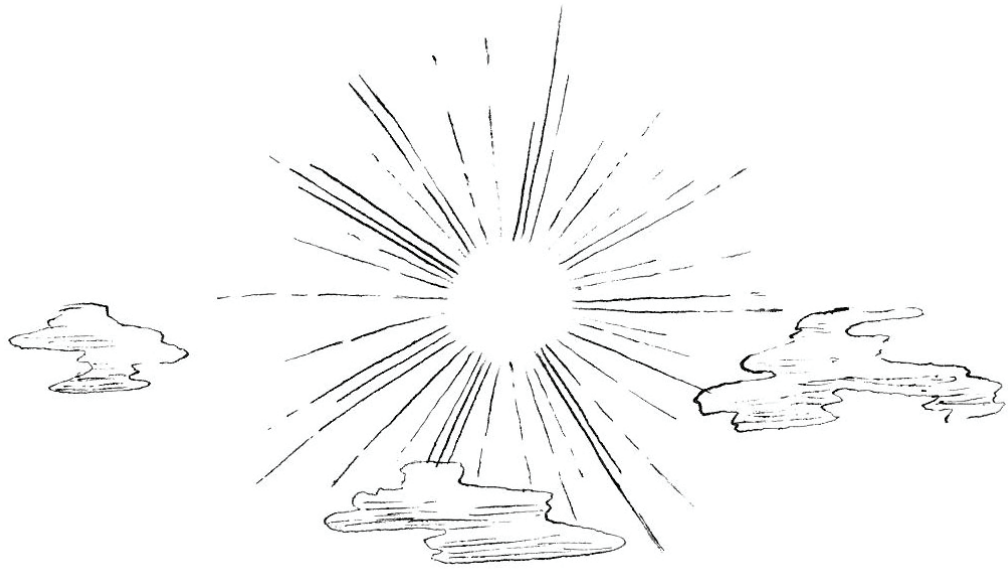


The Llama and the Mule

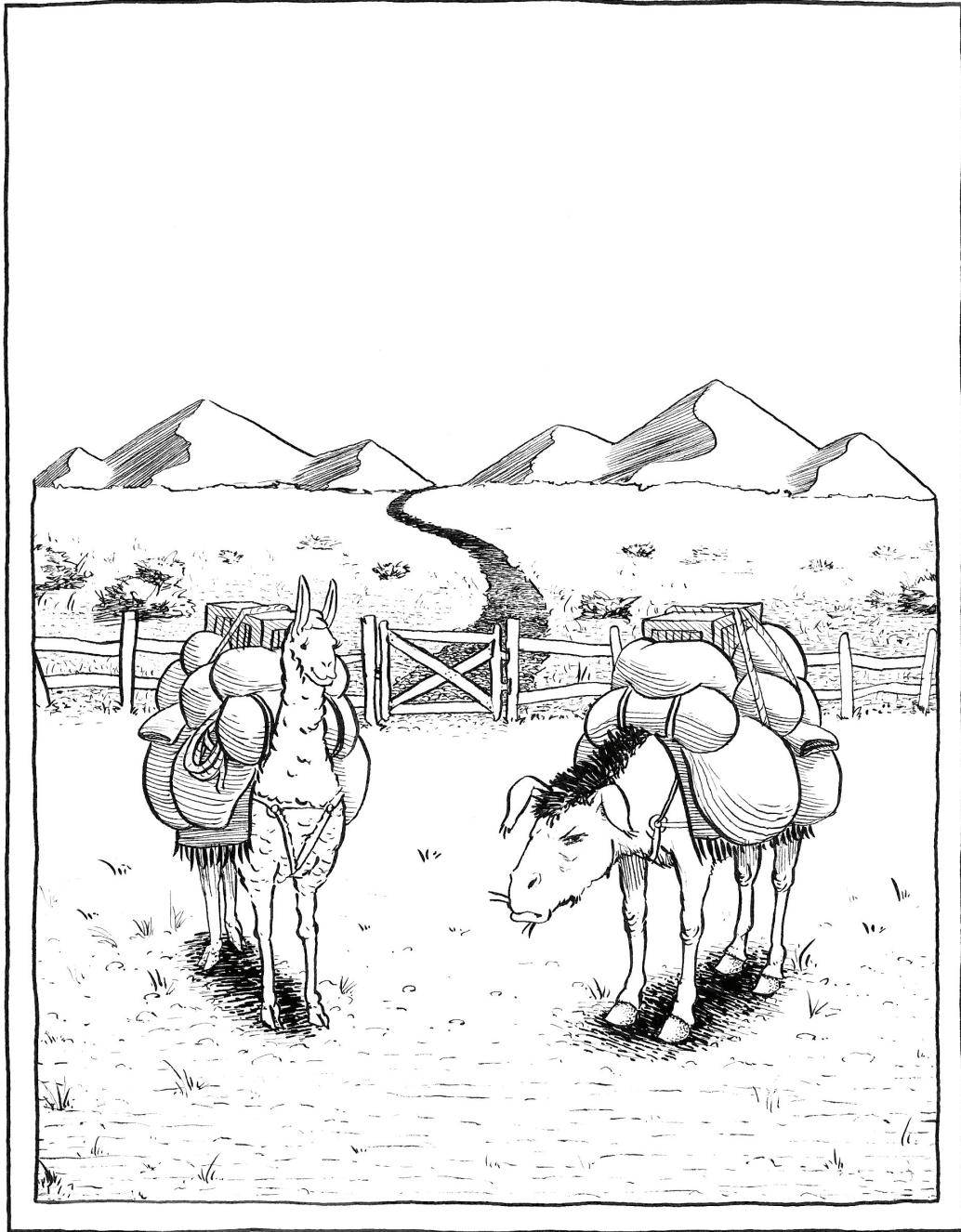
A story based on an Aesop fable

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.

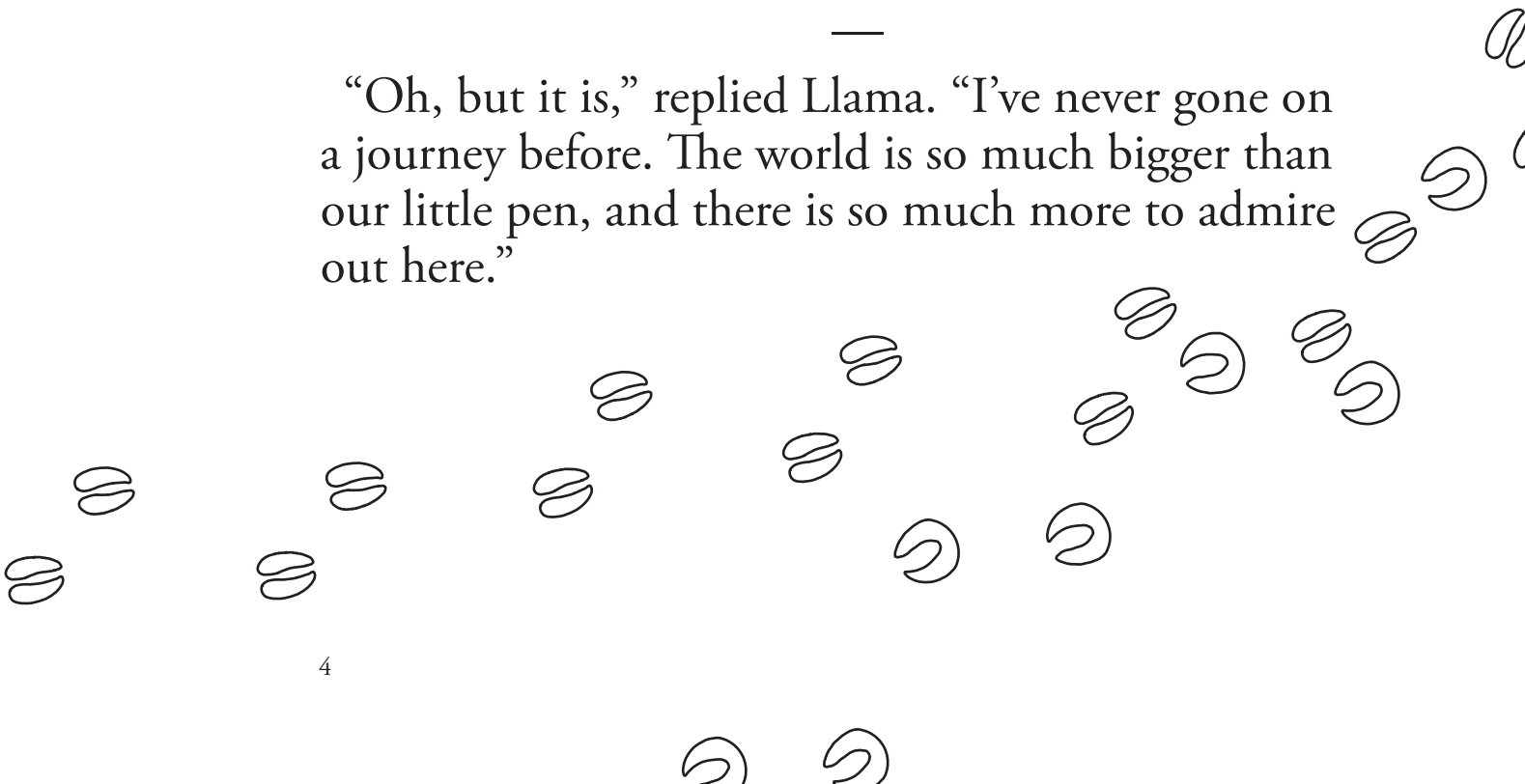
Mule shook his head at Llama.

