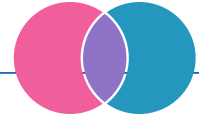


# COMPARING AND CONTRASTING CHARACTERS, SETTINGS, AND EVENTS



In this learning plan, students will learn the key elements of comparing and contrasting characters, settings, and events in a text.



## STANDARDS

### CCSS.ELA-LITERACY.RL.5.3, W.5.9.A

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).<sup>1</sup>

W.5.9.A: Apply grade 5 Reading standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact])

## OBJECTIVES

- ✓ Students will be able to use details to compare and contrast characters' motivations, feelings, and behaviors.
- ✓ Students will be able to compare and contrast characters, events, and settings in a story by using evidence from the text.

## GUIDING QUESTIONS

- What does it mean to compare things?
- What does it mean to contrast things?
- What are some things to look for when comparing and contrasting characters, settings, and events?

## MATERIALS

- Whiteboard
- Paper
- 9 hula hoops or colored tape to create circles on the floor
- Multi-colored sentence strips
- Stories to read aloud (see daily plans for suggested titles)
- Character Traits worksheet
- Academic Language Talk worksheet
- Comparing and Contrasting Events worksheet
- Comparing Stories worksheet
- Comparing and Contrasting Assessment worksheet



# COMPARING AND CONTRASTING CHARACTERS, SETTINGS, AND EVENTS



## ASSESSMENTS

Formative assessments and checks for understanding occur throughout the lesson:

- Students' responses to questions
- Students' sharing and work during guided practice
- Students' sharing and work during independent practice

Summative Assessment:  
Comparing and Contrasting  
Assessment

## DIFFERENTIATION STRATEGIES

- Allow students to use the Character Traits worksheet for support during independent practice.
- For students who may need more support, provide sentence frames and sentence starters on the Comparing and Contrasting Events worksheet.



## EXTENSION ACTIVITIES

- Invite students to alter the ending of a story and write an essay comparing and contrasting the characters, settings, and events in their version of the story to the original version.
- Have students create their own dramas and stories. They can team up with a partner and compare and contrast the characters, settings, and events in their stories.





# ACTIVITY OVERVIEW

## Activity 1

### Elements of Compare and Contrast

Students will learn the elements of comparing and contrasting.

## Activity 2

### Guided Practice

Students will compare and contrast characters and settings of two different stories.

## Activity 3

### Independent Practice

Students will compare and contrast the events of two different stories.

## Activity 4

### Hula Hoop Review

Students will practice comparing and contrasting characters, events, and settings of three stories.

## Activity 5

### Comparing and Contrasting Assessment

Students will complete a comparing and contrasting assessment to share their understanding.

## ACTIVITY 1: ELEMENTS OF COMPARE AND CONTRAST

- Begin the lesson by displaying two photos of two different bags or two different items of your choice (e.g., a black bag and an orange bag).
- Invite students to describe the bags as a class.
- Draw a Venn diagram on the board and write the student responses within the appropriate areas on the diagram.
- Ask students if they can tell you about the two items.
  - What is true about both?
  - What is true for only one?
- Let students know that as they were describing the two different items, they were demonstrating a skill known as comparing and contrasting.
- Inform students that when authors compare and contrast, they show how two or more things can be alike or different.
  - Compare: to tell how two or more things are the same or similar. Signal words include: same, both, or similar
  - Contrast: to tell how two or more things are different. Signal words include: unlike, however, on the other hand, or while
- Encourage students to share different ways readers can compare and contrast characters in stories.
- Display an image of two characters from a story book. (The lesson plan also includes an image you can use for this activity.)
- Invite students to share different ways we can learn about the character(s). Write their responses on the whiteboard.
- Provide students with additional ways to learn about a character: inner thoughts, physical appearance, actions, demeanor, traits

# COMPARING AND CONTRASTING CHARACTERS, SETTINGS, AND EVENTS



## CONTINUED-- ACTIVITY 1: ELEMENTS OF COMPARE AND CONTRAST

- Discuss character traits with students by going over the Character Traits worksheet.
- Divide students into groups of four.
- Give each group a piece of paper and the Character Traits worksheet.
- Have each group create a Venn diagram and compare and contrast the two characters you displayed. They should use the following criteria to compare and contrast the two:
  - physical appearance
  - actions and demeanor
  - traits
- Gather students and discuss each group's Venn diagram.
- Provide feedback and clarity as you close the discussion.
- Invite students to share one thing they learned about describing a character as an exit ticket.

