Second Grade Planning Page for Unit 5

Hand-Me-Down Tales From Around the World

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| Time Frame | 6 weeks |
| Essential Question | How are stories and poems alike? How are they different? |
| What will my students know and be able to do better at the end of this unit?  | * Write a proficient narrative or opinion
* Identify the lesson, message, or moral of a story across cultures
* Identify differences in points of view of characters in stories
* Read more expressively (using character voices)
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| What will assessment look like?  | Open responses to grade level stories, observation & discussion |
| What are the “big ideas”?  |  |

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| What background knowledge will students need to access the texts in this unit?  | Important Vocabulary | How will we launch this unit to engage & interest students?  |
| -Awareness of differing cultures from different countries-Learning lessons  |  |  |

Six Week Layout

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| Week | Reading | Writing (opinion/narrative) |
| Standard | Texts/Application | Assessment | Standard | Application |
| 1 & 2 | RL.2.2 Determine central message, lesson, or moral | *Five Chinese Brothers, Lost Horse, Martina the Beautiful Cockroach, “How the Camel Got His Hump” from Just So Stories, The Treasure, The Pied Piper of Hamlin, Stone Soup*13 Clocks (read aloud) | *Ant & Grasshopper* fable, *Bear & Bees* Fable, Dog & His Reflection fable | W.2.1 Write an opinion…. | Define opinion, teacher model, students write opinions about \_\_\_\_\_\_\_\_ (school lunch, cockroaches, etc….)  |
| 3 | RL.2.6 Acknowledge differences in points of view&Speak in appropriate voices for each character when reading dialogue | *Just So Stories, Lost Horse, Martine the Beautiful Cockroach, Stone Soup* stories*, Lliang and the Magic Paintbrush*, 13 Clocks (read aloud) | Stone Soup reader’s theater, QuacklingFluency rubric | W.2.1 Write an opinion…. | What is the most important lesson from all of these stories?  |
| 4 | RL.2.7 Use illustrations to aid comprehension | Five Chinese Brothers, Cuckoo/Cucu, Stone Soup stories |  | W.2.5 Revise & Edit opinion pieces W.2.6 Publish w/technology | Students revise with partners, self- and expert-edit, and publishScore published pieces WIP (works in progress) |
| 5 | RL.2.9 Compare & contrast different versions of the same story by different authors/different cultures | *Stone Soup* stories*, The Pied Piper’s Magic & The Pied Piper* | *Stone Soup* reader’s theater*, The Enormous Turnip*  | W.2.3 Write a narrative…. | Review narrative, teacher models daily, students write narratives such as…* A lesson learned
* A narrative from the Pied Piper’s viewpoint
* A real or imaginary visit to another country
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| 6 | RI 2.5 Use bold print and an index to locate key information  | *Hungry Planet: What the World Eats, Houses and Homes, On the Go,* & *Bread, Bread, Bread* |  | W.2.3 Write a narrative…. | Students continue to work on narratives, producing 2 or 3 complete ones…. Choose one to revise, edit, and publish |
| RI.2.7 Explain how images help contribute to and clarify a text | *How I Learned Geography, Hungry Planet: What the World Eats, Houses and Homes, On the Go* |  | W.2.5 Revise & Edit opinion pieces ***possibly***W.2.6 Publish w/technology | Students revise with partners, self- or buddy-edit, and publishScore published pieces and WIP (works in progress)  |