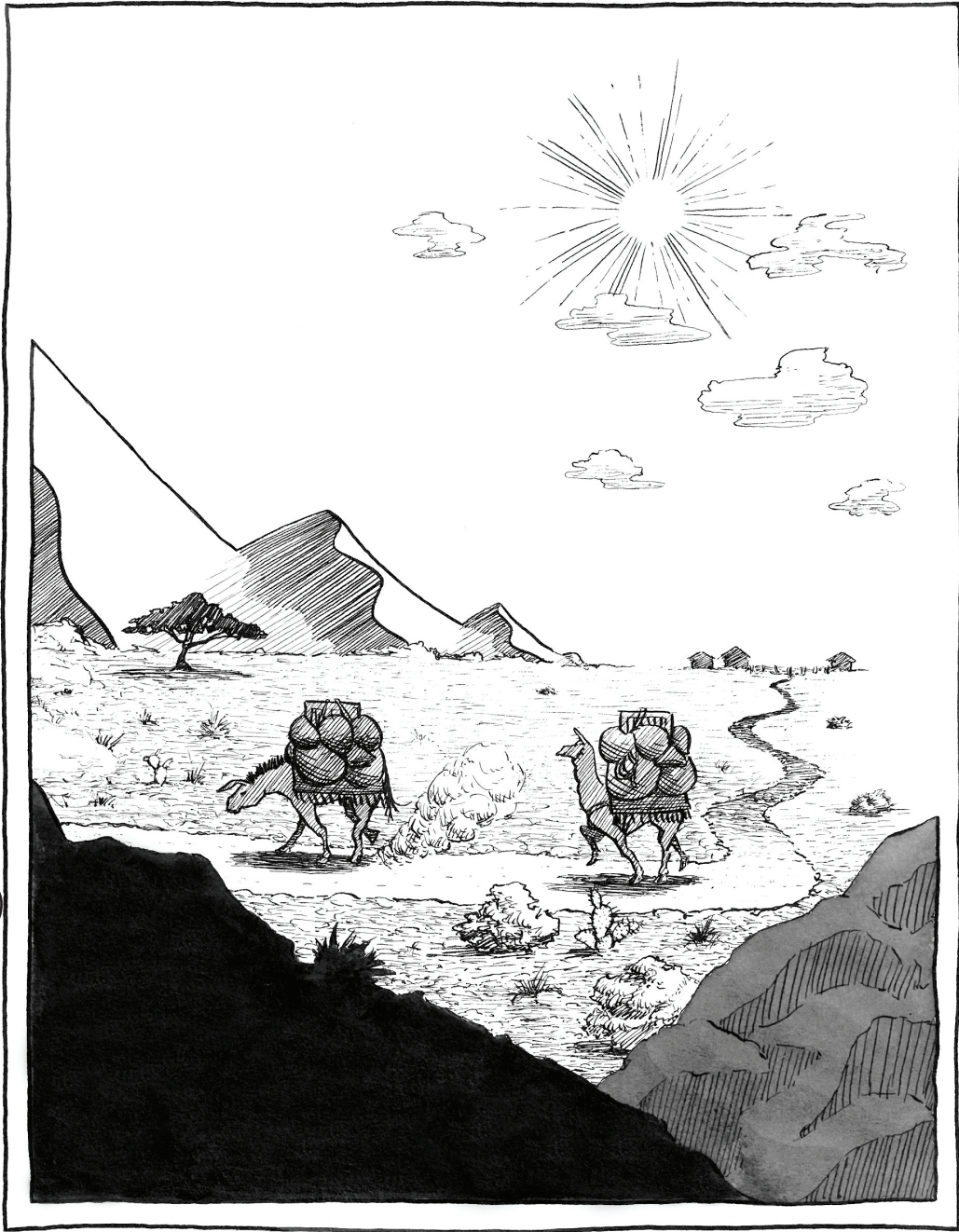
—

“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.

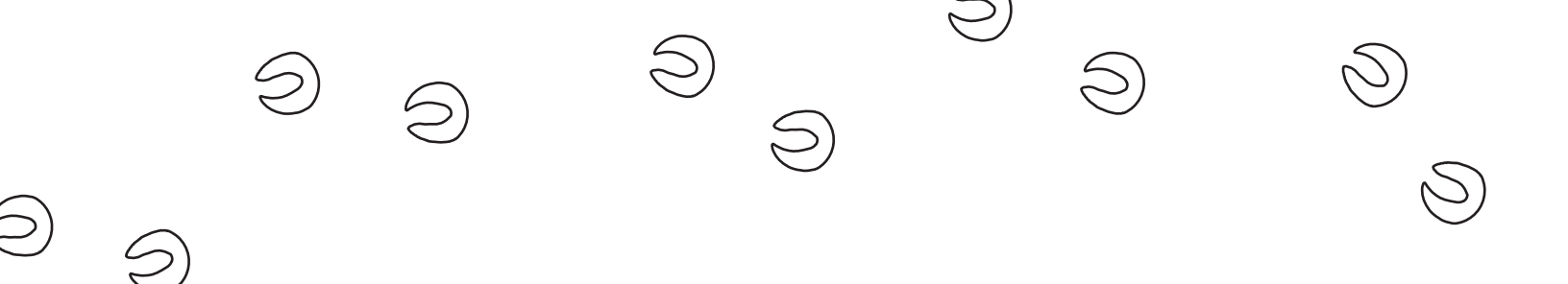
Mule navigated the familiar, rocky path. Yet Llama wasn't used to climbing, and the heavy pack made it even harder. Soon, his pack shifted and he stumbled.

"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."



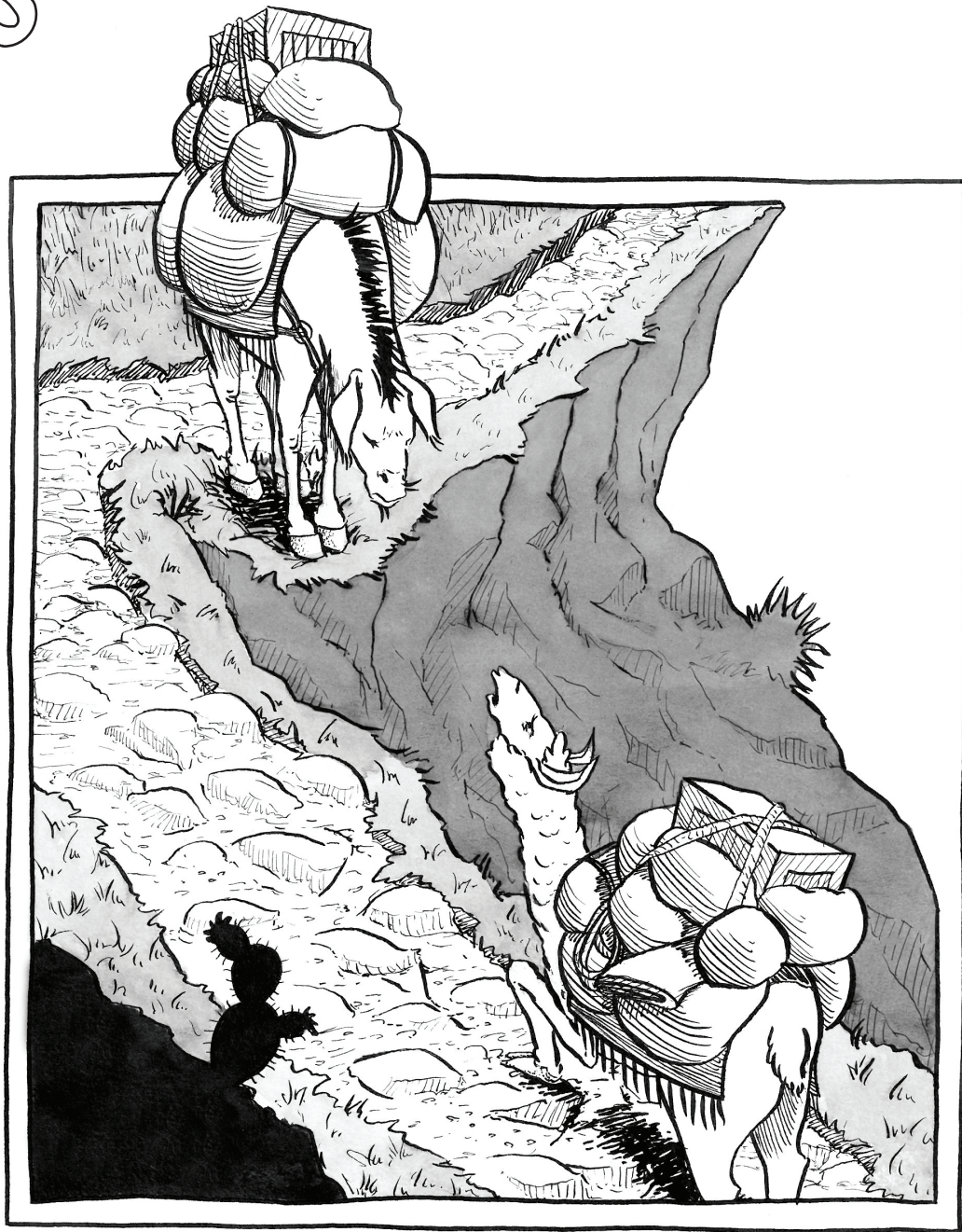
“There is a stream,” Mule said, “and some olive trees. We will wait there until the merchant sells his goods. Then we will make the long trip home. Now, stop asking questions. You’re slowing us down.”

“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.”