## ACTIVITY 2: GUIDED PRACTICE

- Review the different ways to describe and learn about a character and make a list on the board.
  - Inner thoughts
  - Physical appearance
  - Actions and demeanor
  - Traits
- Review the Character Traits worksheet as a class.
- Inform students that not only will they be comparing and contrasting characters throughout a story, but they will also compare and contrast the settings and events within a story.
  - Setting: The time and place of a story's events
  - The setting plays a large part in shaping a story.
- Read aloud a fable, such as "The Lion and The Mouse" (Aesop's Fables).
- Create a Venn diagram and model how to compare and contrast the two main characters in the fable.
- Invite students to use the Character Traits worksheet and provide you with the traits of the main characters.

# COMPARING AND CONTRASTING CHARACTERS, SETTINGS, AND EVENTS



## CONTINUED-- ACTIVITY 2: GUIDED PRACTICE

- Discuss the different ways in which students compared and contrasted the characters.
- Read a second fable, such as "The Grasshopper and The Ant" (Aesop's Fables).
- Remind students that a story's setting includes the time and place of the story's events.
- Divide students into groups of two to three.
- Let students know that as a group, they will create a Venn diagram to compare and contrast the settings of the two fables.
- Display the Academic Language Talk worksheet and tell students that when discussing the settings of both stories with their group members, they must use the type of language on the worksheet.
- Model how to use one of the sentence starters from the worksheet.
- Provide feedback and clarity to each group as you walk around and monitor.
- Gather students and invite each group to share their Venn diagrams and other important things discussed with their groups.

## ACTIVITY 3: INDEPENDENT PRACTICE

- Review comparing and contrasting characters by going over the Character Traits worksheet.
- Remind students that when comparing and contrasting the settings of two stories, they must remember that the setting includes the time and place of the story's events and plays a large part in shaping the story.
- Read aloud the first two chapters of a fiction text, such as Bud Not Buddy by Christopher Paul Curtis.
- Take notes about the settings and events on the board as a class.
  - Where does the story take place? (e.g., place, building, description)
  - When does the story take place? (e.g., season, period, time)
  - Context (e.g., weather or background events)
  - What are the main events in chapters one and two?
  - Who are some of the characters introduced?
  - What are the characters' responses?
  - Cause and effect in the events

# COMPARING AND CONTRASTING CHARACTERS, SETTINGS, AND EVENTS

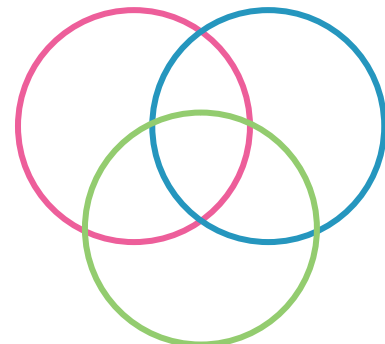


## CONTINUED-- ACTIVITY 3: INDEPENDENT PRACTICE

- Create a Venn diagram on the board and demonstrate how to compare and contrast the events that occurred in chapters one and two.
- Provide clarity as you complete the Venn diagram.
- Encourage students to participate and to provide evidence from the text.
- Distribute the Comparing and Contrasting Events worksheet to each student.
- Instruct students to independently read chapters three and four and complete the Venn diagram, comparing the events in both chapters.
- Provide support as needed.
- Gather students together and invite them to share their findings and one thing they have learned in the story.

