

# Hand-Me-Down Tales from Around the World

Second Grade Unit 5



## Unit Planning Team

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## Social Studies Integration Team-

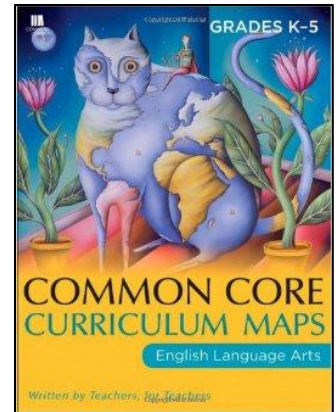
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(BV), Gail Undernehr (ES), Nicole Scott (BG)



# Hand-Me-Down Tales From Around the World

Essential Question

How do texts and images reveal culture?



## How do texts and images reveal culture?

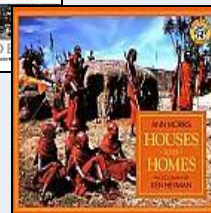
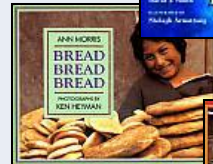
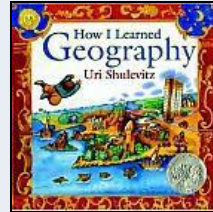
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

L.2.2a Capitalize holidays, product names, and geographic names.

L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)



### Additional Link

[Reading Rainbow link to Bread is for Eating](#)

G.8.2.1 Use map keys, legends, symbols, intermediate directions, scale, and compass rose to derive information from maps

G.8.2.2 Use geographic representation to describe the physical and human characteristics of a community

(For more information:

[http://education.nationalgeographic.com/education/standards/national-geography-standards/4/?ar\\_a=1](http://education.nationalgeographic.com/education/standards/national-geography-standards/4/?ar_a=1)

G.8.2.3 Construct and label maps of familiar and unfamiliar places

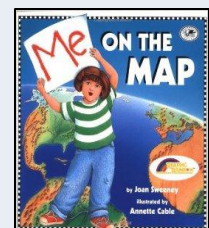
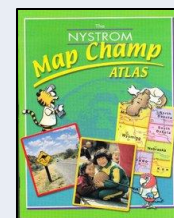
G.11.2.1 Examine how the consumption of products connect people to different parts of the world

E.5.2.2 Describe goods and services that people in the local community produce and those that are produced in other communities

E.5.2.3 Describe ways markets exist in various places (e.g., home, physical location, Internet)

E.7.2.1 Describe why people in one country trade goods and services with people in other countries

E.7.2.2 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad



Week	Standards	Texts	Social Studies Standards
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**3**  
**Folk**  
**Tales**

**Focus Standards**

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

L.2.1.f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce, expand, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The little boy watched the movie.; The action movie was watched by the little boy.)

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons, and provide a concluding statement or section.

Supporting Standards

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3 Describe how characters in a story respond to major events and challenges.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



**ART**





## How do texts and images reveal culture?

### 4 Folk Tales

#### Focus Standards

**RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

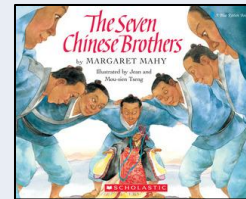
**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### Supporting Standards

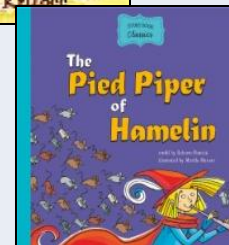
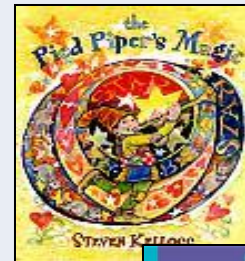
**RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.3** Describe how characters in a story respond to major events and challenges.



The Seven Chinese Brothers  
Check your library



Week	Standards	Texts	Social Studies Standards
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5

Compare and Contrast

**Focus Standards**

**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

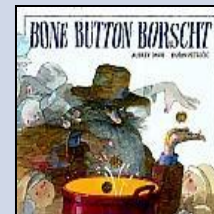
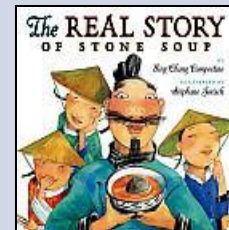
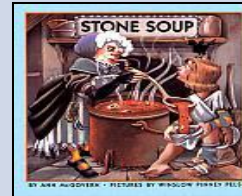
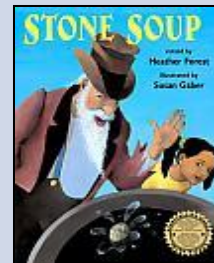
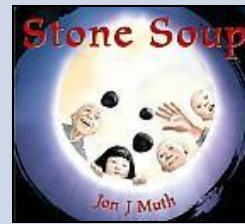
**SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Supporting Standard**

**RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Choose the original Stone Soup by Marcia Brown and three others to compare and contrast.



# 6 Sum it Up

**RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

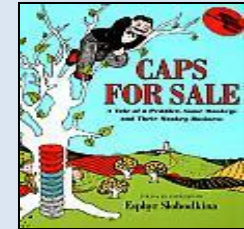
**W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**L.2.1.f** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**RL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.

## Writing: Narrative Summative Assessment



### Poems

[“The Land of Counterpane”](#)

Robert Louis Stevenson

[“Foreign Lands”](#) Robert Louis Stevenson

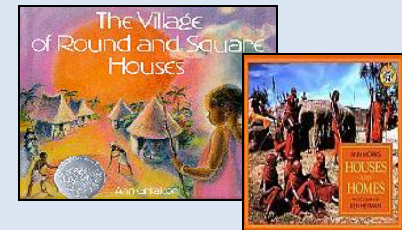
[“The Land of Story Books”](#) Robert Louis Stevenson

[“At the Seaside”](#) Robert Louis Stevenson

[“Where Go the Boats?”](#) Robert Louis Stevenson

[“My Bed is a Boat”](#) Robert Louis Stevenson

### Science/STEM Activity



# Essential Questions

Identify and  
**CLARIFY** the  
**STANDARDS**

Gather and study  
the  
**RESOURCES**

**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Make or locate  
**SUMMATIVE**  
and  
**PERFORMANCE**  
**ASSESSMENTS**

Plan  
**FORMATIVE**  
**ASSESSMENT(S)**  
**(FEEDBACK)**

Plan  
**DAILY**  
**LESSONS**

Incorporate  
**TECHNOLOGY**