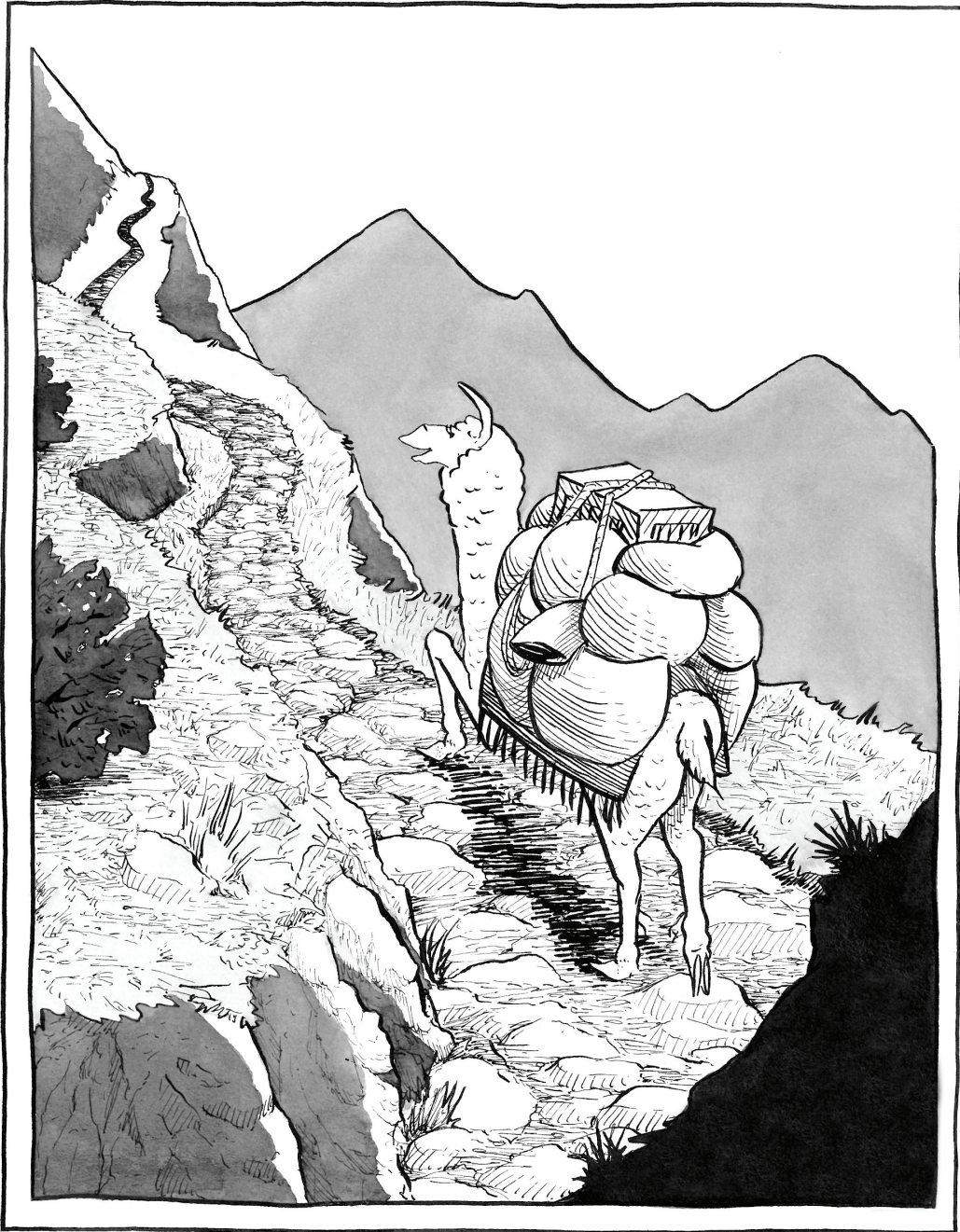
Llama sighed, but he continued up the mountain path until he stumbled again. “Please, Mule,” he asked, “will you slow down so I can climb safely?”

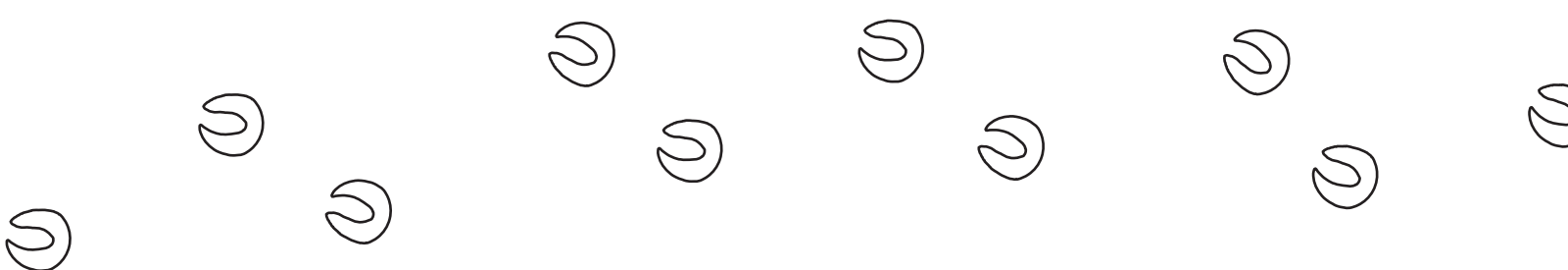
“If I go slower,” Mule grumbled, “I’ll have to carry this heavy pack even longer.” Mule huffed at Llama and climbed even faster.





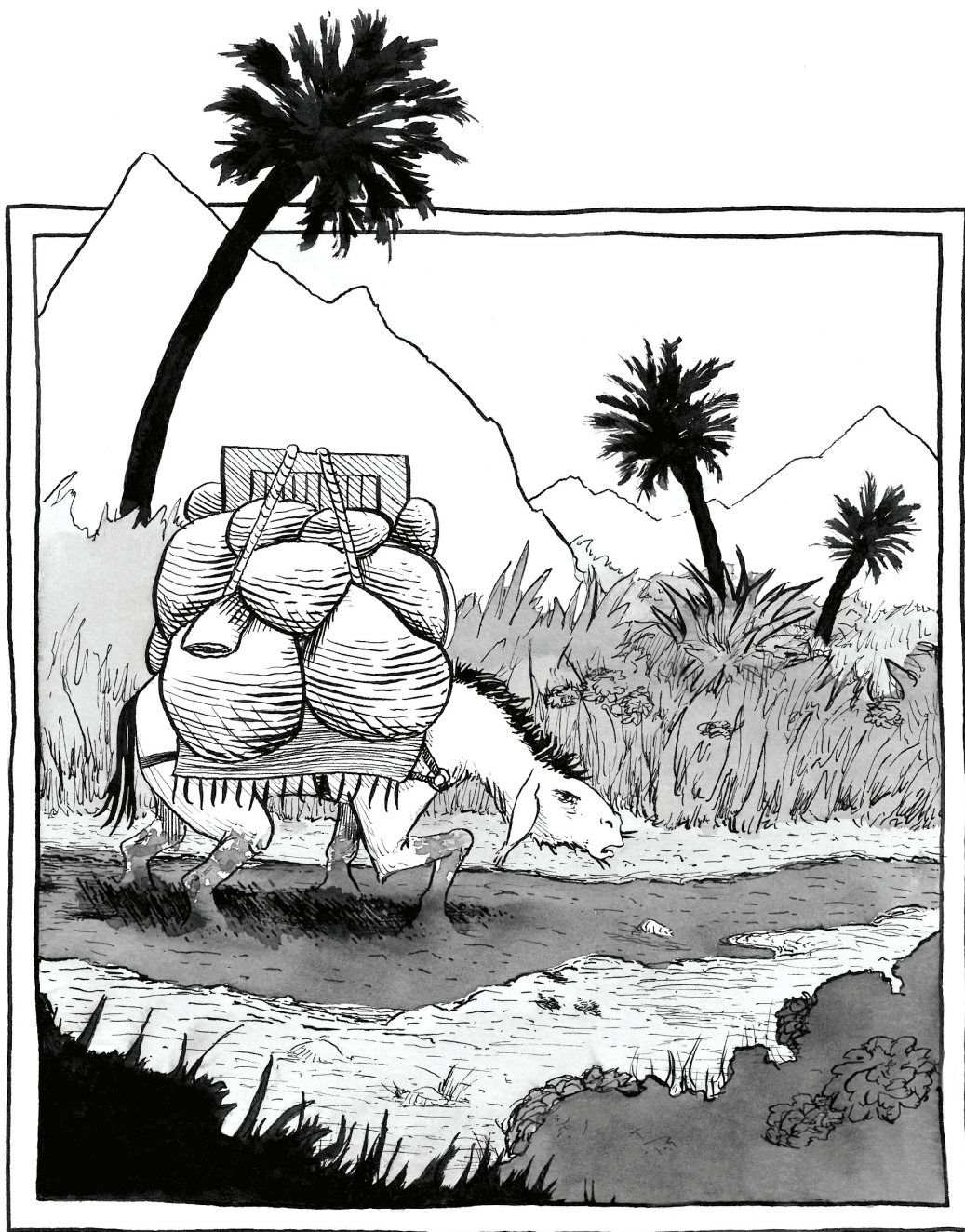
Before long, Llama was alone on the trail. He continued slowly but surely up the steep path, quietly singing a song about all the lovely things he had heard about the market. Singing always helped Llama stay cheerful.





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.