## ACTIVITY 4: HULA HOOP MANIA

- Review the elements of comparing and contrasting characters, events, and settings during a class discussion.
- Ask students the following probing questions:
  - What are some ways we can learn about a character? (e.g., traits, demeanor, actions)
  - What are some things to look for when comparing and contrasting settings? (e.g., season, period, time)
  - How do we compare events between the two stories? (We consider how the things that happened are similar or different.)
- Pass out the Comparing Stories worksheet to each student.
- Read three different versions of a familiar story, such as The Three Little Pigs.
- Have students take notes on the worksheet as you read.
- Arrange three groups of hula hoops, each with three overlapping circles (or use tape circles), around the room with one group labeled "Characters," one labeled "Settings" and one labeled "Events".



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## CONTINUED-- ACTIVITY 4: HULA HOOP MANIA

- Divide students into three groups and give each group different colored sentence strips (e.g., group one will have red sentence strips, and group two will have green sentence strips).
- Allow each group time to discuss the three stories together and the comparison of characters, settings, and events. Then, have students write the similarities and differences between the stories on the sentence strips.
- Give each group several minutes to rotate to each group of hula hoops and deliver their group responses.
- Gather students as a class and discuss each group's comparisons.
- Invite students to use Academic Language Talk (from Activity 2) to address another group's responses.
- Provide feedback and clarity as students share.
- Encourage students to share one thing they learned.

## ACTIVITY 5: COMPARING AND CONTRASTING ASSESSMENT

- Review comparing and contrasting by writing the titles of two different stories that were read throughout the week.
- Give students five minutes to create a Venn diagram to compare the characters, settings, and events.
- Gather as a class and invite students to share their responses.
- Pass out the Comparing and Contrasting Assessment worksheet.
- Have students complete the assessment independently to demonstrate mastery of the skill.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## CHARACTER TRAITS

POSITIVE	NEGATIVE
active	boring
bold	bossy
calm	conceited
considerate	cruel
dependable	dishonest
energetic	disrespectful
fearless	dull
honest	immature
humble	impatient
loving	impolite
mature	irresponsible
patient	lazy
reserved	reactive
responsible	undependable
sweet	unfriendly
trustworthy	unpleasant
thoughtful	untrustworthy



# ACADEMIC LANGUAGE TALK

Use these sentence starters to generate your conversation during group discussions.

## TO AGREE

I agree with \_\_\_\_\_  
because ...

My strategy  
is like yours  
because ...

That response  
makes sense to  
me because ...

## TO DISAGREE

I thought about  
it in a different  
way ...

I have a  
different idea  
because ...

My opinion  
is different.  
Here's how ...

## TO CLARIFY

Can you  
explain  
how ...

I have a  
question  
about ...

I want to  
understand  
this better ...

Can you  
elaborate  
more?

## TO ADD ON

I would like to  
add onto what  
\_\_\_\_\_ said ...

Another  
strategy we  
could use is ...

## TO EXPLAIN

I discovered  
that ...

