

# Compare Two Doorstep Scenes

Ontario · Grade 2 · Skill lesson

|                                                                              |      |
|------------------------------------------------------------------------------|------|
| WINNER                                                                       | C3.3 |
| STRAND Language Grade 2 - Critical Thinking<br>in Literacy / Analyzing Texts |      |

## STANDARD

analyze simple texts, including literary and informational texts, by identifying and sequencing important information, and comparing and contrasting simple elements

## WHY THIS LESSON EARNS THE CODE

Students place two parallel scenes side by side, identify what is shared, and explain the one difference and its cause.

## PLACEMENT

TEACHES - the student task directly practices the cited expectation. The canonical lesson follows unchanged.

Source: Ontario Ministry of Education, The Ontario Curriculum, Grades 1-8: Language, 2023.

Verified 2026-09-08 · strict winner-only audit

## TUMBLETA · SKILL LESSON

# Compare Two Doorstep Scenes

The Fire Station · Grade 2 · Book 4218

## Full lesson

### TIME

34 minutes

### OBJECTIVE

Put the two doorstep scenes side by side, find the words the grown-ups share, and find the one thing that made the second speech start differently.

## STUDENT PRODUCT

Two columns, Michael's door and Sheila's door, with rows for what the child did, what the grown-up said, and how long the bath lasted

## FOCUS

Two near-identical speeches, one of them with a sentence added

## Essential question

The two grown-ups say almost exactly the same thing. So why does one of them add a sentence at the front?

## Materials

- The book
- The two long speeches from the book copied out side by side

## Text to mark before teaching

- Passage 5 — a woman at a front door with her hand at her chest, shouting
- Passage 6 — a boy scowling in a bathtub full of coloured bubbles
- Passage 7 — a man in a spotted shirt bending down to a girl covered in colour
- Passage 8 — a girl covered in colour pointing, one arm in the air
- Passage 9 — a man scrubbing a girl's hair in a bathtub full of bubbles

## Lesson sequence

1 Read the mother's speech · 7 min

|                           |                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Focus:</b>             | A refusal that turns into recognition                                                                         |
| <b>Teacher model:</b>     | Read this page aloud twice - once as the mother telling somebody off, once as the mother realising who it is. |
| <b>Prepared text:</b>     | Passage 5 2 Line the speeches up · 11 min                                                                     |
| <b>Teacher direction:</b> | Write the two long speeches in columns and mark every part they have in common.                               |

|                         |                                                                                                                                                                                                                                                                                            |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Expected answer:</b> | Both say the child cannot come in and play with their own child, that the child is too dirty, absolutely filthy and a total mess, and both break off with Oh my and Oh no and then shout the name in capitals. The father's has one sentence more at the front, about stopping the racket. |
| <b>Prepared text:</b>   | Passage 5, Passage 7                                                                                                                                                                                                                                                                       |

3 What caused the extra sentence · 10 min

|                           |                                                                                                                                                                                                                                      |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher direction:</b> | Read the line above the father's speech and say why his speech starts the way it does.                                                                                                                                               |
| <b>Expected answer:</b>   | Because she kicked and pounded on the door as loudly as she could. Michael knocked, so his mother had no racket to complain about. Sheila does not go quiet afterwards either - she says she went to a fire and was not even scared. |
| <b>Prepared text:</b>     | Passage 7, Passage 8 4 The two baths · 6 min                                                                                                                                                                                         |
| <b>Teacher direction:</b> | Write how long each child had to stay in the bathtub.                                                                                                                                                                                |
| <b>Expected answer:</b>   | Michael lived in the bathtub for three days until he got clean. Sheila lived in hers for five.                                                                                                                                       |
| <b>Prepared text:</b>     | Passage 6, Passage 9                                                                                                                                                                                                                 |

### Teacher guidance

Why this text works: Both long speeches are printed in full and can be laid against each other word for word, and the extra sentence at the front of the second names the noise the child had been making one line earlier - so the cause of the difference is on the page.