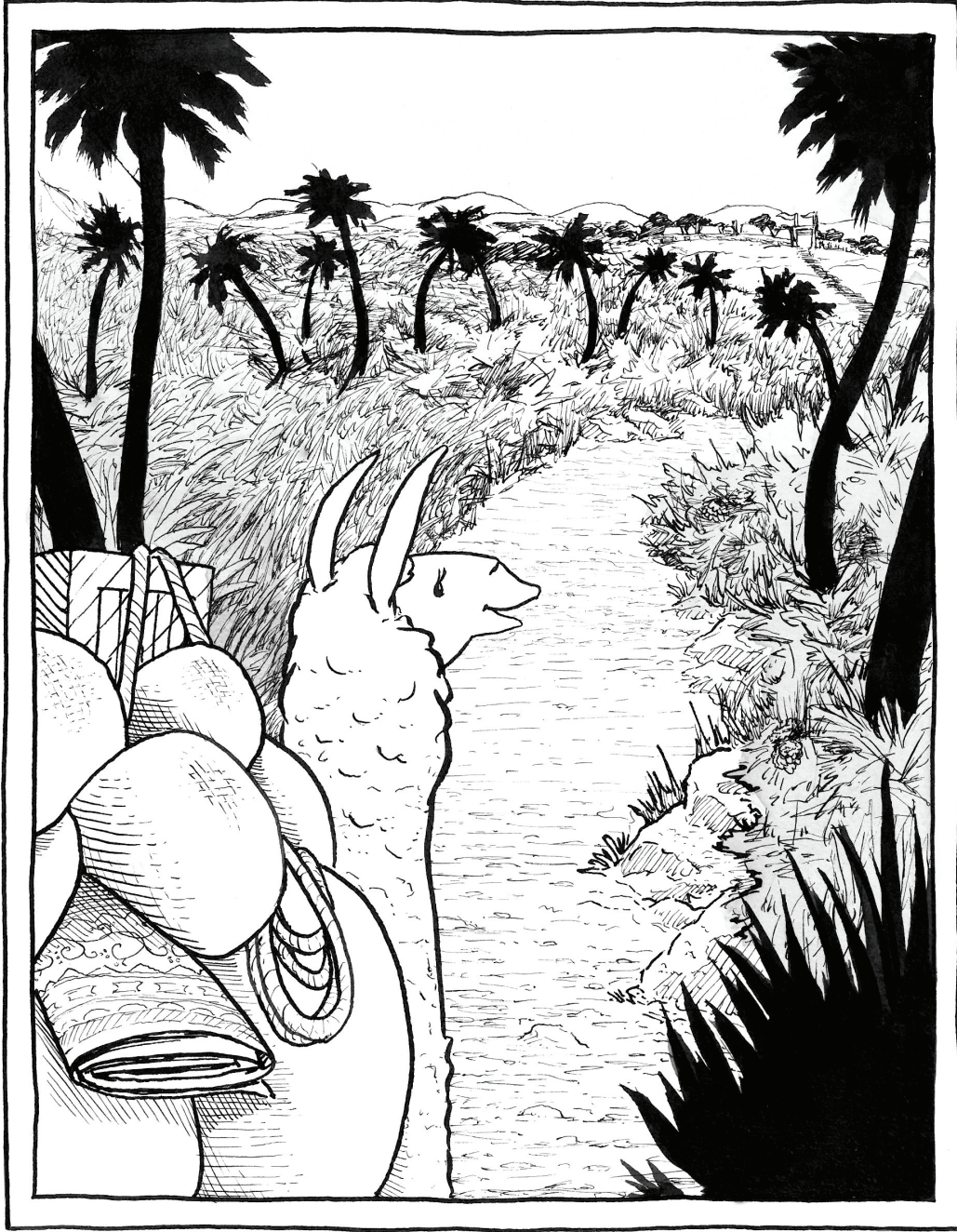
Mule's steps became **SLOW AND
HEAVY.**

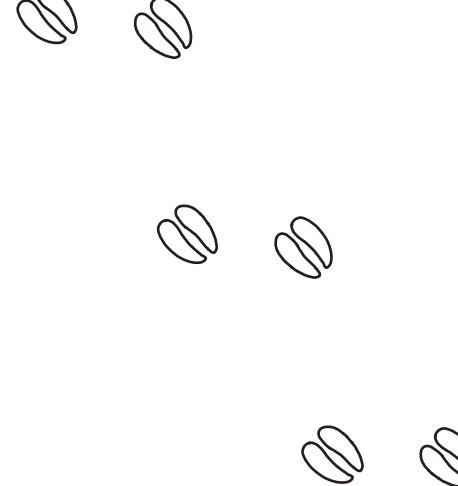




When Llama finally reached the wide, green valley, he gave a yip of joy. Surely crossing the open fields would be easier than climbing the mountain, and now they were almost to the market.

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.



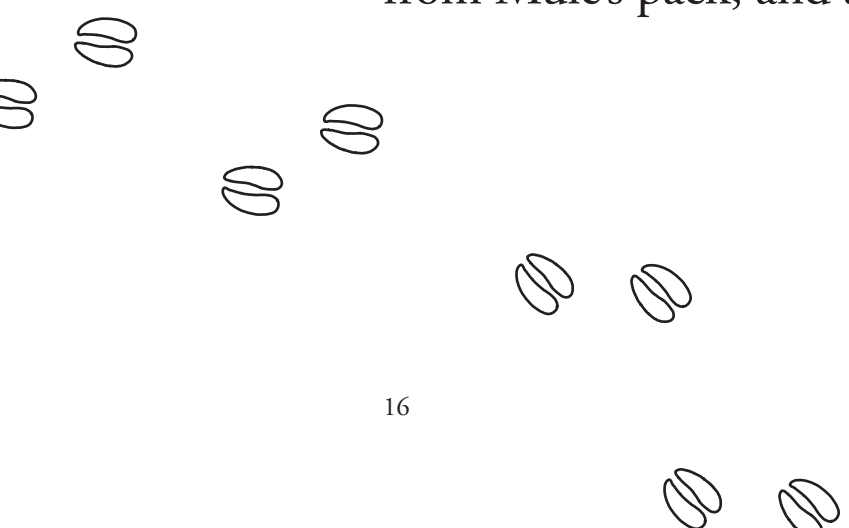


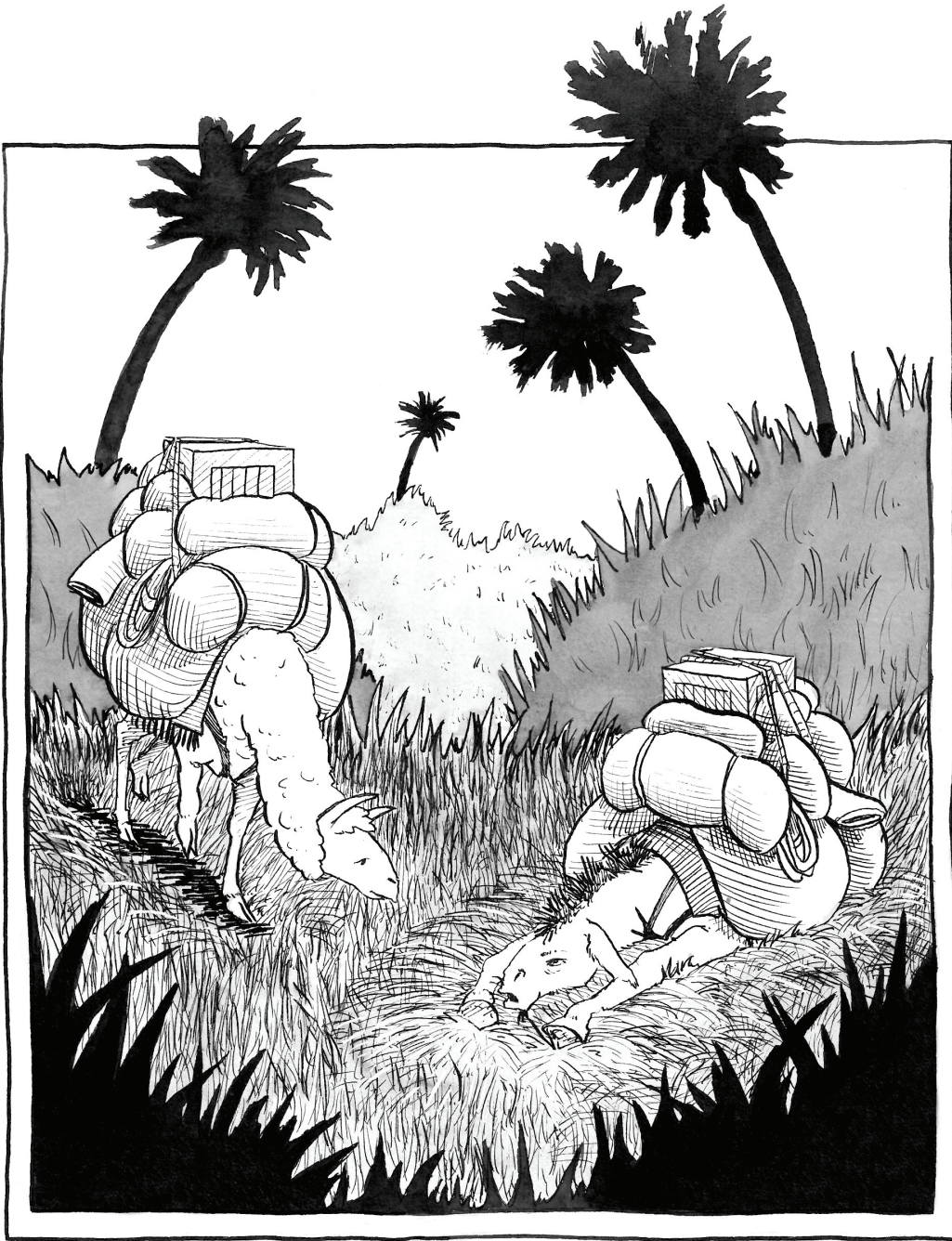
As Llama rounded a curve in the path, he heard a low groan. It sounded like Mule. Llama hurried ahead. He found Mule on his knees in the tall grass next to the trail.

“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.