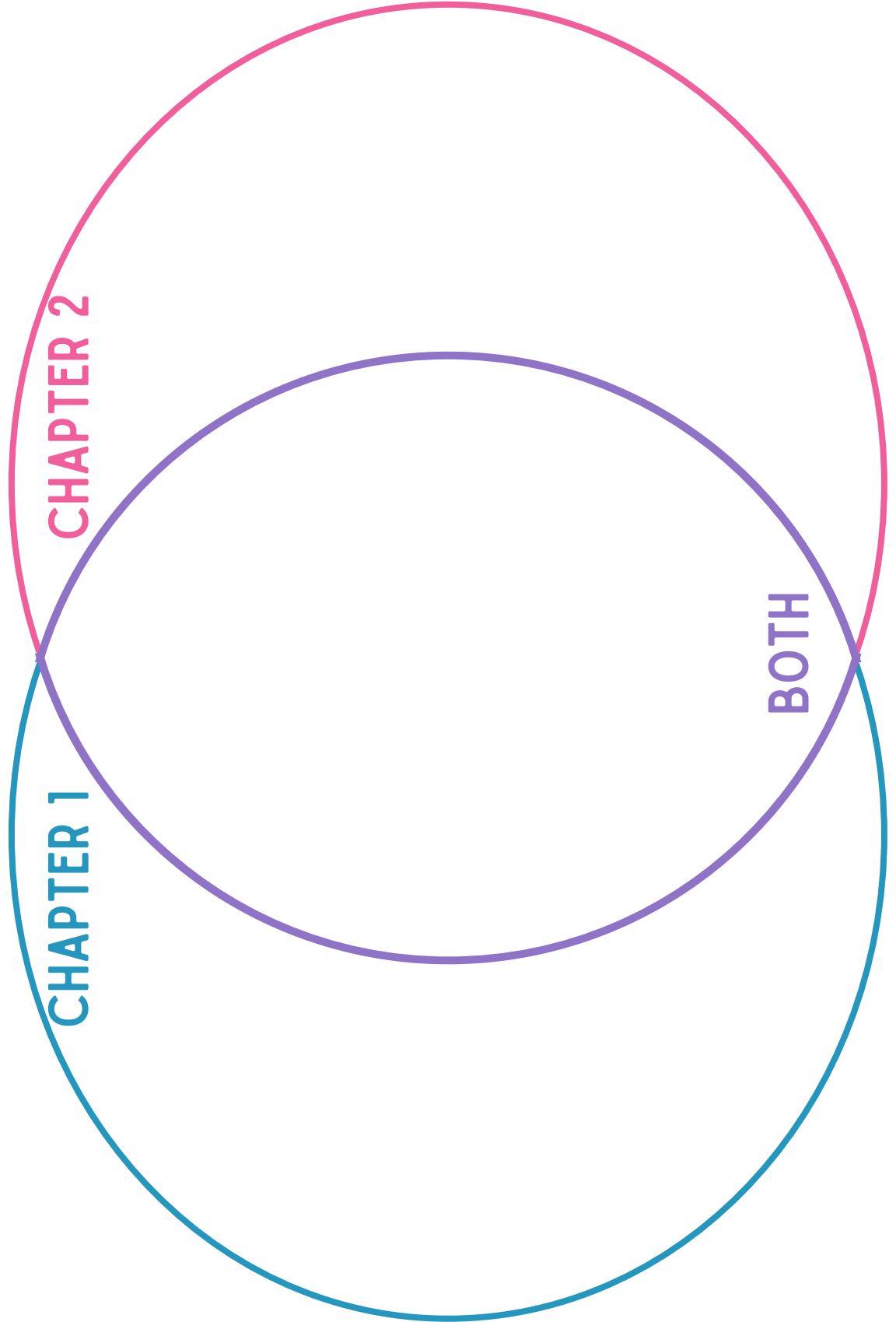
The strategy I  
used was ...

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# COMPARING AND CONTRASTING EVENTS

Read two chapters in a text of your choosing, and use the Venn diagram below to compare and contrast the events within the chapters.



