

LET'S
KNOW!
Building Language to Improve Comprehension

FOLKTALES

Grade 2

LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL

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UNIT VOCABULARY

Episode

An event or set of events in your life



Region

An area of a country



Dialogue

What characters say to each other



Spare

To decide to let someone or something go without punishment or harm



Content

Happy and satisfied



Majestic

Having great power and beauty



Consider

To think about something carefully before deciding what to do



Delicate

Something that can break easily or has a fine structure



Grade 2 | **FOLKTALES**

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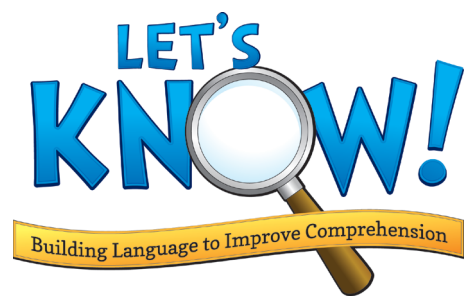
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Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



UNIT OVERVIEW

FOLKTALES

During this unit, your class will read folktales and practice retelling the narratives, including the key story elements.

COMPARE AND CONTRAST

Children will identify similarities and differences between the story elements of different folktales.

CLOSE PROJECT

Students will create and retell their own version of a folktale by modifying the story elements of Luba and the Wren.

UNIT TEXTS

During the unit, students will read and discuss two books related to the unit theme.

- Joha Makes a Wish by Eric A. Kimmel
- Luba and the Wren by Patricia Polacco

The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

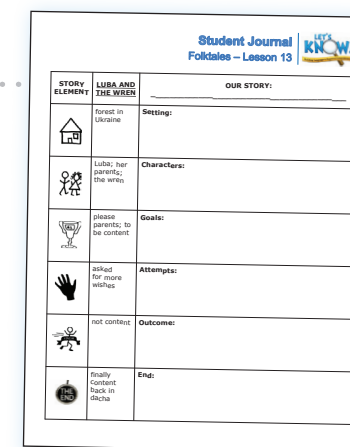
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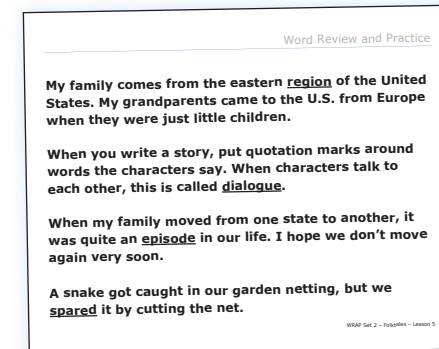
Teacher Journal*



Comprehension Monitoring Icons



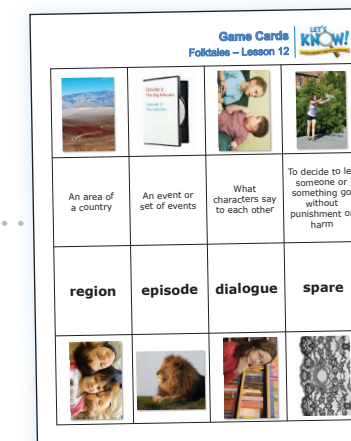
Student Journal



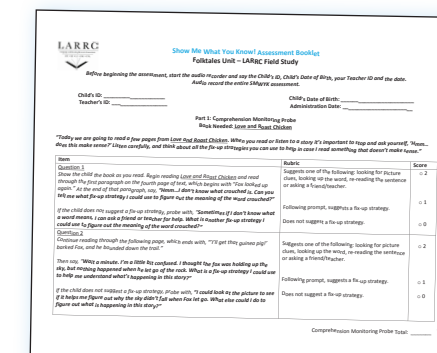
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Vocabulary Picture Cards



Supplemental Materials*



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SMWYK Assessments
SMWYK Assessments
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Study Resources

- Student Tracking Sheet
- Contact Information
- Survey Information
- Observation Schedule
- District Calendar



Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Retelling
- Recasting
- Using Think-Alouds
- Using Navigation Words



Teaching Techniques

Read to Me – Rich Discussion

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children’s engagement and experiences with a variety of rich texts aligned to the *Let’s Know!* unit themes. During these lessons, you will share texts that contain rich language and content with students in an engaging way. Reading aloud texts with children provides the opportunity to have rich discussions about the texts after reading. The goal of these discussions is to provide students opportunities to use *higher-level inferential language*.