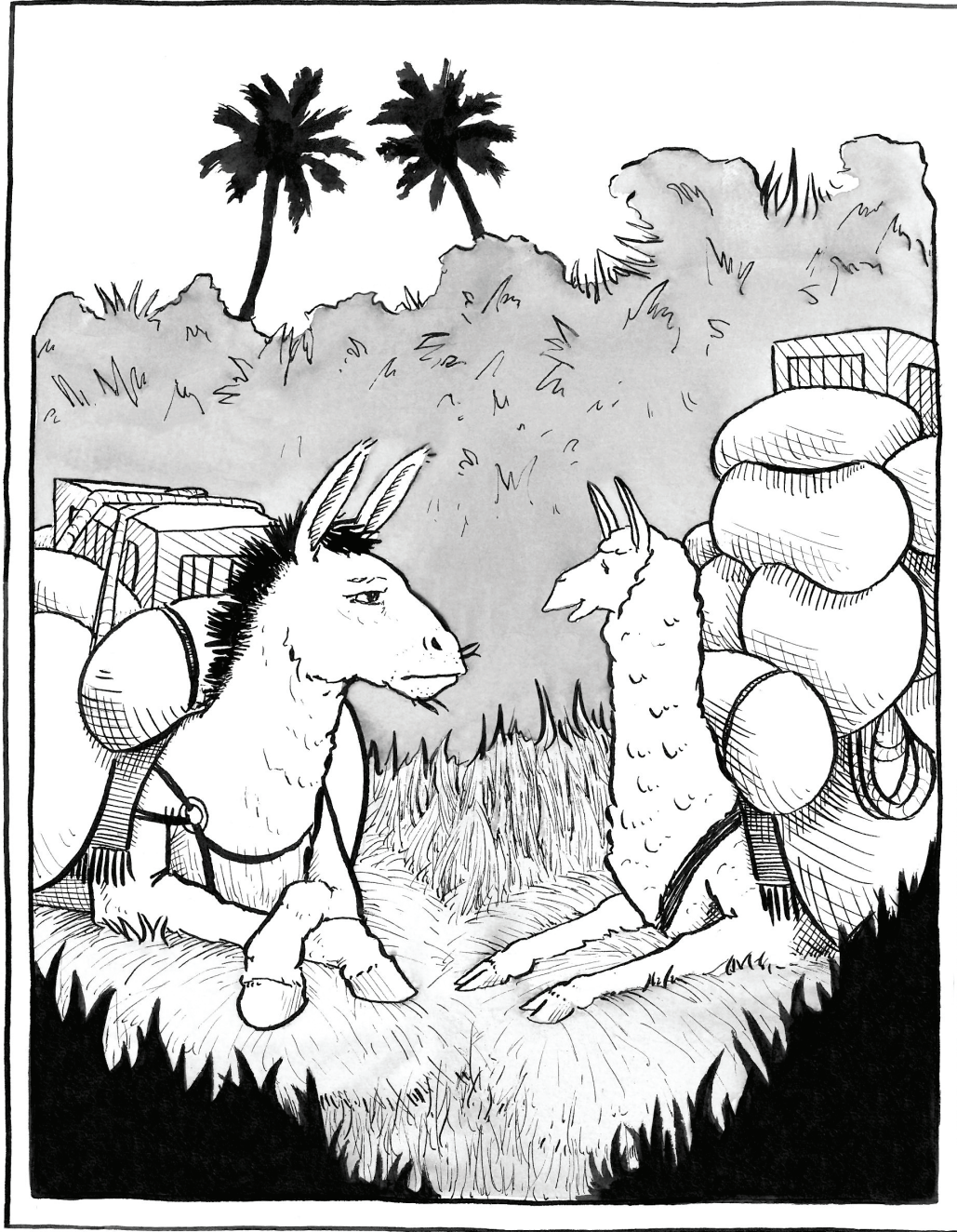
“The pack is still too heavy,” Mule complained.
“I can’t go on.”

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.

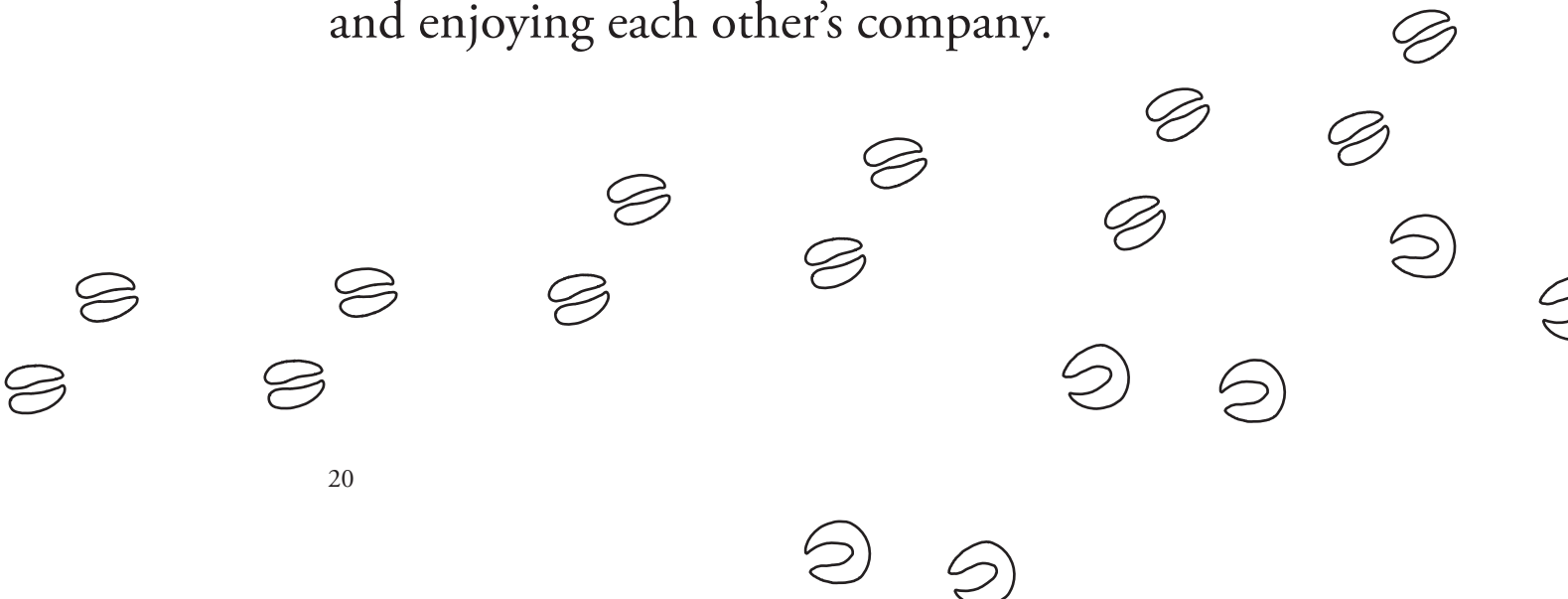
Mule sucked in a chest of air, ready to let out his grumpiest grumble. But then, memories of the market’s shady grove of olive trees, sweet grass, and cool water drifted into his mind. The pack lightened. His legs strengthened.

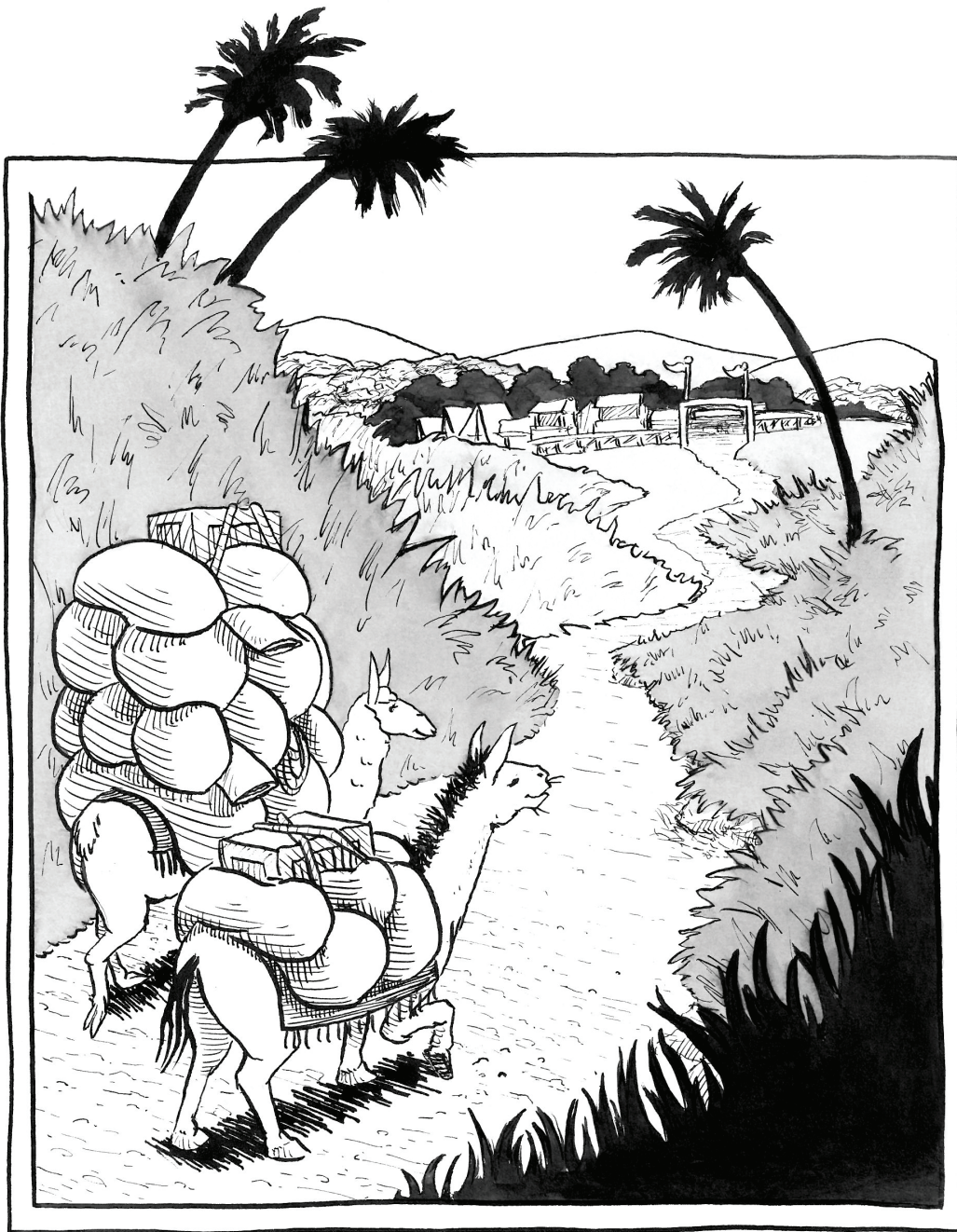


Mule stood up and agreed to continue. As they walked, Llama asked questions about the market, and Mule kindly answered. He described the taste of the olives and the grass. He shared funny memories from past visits. As he talked and laughed, Mule's feet moved a little more quickly. Now they were nearing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