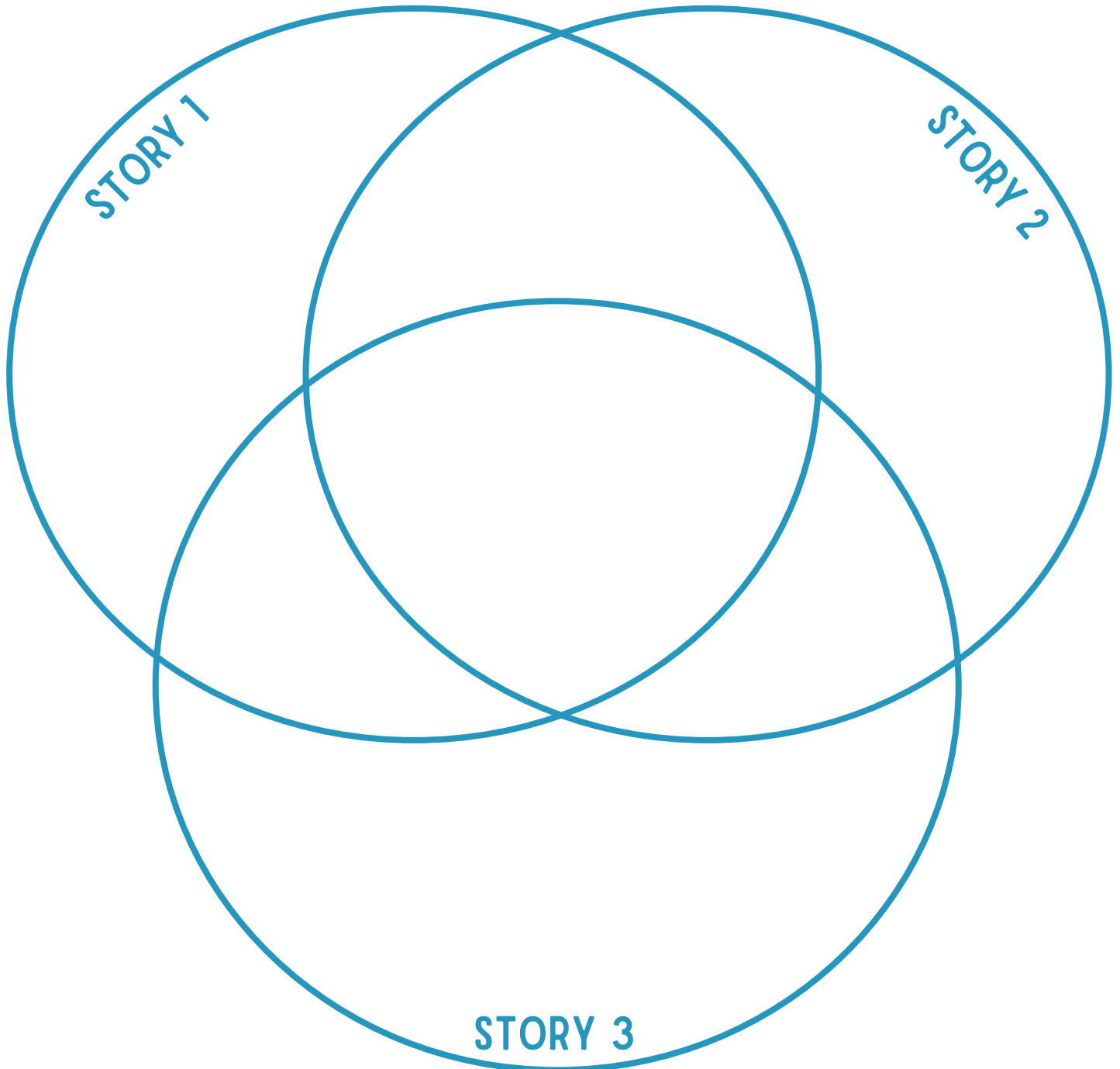
NAME \_\_\_\_\_

DATE \_\_\_\_\_

## COMPARING STORIES

Use the Venn diagrams on the next several pages to take notes and compare and contrast the characters, events, and settings in the three versions of a familiar story.

