TEACHER PLAN • GRADE 2

The Brave Next Step

Read-aloud lesson | 30–35 minutes | Any picture-book story

Learning intention / success criteria

Students will describe how a character responds to a challenge and what that response shows about the character. I can name the challenge, explain the response, and use a story detail to name a trait.

Standards

TEKS 2.7(C): support a response with text evidence; 2.8(B): describe a main character's internal and external traits. Common Core RL.2.3: describe how characters respond to major events and challenges.

Materials & preparation

Choose a story with a clear challenge and response (including The Kid That Did). Have the book, the matching student page, and pencils. Mark one moment when the character faces a challenge.

1 • Notice (5 min)

Ask: "What can someone do when a task feels hard?" Invite two ideas. Set the reading purpose: listen for the character's challenge and what happens next.

2 • Read & think aloud (12 min)

Read aloud. Pause at the challenge: "I notice ___. I wonder how the character will respond." Reread the response and model: "The character does ___. This makes me think they are ___." Point to the words or picture that supports the trait.

3 • Talk & write (10 min)

Partners rehearse: "The challenge was ___. The character ___. The clue is ___. This shows ___." Students complete page 2, using words or an illustration detail as evidence.

4 • Check learning (5 min)

Collect pages. Check for an accurate challenge and response, a relevant story clue, and a trait supported by that clue. Ask one student to explain their evidence aloud.

Support: allow oral dictation. Extend: compare an internal and an external trait.

STUDENT PAGE • GRADE 2

The Brave Next Step

Name: _____ Date: _____

Use the story to tell what the character did and what it shows.

1 THE CHALLENGE

What felt hard?

2 THE RESPONSE

What did the character do?

3 STORY CLUE

What words or picture detail helped you know?

4 WHAT THIS SHOWS

The character showed this trait:

TEACHER PLAN • GRADE 4

Evidence of Growth

Close reading lesson | 40–45 minutes | Any narrative

Learning intention / success criteria

Students will explain how a character changes through a challenge and how an interaction affects that change. I can compare two moments and support my explanation with specific story details.

Standards

TEKS 4.7(C): use text evidence to support an appropriate response; 4.8(B): explain character interactions and changes. Common Core RL.4.1: refer to details/examples; RL.4.3: describe a character in depth using specific details.

Materials & preparation

Select a narrative with a character who changes after interacting with someone (including The Kid That Did if the selected scene fits). Provide page 4 and two sticky notes per student. Mark early and later moments.

1 • Set a purpose (5 min)

Ask: “How can a choice reveal growth?” Students predict what a character may learn from a challenge. Explain that they will track evidence across two moments.

2 • Read & mark (15 min)

Read or reread. Students mark an early detail and a later action, thought, or line of dialogue. Identify a conversation or action involving another character. Model brief evidence with a page reference when available.

3 • Compare & discuss (10 min)

Partners use page 4: What was the challenge? Who affected the character’s choice? What changed from early to later? Each partner points to two details before making a claim.

4 • Write & assess (10 min)

Prompt: “How does the character change, and how does another character affect that change? Use two story details.” Check for a clear change, an explained interaction, and two relevant details.

Support: give claim and evidence stems. Extend: discuss a different possible influence.

STUDENT PAGE • GRADE 4

Evidence of Growth

Name: _____ Date: _____

Story: _____

THE CHALLENGE

What problem or difficult moment does the character face?

_____

EARLY INTERACTION

Who says or does something, and how does the character respond?

Story detail / page: _____

_____

LATER MOMENT

What does the character do, say, or think later?

Story detail / page: _____

_____

MY CLAIM + TWO DETAILS

How does the character change, and how does someone else affect that change? Use details from both moments.

_____

_____

_____

_____

BONUS PRINTABLE • ALL AGES

My “I Did” Moment

A quick reflection for home, classroom, or an author visit

Name: _____ **Date:** _____

01 I TRIED

What did you try, even when it felt hard?

02 I KEPT GOING

What helped you take another step?

03 I DID IT

What can you do now, or what did you learn?

A MESSAGE TO MY FUTURE SELF

Next time something feels hard, I will remember...