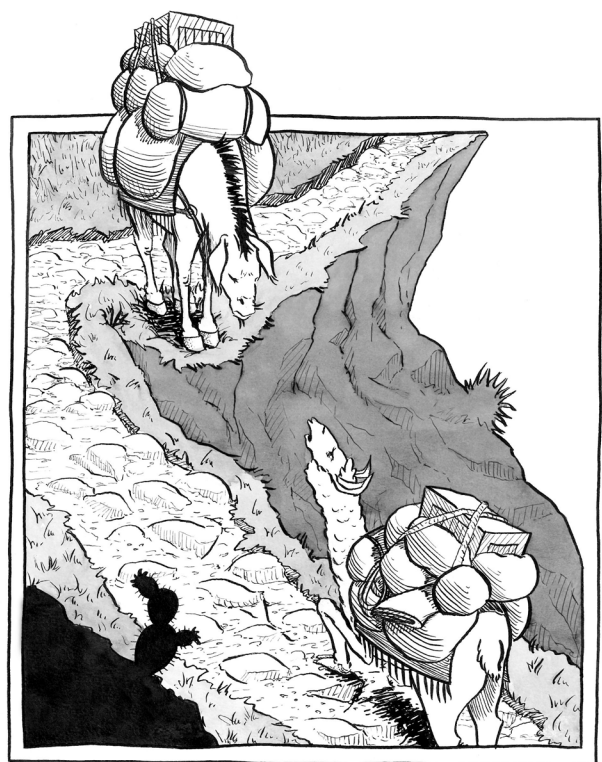
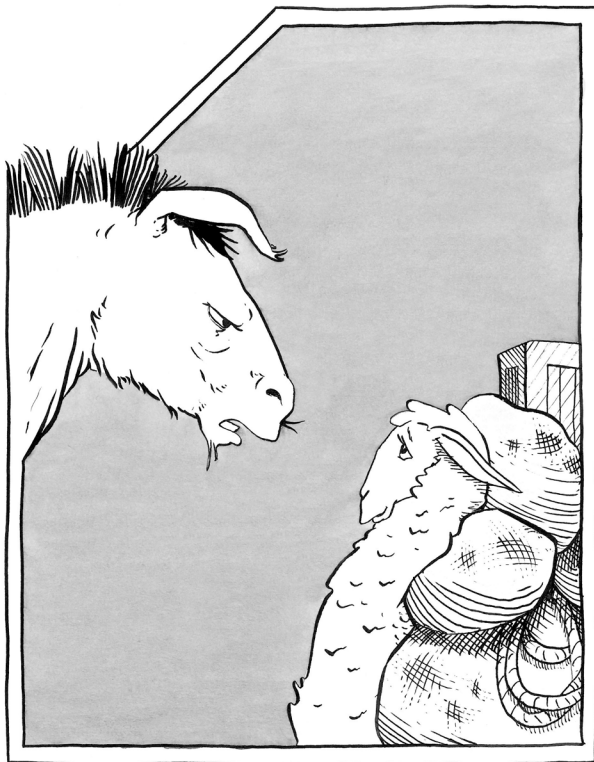
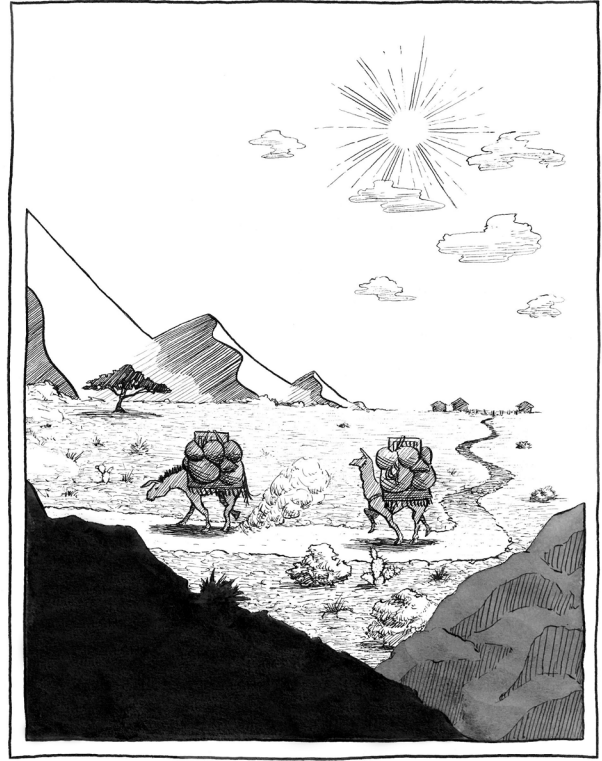
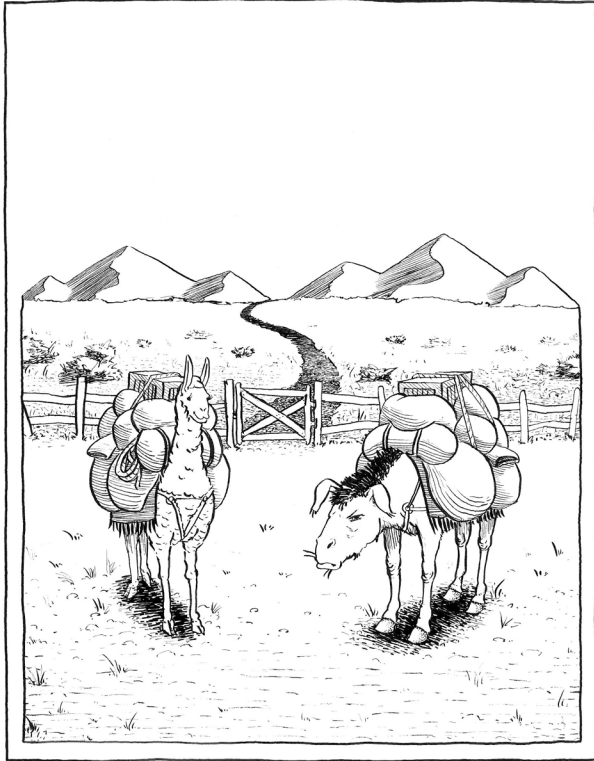


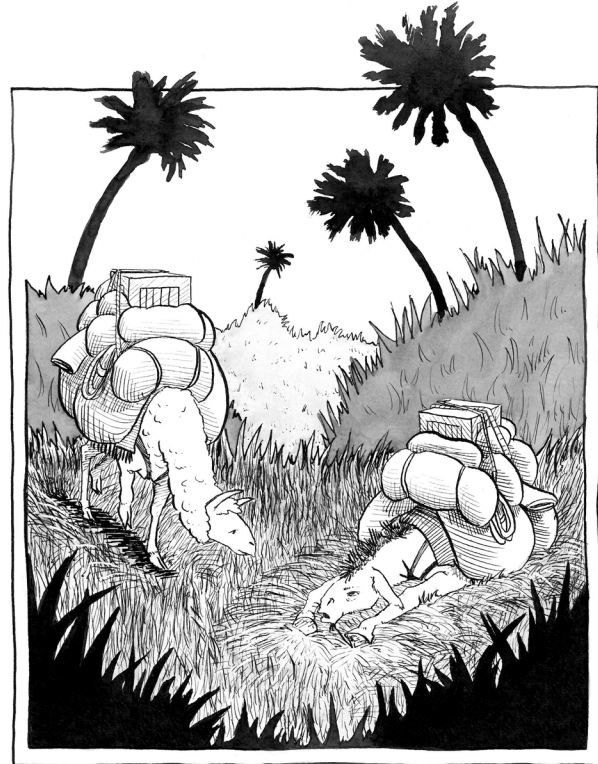
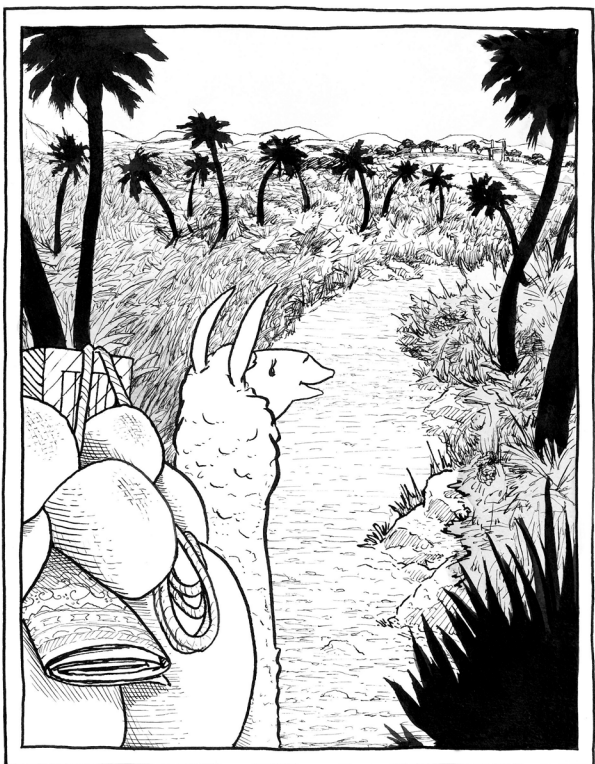
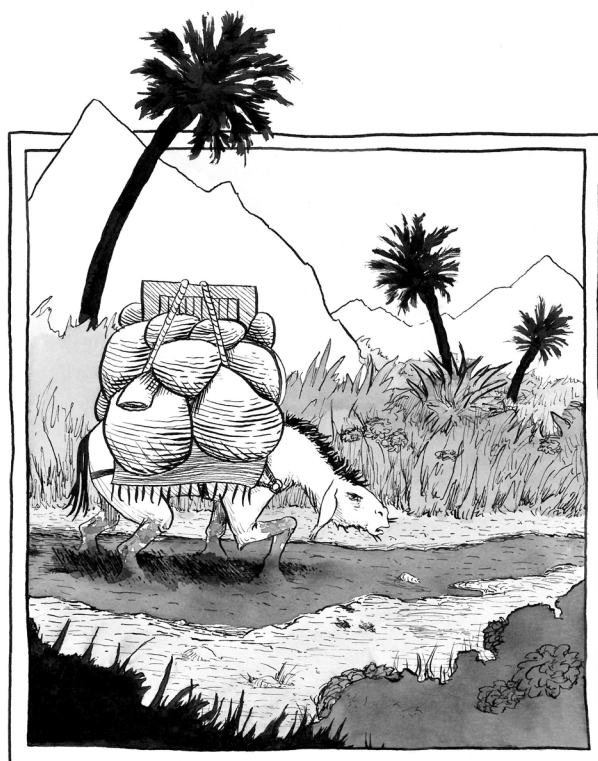


