Cartoon Characters

Read the descriptions. Then follow the directions in the box.

Bowtie Bunny and Patrol Pup are both cartoon animals.

They are alike in one other way.

Both star in their own TV shows.

But Patrol Pup is jumpy.

He is not very smart.

He jumps at everyone.

He jumps at everything.

He even jumps at his own shadow!

Text Marking

Compare and contrast the two cartoon animals.

- Draw boxes around the signal words **both, alike, different, and but.**

- Circle two ways they are alike.

- Underline two ways they are different.
Cartoon Characters

Answer each question. Use the descriptions and picture.

1. Which is TRUE about Patrol Pup?
   - A. He does magic tricks.
   - B. He wears a bowtie.
   - C. He jumps a lot.

What helped you answer? ________________________________________________
______________________________________________________________________
______________________________________________________________________

2. How are Bowtie Bunny and Patrol Pup ALIKE?
   - A. Both are calm.
   - B. Both are on TV shows.
   - C. Both are real animals.

What helped you answer? ________________________________________________
______________________________________________________________________
______________________________________________________________________

3. How can you tell that Patrol Pup is not very smart?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Teaching Routine for Close Reading and Purposeful Text Marking

Any text can become more accessible to readers once they have learned to bring various strategies, such as purposeful text marking, to the reading process. Here is one suggested routine that may be effective in your classroom.

**Preview**

- **Engage prior knowledge** of the topic of the passage and its genre. Help students link it to similar topics or examples of the genre they may have read.

- **Identify the reading skill** for which students will be marking the text. Display or distribute the Comprehension Skill Summary Card that applies to the passage. Go over its key ideas. (See Comprehension Skill Summary Card, page 4, for more.)

**Model (for the first passage, to familiarize students with the process)**

- **Display the passage**, using an interactive whiteboard, document camera, or other resource, and provide students with their own copy. Preview the text with students by having them read the title and look at the illustration.

- **Draw attention to the markings** students will use to enhance their understanding of the passage. Link the text marking box to the Comprehension Skill Summary Card for clarification.

- **Read aloud the passage** as students follow along. Guide students to think about the featured skill and to note any questions they may have on sticky-notes.

- **Mark the text together.** Begin by numbering the paragraphs. Then discuss the choices you make when marking the text, demonstrating and explaining how various text elements support the skill. Check that students understand how to mark the text using the icons and graphics shown in the text marking box.

**Read**

- **Display each passage for a shared reading experience.** Do a quick-read of the passage together to familiarize students with it. Then read it together a second time, pausing as necessary to answer questions, draw connections, or clarify words. Then read the passage once more, this time with an eye to the features described in the text marking box.

- **Invite students to offer ideas for additional markings.** These might include noting unfamiliar vocabulary, an idiom or phrase they may not understand, or an especially interesting, unusual, or important detail they want to remember. Model how to use sticky-notes, colored pencils, highlighters, question marks, or check marks.

**Respond**

- **If students are able, have them read the passage independently.** This reading is intended to allow students to mark the text themselves, with your support, as needed. It will also prepare them to discuss the passage and offer their views about it.

- **Have students answer the questions** on the companion Do More page. Depending on the abilities of your students, you might read aloud the questions, and then have them answer orally. Model how to look back at the text markings and other text evidence for assistance. This will help students provide complete and supported responses.
Comprehension Skill Summary Card

To help students review the reading-comprehension skill this lesson addresses and the specific terms associated with the lesson, have them use the reproducible Comprehension Skill Summary Card (page 6). The boldface terms on the card are the same ones students will identify as they mark the text.

You might duplicate, cut out, and distribute the Comprehension Skill Summary Card before assigning the passage. Discuss the elements of the skill together to ensure that students fully grasp it. Encourage students to save their card, which they can use as a reading aid to refer to whenever they read any type of literary text. Or display the card in a reading center in your classroom, where they will be available at all times.

Tips and Suggestions

• The text-marking process is versatile and adaptable. While numbering, boxing, circling, and underlining are the most common methods, you can personalize the strategy for your class if it helps augment the process. You might have students use letters to mark text; they can, for example, write KE to indicate a key event, D to mark a detail, or P for problem and S for solution. Whichever technique you use, focus on the need for consistency of marking.

• You may wish to extend the text-marking strategy by having students identify other aspects of writing, such as confusing words, expressions, or idioms.

Comprehension Skill

Character

Every story tells about someone. A story can have one, two, or more characters.

• A character is WHO the story is about.
  A character can be a person, an animal, or a thing.

• Read for details that tell about each character.

• Read for details that tell about different characters so you can tell them apart.

Setting

The setting of a story tells where and when the story takes place.

• Read for details that tell where a story takes place.
  It can be a real place.
  It can be a make-believe place.

• Read for details that tell when the story takes place.
  It might be set in the present (now).
  It might be set in the past (long ago)
  It might be set in the future (years from now).

Compare & Contrast

Authors may tell how people, places, things, or ideas are alike. Authors may also tell how they are different.

• To compare means to tell how things are the same or alike.

• To contrast means to tell how things are different.

• Signal words give clues that help you compare and contrast.

Examples for comparing: both, too, like, and also.
Examples for contrasting: but, only, unlike, and different.
Connections to the Standards

This lesson supports the College and Career Readiness Anchor Standards for Reading for students in grades K–12. These broad standards, which serve as the basis of many state standards, were developed to establish rigorous educational expectations with the goal of providing students nationwide with a quality education that prepares them for college and careers. The chart below details how the lesson aligns with specific reading standards for literary text for students in grade 1.

These materials also address language standards, including skills in the conventions of standard English, knowledge of language, and vocabulary acquisition and use. In addition, students meet writing standards as they answer questions about the passage, demonstrating their ability to convey ideas coherently, clearly, and with support from the text.

Reading Standards for Literature

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask and answer such questions about key details in a text.</td>
</tr>
<tr>
<td>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
</tr>
<tr>
<td>Describe characters, settings, and major events in a story, using key details.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Craft and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration of Knowledge and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use illustrations and details in a story to describe its characters, setting, or events.</td>
</tr>
<tr>
<td>Compare and contrast the adventures and experiences of characters in stories.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range of Reading and Level of Text Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</td>
</tr>
</tbody>
</table>

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Compare & Contrast

Authors may tell how people, places, things, or ideas are alike. Authors may also tell how they are different.

- To **compare** means to tell how things are the same or alike.

- To **contrast** means to tell how things are different.

- **Signal words** give clues that help you compare and contrast.

Examples for comparing: **both,** **too,** **like,** and **also.**

Examples for contrasting: **but,** **only,** **unlike,** and **different.**
Passage: Cartoon Characters

1. C; Sample answer: I picked C because the story says he jumps at everyone and everything.

2. B; Sample answer: I picked B because A and C are not true for both.

3. Sample answer: I think he is not smart if he jumps at his own shadow.