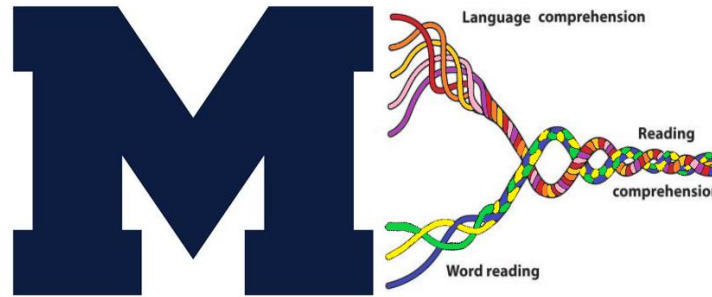




SECOND GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #1: Fables and Folktales</i>	Suggested Duration	<i>3 weeks</i>
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GSE Standards

Priority Standards

ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question.

Essential Questions

<p>Factual—</p> <p>Who is/are the main character(s)?</p> <p>Where does the story take place?</p> <p>Which elements of the story are realistic and which ones are fantastical?</p>	<p>Inferential—</p> <p>How does the main character’s action impact the other characters in the story?</p> <p>How does the setting affect the story?</p> <p>How does magic or imagination play a role in the story?</p>	<p>Critical Thinking-</p> <p>Is the main character a hero or a villain?</p> <p>Would the story change if it were in a different setting? Why or why not?</p> <p>How do you know this story is a fairy tale or tall tale?</p>
Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
huge, hundred, deep	creatures, mighty, ditch, exaggeration multiple meanings: yards, ditch, camp	Maine, Arizona, Minnesota, steam saw, timber

Science of Reading Strategies

<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Fluency Strategy</p> <p>Refer to the Top Ten Tools materials for Tool 7 Fluency to lead a Repeated Reading activities (p. 10-11) using one of the fairy tales or folktales presented early in this unit to build fluency by focusing on rate, prosody, and self-monitoring.</p>	<p>Comprehension Strategy</p> <p>Refer to the Top Ten Tools materials for Tool 6 Comprehension to lead Barrel of Monkey lesson (p. 6) to deepen comprehension of the links between sentences in fairy tales and folktales from this unit.</p>
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Assessments

Formative Assessment(s):

Description: Elements of Folktales

Tell students that the stories they heard are considered fairy tales and folktales because they have certain common elements. Pair students up as collaborators to reflect on recent fairy tales and folktales they have heard in relation to statements about specific story elements. If partners decide the sentence is accurate, they should both give a thumbs up. If partners decide the sentence is inaccurate, they should both give a thumbs down. For any inaccurate statement, partners should discuss and share with the group how to “fix” the sentence to make it accurate. Partners who cannot agree may need additional support for their conversation.

Adjust statements to match different fairy tales and folktales as needed

1. Fairy tales and folktales are true stories.
2. The settings for all folktales are imaginary.
3. Fairy tales have royal characters, magical characters or events, often begin with the phrase once upon a time, and usually have happy endings.
4. In the fairy tale “The Fisherman and His Wife,” the fisherman catches a regular fish and takes it home to cook for dinner.
5. The fisherman does not like asking the magic fish for many wishes.
6. Folk tales contain a mixture of real and imaginary story elements.
7. The ax in “Paul Bunyan” is small enough for a normal man to pick up.
8. Paul is able to chop more wood than any person or machine.

Standards:

ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Summative Assessment(s):

Description: Story Map

1. Display the [Story Map](#) organizer and provide each student, pair, or small group with a printed copy.
2. Allow students to select a book of their choice from the titles that have been read during this unit.
3. Students should use words or phrases from the story to complete each section of the Story Map. They may refer to the text and illustrations but may not copy entire sentences.
4. Each student should record a retelling of the story using their Story Map and a recording feature in Schoology or Flipgrid.

Standards:

ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question.