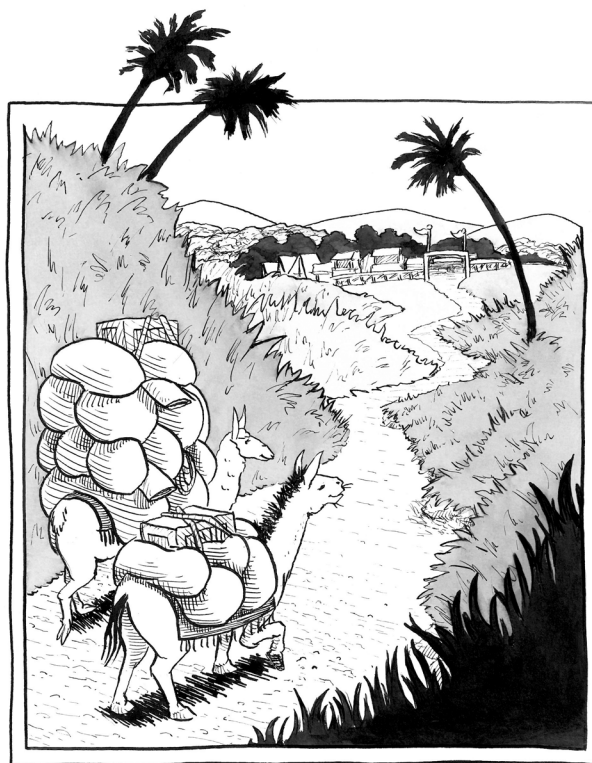
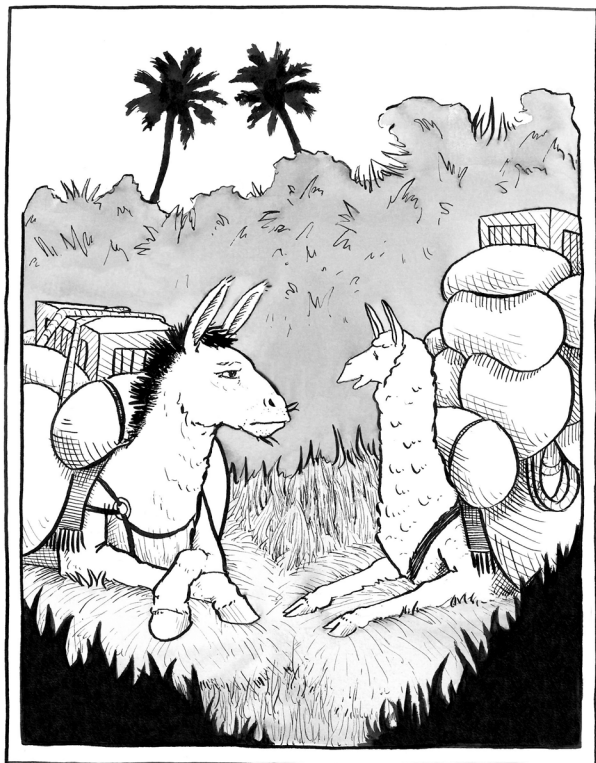


THE END









IDENTIFYING THE CAUSES OF A CHARACTER'S ACTIONS

INSTRUCTIONAL ACTIVITY

RL.2.3, 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

RL.2.3 Describe how characters in a story respond to major events or challenges.

MATERIALS & HANDOUTS

- ▶ [PASSAGE: THE LLAMA AND THE MULE](#)
- ▶ [STUDENT HANDOUT: HOW A CHARACTER RESPONDS TO EVENTS AND CHALLENGES](#)
- ▶ chart paper
- ▶ markers

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IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can describe 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 chart paper or a board.

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

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 two pictures. First you will draw a picture of an important event from the story that includes Mule. Then you will draw a picture of how Mule responds to the event."

Pass out [STUDENT HANDOUT: HOW A CHARACTER RESPONDS TO EVENTS AND CHALLENGES](#).

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

RL.2.3, Lesson 3

LEARNING GOAL

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

STANDARD

RL.2.3 Describe how characters in a story respond to major events and challenges.

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. This unit provides a passage, **THE GIANT TURNIP**. You are free to copy this provided resource. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.

MATERIALS & HANDOUTS

- ▶ **PASSAGE: THE GIANT TURNIP**
 - ▶ 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.

The Giant Turnip

by Lisa Harkrader

There once was a mouse who lived in a field beside a sweet, warm house. In the house lived a sweet, warm family—a grandfather, a grandmother, a granddaughter, a dog, and a cat. Mouse spent part of each day staring up at the house. She longed to live under its sweet, warm roof. She was a little worried about the cat, but she longed to be part of the sweet, warm family.

One spring morning, the house door banged open and the family trooped out—the grandfather, the grandmother, the granddaughter, the dog, and the cat. They set to work in the garden.

Mouse watched the grandfather hoe rows. She watched the grandmother plant seeds. She watched the granddaughter rake dirt, the dog chase off hungry rabbits, and the cat sun itself in the grass and flick away grasshoppers with her tail.

Mouse sighed. They all worked together, just like a family should. Everyone pitched in. Everyone helped.

Mouse sat up. That was it! *She* would pitch in. *She* would help. Then the family would invite her into their sweet, warm house. They would let her be part of their sweet, warm family.



Mouse visited the garden each day, looking for a way to help. She was too small to swing a hoe. She was too small to use a rake. She was too small to chase rabbits. She was even too small to flick grasshoppers. They only laughed at her when she tried.

One morning, Mouse noticed a tiny green sprout poking up from the dirt.

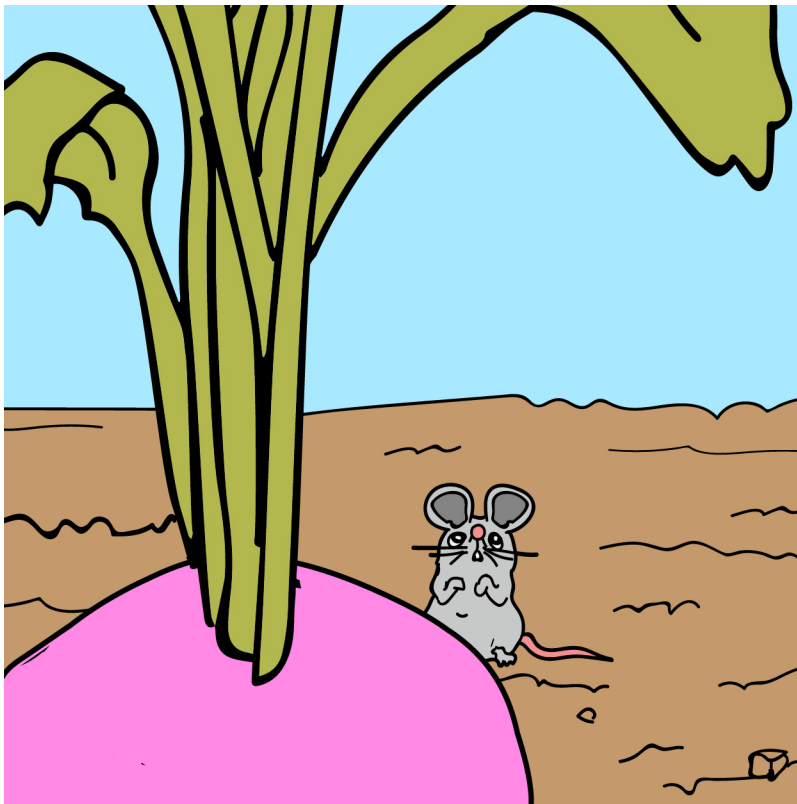
The next morning, the sprout had grown into a stem with leaves.

The morning after that, the top of a tender young turnip had pushed itself up from the ground. It was still too small to pick, but Mouse knew that after another day of growing, the turnip would be ready.

Mouse blinked. That was it! She would come to the garden early the next morning, pick the turnip, and deliver it to the house. The family would be thankful for her help. They would invite her into their sweet, warm house.

The next morning, Mouse woke early. She slipped through the grass and into the garden. Her eyes grew wide. Her mouth fell open. She stared at the turnip.

Overnight, it had grown. It had grown and grown. It had grown and grown and grown some more. Now it was enormous. It was gigantic. It was huge. It towered above Mouse's head, so mighty that it blocked the morning sun.



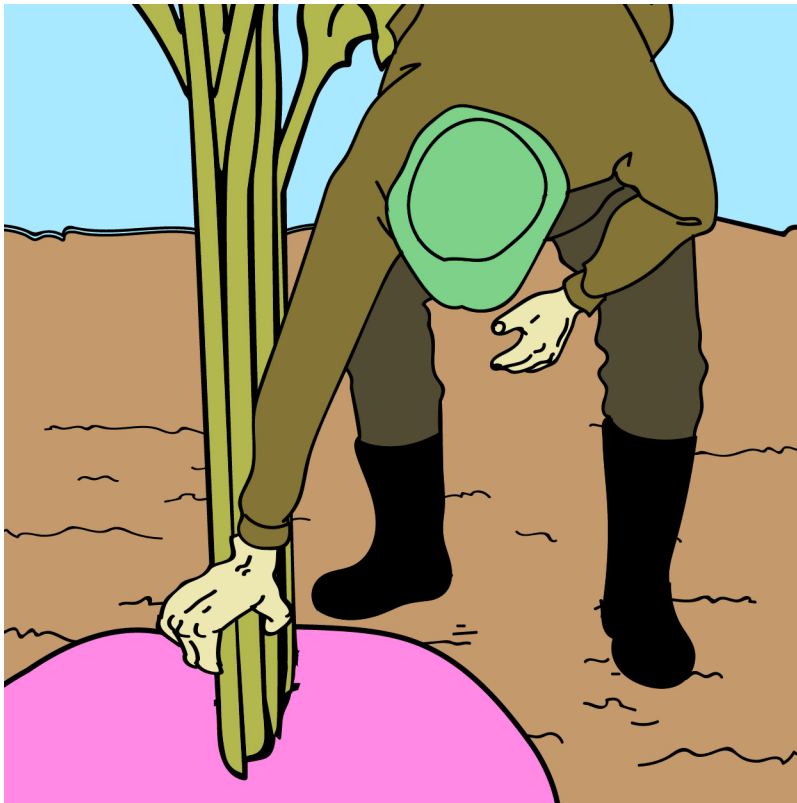
Mouse sank back into the dirt. One small mouse could never pick a turnip that big.