**Expected answer:**

Both grown-ups say the child cannot come in and play with their own child, that the child is too dirty, absolutely filthy and a total mess, and both break off with Oh my and Oh no before shouting the child's name in capital letters. The father's speech has one sentence more at the front, telling her to stop that racket - and the line just above it says she kicked and pounded on the door as loudly as she could. Michael knocked; Sheila kicked. Afterwards Michael was in the bathtub for three days and Sheila for five.

Model: These two speeches are nearly the same speech. Find the sentence that is only in one of them, then look at the line above it.

**Support and extension**

Above: Say what Sheila adds once her father finally knows her, and what that tells you about her.

Below: Find some words that both grown-ups use.

**Assessment**

Look for: Finds the words the two speeches share. Names the extra sentence and the action that caused it. Gives the length of each bath from the book.

**Short version****TIME**

18 minutes

**OBJECTIVE**

Put the two doorstep scenes side by side, find the words the grown-ups share, and find the one thing that made the second speech start differently.

**STUDENT PRODUCT**

Two columns, Michael's door and Sheila's door, with rows for what the child did, what the grown-up said, and how long the bath lasted

**FOCUS**

Two near-identical speeches, one of them with a sentence added

**Essential question**

The two grown-ups say almost exactly the same thing. So why does one of them add a sentence at the front?

## Materials

- The book
- The two long speeches from the book copied out side by side

## Text to mark before teaching

- Passage 5 — a woman at a front door with her hand at her chest, shouting
- Passage 6 — a boy scowling in a bathtub full of coloured bubbles
- Passage 7 — a man in a spotted shirt bending down to a girl covered in colour
- Passage 8 — a girl covered in colour pointing, one arm in the air
- Passage 9 — a man scrubbing a girl's hair in a bathtub full of bubbles

## Lesson sequence

1 Read the mother's speech · 6 min

|                       |                                                                                       |
|-----------------------|---------------------------------------------------------------------------------------|
| <b>Focus:</b>         | A refusal that turns into recognition                                                 |
| <b>Teacher model:</b> | Read the mother's long speech aloud and ask when she works out who she is talking to. |
| <b>Prepared text:</b> | Passage 5 2 Line the speeches up · 7 min                                              |

|                           |                                                                                                                                   |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher direction:</b> | Mark the parts the two speeches have in common, and the part only one of them has.                                                |
| <b>Expected answer:</b>   | Nearly all of it is shared, down to Oh my and Oh no and the name in capitals. Only the father tells the child to stop the racket. |
| <b>Prepared text:</b>     | Passage 5, Passage 7 3 The two baths · 5 min                                                                                      |
| <b>Teacher direction:</b> | Write how long each child stayed in the bathtub.                                                                                  |
| <b>Expected answer:</b>   | Three days for Michael, five for Sheila.                                                                                          |
| <b>Prepared text:</b>     | Passage 6, Passage 9                                                                                                              |

### Teacher guidance

Why this text works: Both long speeches are printed in full and can be laid against each other word for word, and the extra sentence at the front of the second names the noise the child had been making one line earlier - so the cause of the difference is on the page.

#### Expected answer:

Both grown-ups say the child cannot come in and play with their own child, that the child is too dirty, absolutely filthy and a total mess, and both break off with Oh my and Oh no before shouting the child's name in capital letters. The father's speech has one sentence more at the front, telling her to stop that racket - and the line just above it says she kicked and pounded on the door as loudly as she could. Michael knocked; Sheila kicked. Afterwards Michael was in the bathtub for three days and Sheila for five.

Model: These two speeches are nearly the same speech. Find the sentence that is only in one of them, then look at the line above it.

### Support and extension

Above: Say what Sheila adds once her father finally knows her, and what that tells you about her.

Below: Find some words that both grown-ups use.

### Assessment

Look for: Finds the words the two speeches share. Names the extra sentence and the action that caused it. Gives the length of each bath from the book. The Fire Station · 3 lessons · How to use TumbleTA (PDF)