Writing Task and Rubric:

Description: Adapting an Existing Story

1. Watch *The Fisherman and His Wife* on [Epic](#) and pause along the way to complete a [Story Map](#) organizer focusing on the most important parts of the story.
2. After watching and discussing the completed Story Map, tell students that they have learned enough about the structure of fairy tales to become authors themselves. Instead of starting from scratch, they will change one story element of *The Fisherman and His Wife* to create an adaptation of their own.
3. Have the whole group brainstorm ways that changing the setting, the main character’s job, or the wife’s wish would impact the story. Talk through how the story map for one suggestion for each element would change but do not create an anchor chart for those changes.
4. Provide students, partners, or small groups with a blank Story Map for them to plan a story based on a change to one of the story elements.
5. Once they have completed their Story Map, provide students with five [Story Paper](#) pages to write a draft of their adapted story.

Standards:

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

ELAGSE2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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Characters	All characters are named specifically in the text and shown in illustrations as appropriate	All or some characters are described by category (rabbit, person) rather than name in text and shown in illustrations as appropriate	Some characters are either only described in the text OR only shown in illustrations but not both	Does not generate characters for a new story
Setting	Where and when the story takes place are clearly described in the text and shown in illustrations	Where and when the story takes place are described in general terms (one day) in the text and shown in illustrations	Where OR when the story takes place is described in text and shown in illustrations but not both	Does not generate a setting for a new story

Plot	Uses additional sentences or pages to add details beyond a clearly described and coherent beginning, middle, and end	Clearly describes a beginning, middle, and end that address the prompt and flow coherently from one to the next	Describes one or two events that address the prompt	Does not generate a plot for a new story
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Objective or Content	Learning Experiences	Differentiation Consideration
Building Background Knowledge Through The Berger Framework	Berger Framework: Paul Bunyan A Very Tall Tale	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	<p>Display digital version of <i>The Fisherman and His Wife</i> from Epic to lead 3 repeated readings:</p> <p>1st Read</p> <ol style="list-style-type: none"> 1. Set a purpose of experiencing the magic and lesson-teaching nature of fairy tales 2. Review the title page illustration to predict the role the fish will have played in the interactions between the title characters. 3. Read the story aloud with minimal pauses 4. Brainstorm a lesson that a reader could learn from the fairy tale <p>2nd Read</p> <ol style="list-style-type: none"> 1. Set a purpose of attending closely to key vocabulary and illustration related to the wife's wishes on each page 2. Use the clickable glossary function to highlight key vocabulary on each page: shack/flee, enchanted/spell, released/thrilled, cozy/nagging, tidy home, mighty castle, queen/empress, gleaming/pope 3. Discuss how the author's word choice reflected the increasing nature of the wife's wishes throughout the story <p>3rd Read</p> <ol style="list-style-type: none"> 1. Set a purpose of attending to key vocabulary and illustrations related to the mood and weather based on the wife's wishes 2. Draw students' attention to how the text and illustrations portray worsening conditions throughout the story: calm/clear, greenish yellow, brown/swirled, churning waves, dark/stormy, whipped/tornadoes, storm/angry, lunged/oil, calm/clear 	

	<p>3. Reflect back on the second read to create a T Chart showing the parallels between the wife’s growing demands and the worsening conditions of the weather and water</p>	
<p>Performance Task - students should use both written and verbal expression to complete the task.</p>	<ol style="list-style-type: none"> 1. Introduce the Story Pyramid and think aloud as you model how to decide on the best words for each element using one of the fairy tales or folktales previously explored in this unit. 2. Create small groups by having students choose a different fairy tale or folktale to focus on to complete a new Story Pyramid. 3. Once groups are finished, have one or more group members share each Story Pyramid with the class. During the share outs bring students’ attention to words that show up across descriptions of multiple stories. 	

Recommended High Quality Complex Text By Lexile Band

Preview all books for content before reading to students to look for any questionable material

Paul Bunyan (District provided)

The Pied Piper of Hamelin (This book can be found in Media Centers and at <https://getepic.com>)

The Fisherman and his Wife (This book can be found in Media Centers and at <https://getepic.com>)

Good Night Wind (This book can be found in Media Centers and at <https://getepic.com>)