She sighed. She'd found her chance to help, and now that chance was gone.

As Mouse sat there, the house door banged open. Mouse skittered to a hiding place in the grass.

The grandfather ambled out. He stopped. His eyes grew wide. His mouth fell open. He stared up at the giant turnip.

He scratched his head. Then he took hold of the turnip stem and pulled.



The turnip would not budge.

Mouse worked up her courage. She crept to the edge of the garden. "Can I help?" she squeaked out.

The grandfather frowned. "This turnip is big. And you are small. You're much too small to help."

The grandfather turned and called to his wife.

The house door banged open, and the grandmother marched out.

She stopped. Her eyes grew wide. Her mouth fell open. She stared up at the giant turnip.

She wiped her hands on her apron. Then she took hold of the grandfather. The grandfather took hold of the turnip stem.



They pulled and pulled.

The turnip would not budge.

Mouse crept closer. "I can help," she squeaked out.

The grandmother shook her head. "This turnip is big. And you are small. You're much too small to help."

The grandmother turned and called to her granddaughter.

The house door banged open, and the granddaughter skipped out.

She stopped. Her eyes grew wide. Her mouth fell open. She stared up at the giant turnip.

The granddaughter pushed her hair from her face. Then she took hold of her grandmother. The grandmother took hold of the grandfather. The grandfather took hold of the turnip stem.



They pulled and pulled and pulled.

The turnip would not budge.

Mouse crept even closer. "Let me help," she squeaked out.

The granddaughter wrinkled her nose. "This turnip is big. And you are small. You're much too small to help."

The granddaughter turned and whistled to the dog.

The house door banged open, and the dog trotted out.

He stopped. He tipped his head. He cocked his ear. He stared up at the giant turnip.

The dog let out a bark. Then he took hold of the granddaughter. The granddaughter took hold of her grandmother. The grandmother took hold of the grandfather. The grandfather took hold of the turnip stem.



They pulled and pulled and pulled and *pulled*.

The turnip would not budge.

Mouse crept closer still. "*Please* let me help," she squeaked out.

The dog snorted and gave a sharp yap, which Mouse knew meant the turnip was big, and she was small, much too small to help. Mouse sighed.

The dog turned and yelped at the cat.

The house door creaked open, and the cat sauntered out.

Terrified, Mouse skittered back to the grass.

The cat stopped. She narrowed her eyes. She swished her tail. She gave the turnip an irritated look.

But she took hold of the dog. The dog took hold of the granddaughter. The granddaughter took hold of her grandmother. The grandmother took hold of the grandfather. The grandfather took hold of the turnip.

They pulled and pulled and pulled and pulled and *pulled*.

The turnip would not budge.



Mouse could no longer stand. She raced from the grass. She took hold of the cat. The cat yowled, but took hold of the dog. The dog took hold of the granddaughter. The granddaughter took hold of the grandmother. The grandmother took hold of the grandfather. The grandfather took hold of the turnip stem.

They pulled.

The turnip wiggled.

They pulled and pulled and pulled.

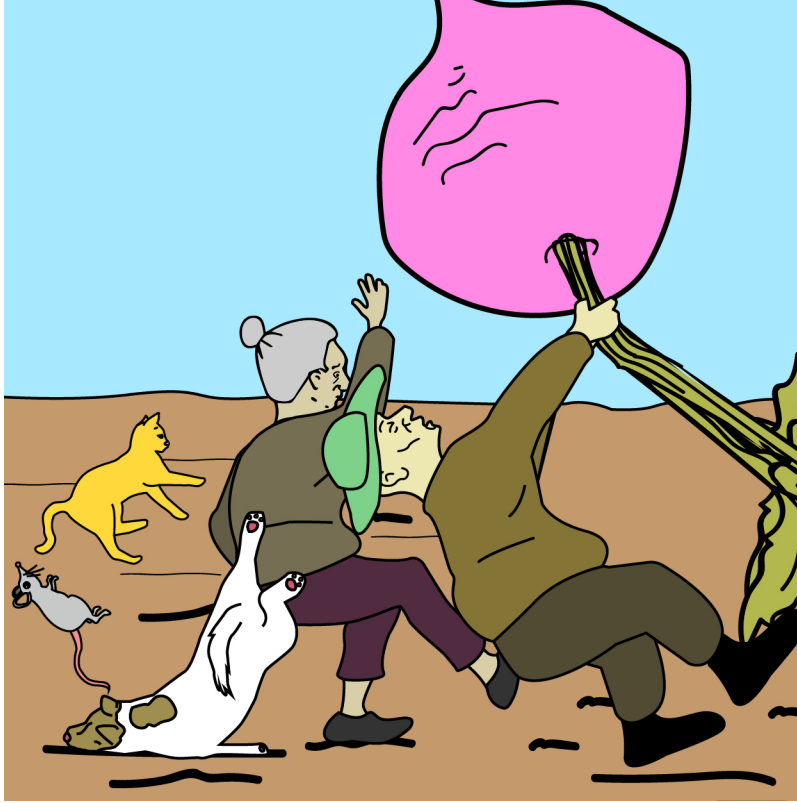
The turnip wobbled.

They pulled and pulled and pulled and pulled, then pulled and pulled some more.

The ground rumbled. The grandfather fumbled. The grandmother stumbled. The granddaughter tumbled. The dog bumbled. The cat grumbled. Mouse mumbled. The dirt crumbled.

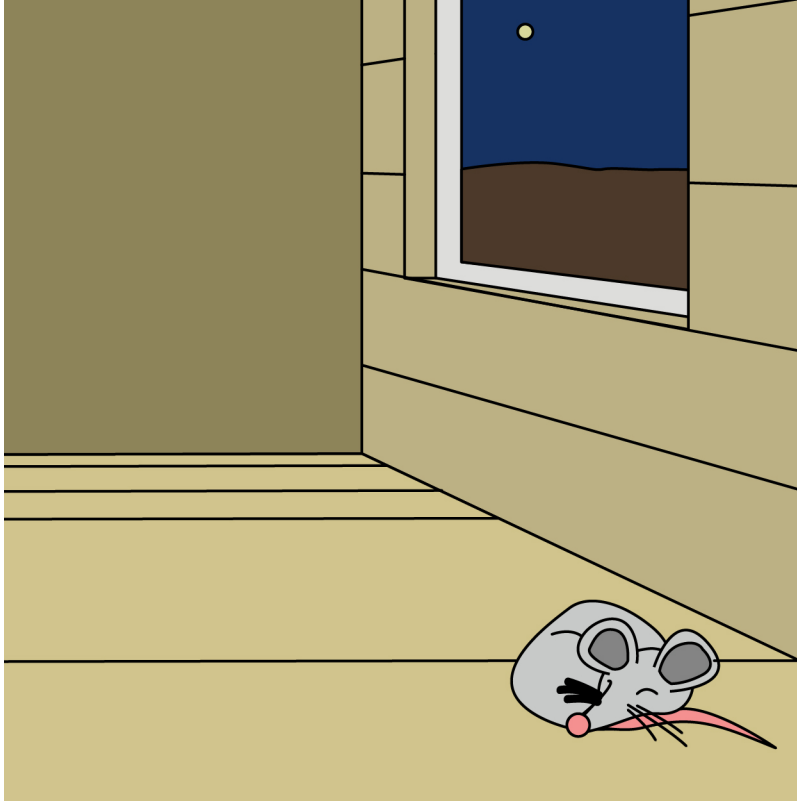


And the giant turnip popped free.



The turnip rolled into the grandfather, who rolled into the grandmother, who rolled into the granddaughter, who rolled into the dog, who rolled into the cat, who rolled into Mouse.

They all rolled from the garden in a sweet, warm bundle and landed in the sweet, warm house.



That night, Mouse sat with the sweet, warm family and feasted on sweet, warm, delicious turnip stew. After she helped the grandfather, the grandmother, the granddaughter, the dog, and even the cat wash the dishes, Mouse curled up in her sweet, warm corner of the sweet, warm house and fell into a sweet, warm sleep.

HOW A CHARACTER RESPONDS TO EVENTS AND CHALLENGES

STUDENT FEEDBACK GUIDE

RL.2.3, Lesson 1–3

Directions: For each learning goal, circle the sentence that best matches what you can do.

Learning Goal	Level 1	Level 2	Level 3
Tell the most important event in a story	I can list different events that happen in a story.	I can determine which event is more important between two events.	I can tell the most important event in a story.
Describe why a character behaves a certain way in the story	I can tell an important event in a story.	I can tell how a character responds to an important event in the story.	I can describe why the character behaves a certain way in the story.
Act out how a character feels after an event in a story	I can act out an important event in a story.	I can act out how a character responds to the event.	I can act out how the character feels after the event.

HOW A CHARACTER RESPONDS TO EVENTS AND CHALLENGES

TEACHER'S FEEDBACK GUIDE

RL.2.3

Concrete ←————→ Abstract		
<p>Determine if the student can IDENTIFY DETAILS ASSOCIATED WITH STORY EVENTS:</p> <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? 	<p>Determine if the student can DESCRIBE THE REASONS FOR A CHARACTER'S ACTIONS OR RESPONSES DURING A MAJOR STORY EVENT:</p> <ul style="list-style-type: none"> ▶ Can the student describe how the most important event changed the character's actions or behavior? 	<p>Determine if the student can DESCRIBE HOW A CHARACTER RESPONDS TO MAJOR EVENTS AND CHALLENGES IN A STORY:</p> <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?