### CHARACTERS

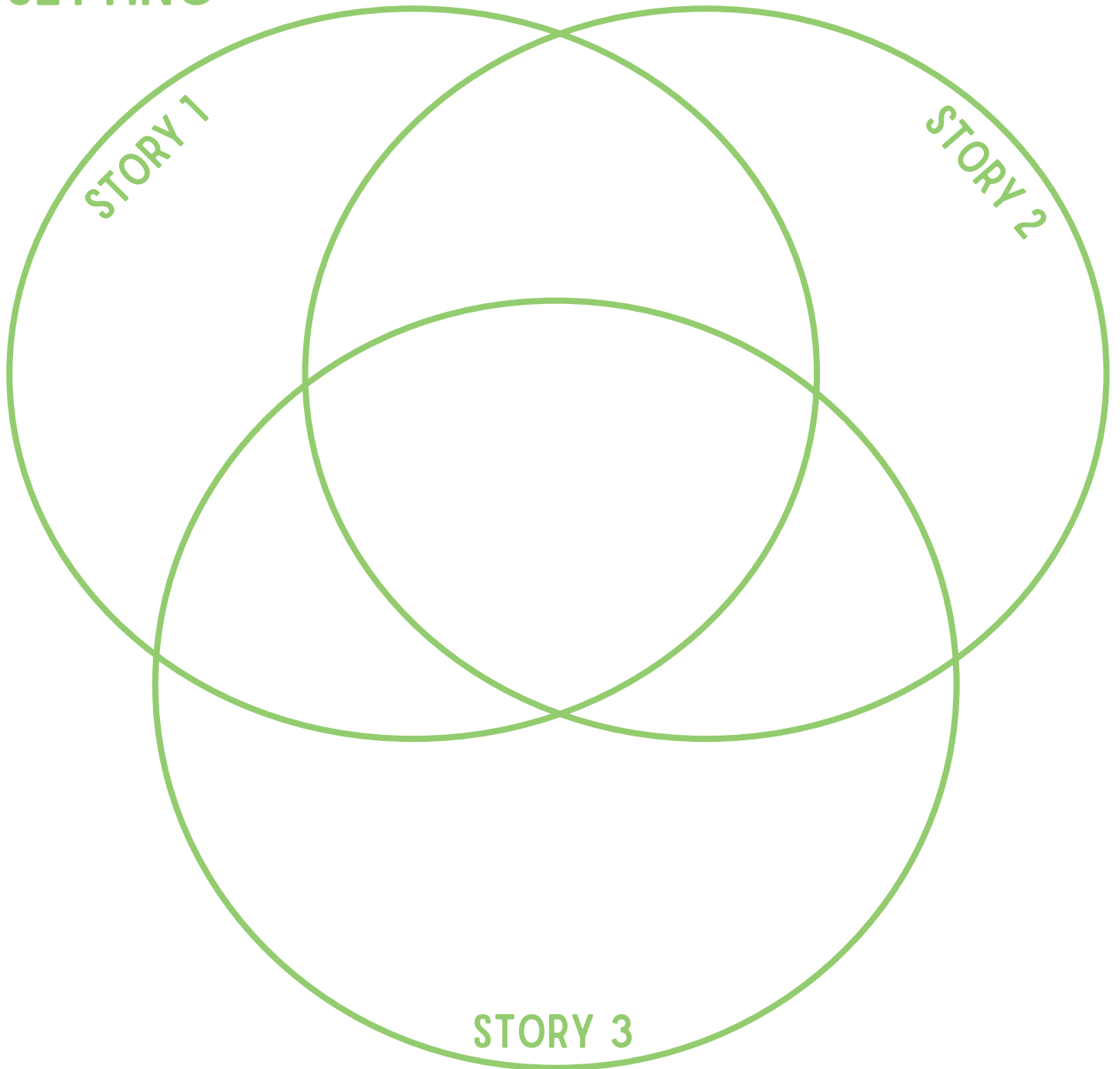


NAME \_\_\_\_\_

DATE \_\_\_\_\_

# COMPARING STORIES

## SETTING

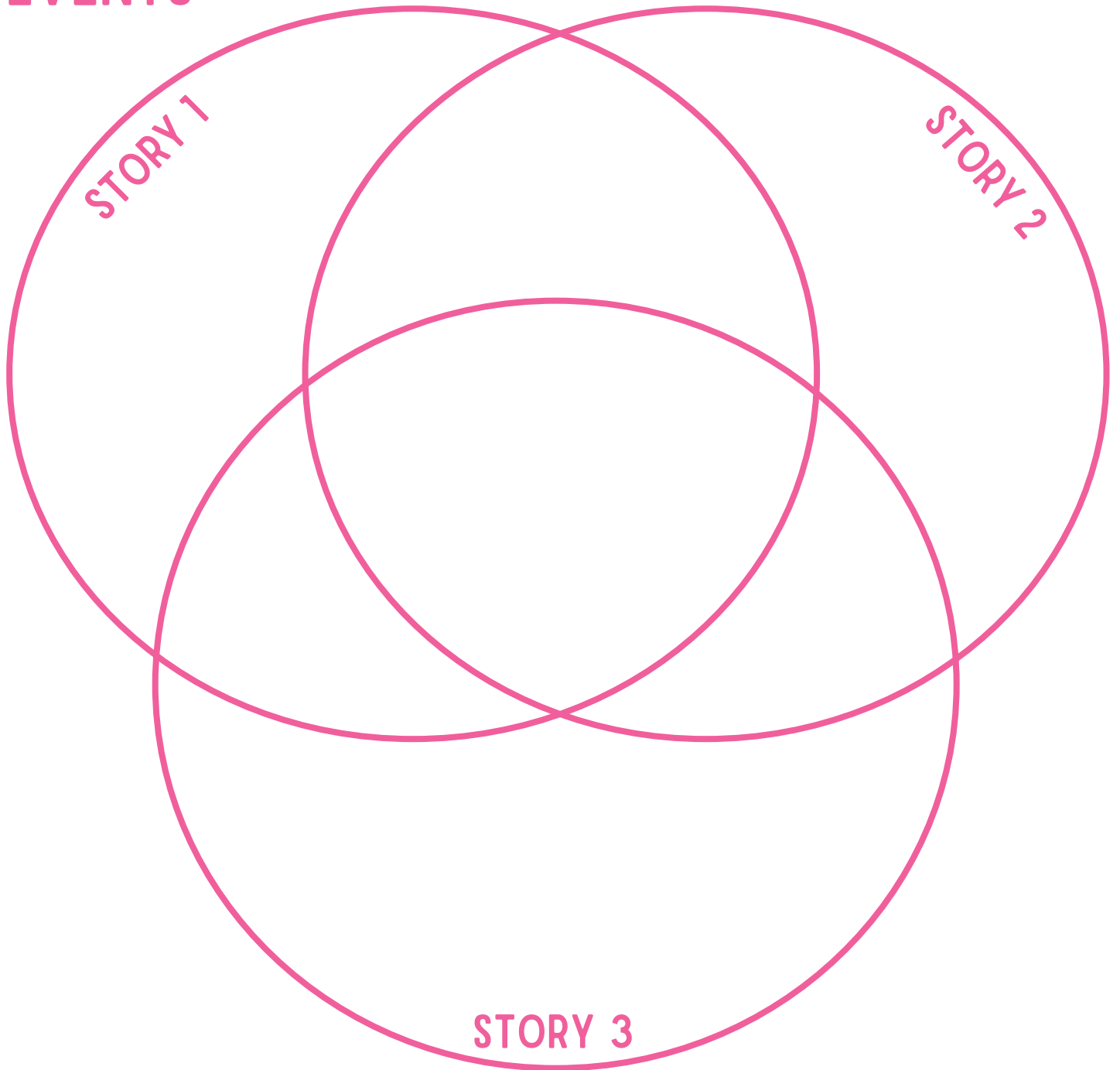


NAME \_\_\_\_\_

DATE \_\_\_\_\_

# COMPARING STORIES

## EVENTS



# COMPARING & CONTRASTING ASSESSMENT

Write a compare and contrast essay analyzing the settings, events, and characters in two or more stories you have read.

In your essay, address the following questions:

1. What are the similarities and differences between two or more settings in the stories? How do the settings affect the events and characters in each story?
2. What are the similarities and differences between the two or more events in the stories? How do the events contribute to the plot and themes of each story?
3. What are the similarities and differences between the two or more main characters in the stories? How do their personalities, goals, and actions impact the outcome of each story?

Use specific evidence and examples from the stories to support your analysis. Your essay should be at least one page long and should include an introduction, body, and conclusion. Remember to use transition words and phrases to connect your ideas and paragraphs.

Use the rubric as a guide to ensure you have included all the necessary elements within your writing.





# COMPARING & CONTRASTING ASSESSMENT RUBRIC

CATEGORY	4 Excellent	3 Proficient	2 Progressing	1 Poor
<b>Ideas</b>	The writing had quality details that were interesting and supported the main idea.	The writing had many details that supported the main idea.	The writing had few details that supported the main idea.	The writing had no details.
<b>Spelling and Grammar</b>	Made only one or two spelling, punctuation, or grammar errors.	Made less than five spelling, punctuation, and grammar errors.	Made up to ten spelling, punctuation, and grammar errors.	Made more than ten spelling, punctuation, and grammar errors.
<b>Content</b>	All information was clear. Used many facts, details, and examples to explain the topic.	Used many facts and details to explain the topic.	Contained information about the topic. The essay needed more facts and details.	Did not contain facts or details about the topic. Information was false or only opinion.

## ADDITIONAL NOTES:

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