During the Read to Me lessons, the reading of each text will be followed by a teacher-facilitated discussion (of approximately 5-10 minutes in length) involving all of the students. The discussion should center around one or more major questions, topics, or issues concerning the text.

STEPS TO USING RICH DISCUSSION

The goal is to have a discussion that is facilitated but not dominated by the teacher, in which one topic is discussed extensively over multiple turns and multiple students are able to participate.

The teacher should pose a question on a higher-level topic, such as the following:

Narrative texts...

- The goals or motivations of a character and what happened as a result of their actions
- What might happen if the story continued
- Experiences that students have had that relate to the book

Expository texts...

- What would happen if animals did not change or adapt to different environments
- How fossils are formed
- Why it is important to conserve environmental resources

Guidelines for discussion:

- Show that you are listening to what others have to say.
- Respond to what others say in a way that demonstrates understanding.
- Be sure everyone knows what the discussion is about (and if there are any special rules for this discussion).

(Narrative/Expository)



Teaching Techniques

Read to Me – Comprehension Monitoring

TEACHING TECHNIQUE INTRODUCTION

Comprehension monitoring is the process by which skilled readers identify when they don't or can't understand something (e.g., a novel word, an idea presented by the author) and then attempt to 'fix-up' that understanding.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Model comprehension monitoring. Remind students to pay attention to the story structure (who the characters are, the initiating event, what the characters' goals are, and so on) or to the text structure of an expository text, as these will help them make sense of what they read.
- 2) Begin to read a text. Stop periodically to model, asking yourself, "Is everything making sense? What doesn't make sense about what I just read?"
- 3) Model specific fix-up strategies that students can employ when the text doesn't make sense. Fix-up strategies could include the following:
 - Using pictures and context clues
 - Asking questions (younger children can ask the teacher)
 - Rereading a sentence that did not make sense
 - Rereading the sentence before and after the sentence that didn't make sense
 - Finding the meaning of a word or studying a word for clues to its meaning
 - Using graphic organizers to organize what *is* known

We Do:

- 4) Students should be encouraged to use signs or signals when they don't understand what is being read. The fix-up strategies can be displayed on a poster, with reminders to students of different ways to address the gaps in understanding. Practice using these tools with students as you read together.

You Do:

- 5) As the students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

Close:

Remind students to stop periodically and ask themselves, "Does this make sense?" Encourage them to practice using fix-up strategies when parts of a text do not make sense.



Teaching Techniques

Read to Me – Predicting

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children's engagement and experiences with rich texts aligned to the unit focus. One instructional technique to be embedded within Read to Me lessons is that of predicting. Formally, predicting involves the act of foretelling something that will happen in the future, and it usually involves activation of one's background knowledge. Predicting, as applied by students when reading or listening to a text, helps to activate their background knowledge on a given topic and to link that knowledge to new information in the book. In turn, these connections help students create a more precise *mental model* of a text. Having a mental model improves comprehension of the text.

At the same time, the act of predicting helps to create a purpose for reading and can help students become more engaged (as they seek to confirm whether their own predictions are correct). Reading for a purpose and being engaged when reading also improves children's reading comprehension.

PREDICTING INVOLVES...

- Using background knowledge to establish expectations about a text one is listening to or reading.
- Monitoring the accuracy of one's predictions to confirm or adjust them while reading, and thus continue making deeper connections with the text.

HELPING STUDENTS TO PREDICT...

- Students can learn to employ predictions as they read by explicit instruction in use of this strategy by their teacher. See below for a discussion of the steps in explicit strategy instruction.
- Students can produce predictions *before reading, during reading, and after reading*.
 - Before-reading predictions do not tend to improve students' comprehension, but rather help students to activate background knowledge and become motivated.
 - During-reading predictions are embedded during reading (or listening) activities and are designed to help students engage more deeply with text, forge connections between background knowledge and a text, and provide students the opportunity to confirm their predictions by continued reading or listening.
 - After-reading predictions generally have no right answers; for instance, students might be asked to infer what will happen after a story ends. Although students cannot confirm these predictions, they can help students to engage more deeply with the text.

FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES

Taken from Duke and Pearson (YEAR), the following examples demonstrate how predicting can follow the steps of explicit strategy instruction for a **narrative text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“I am going to make predictions while I read this book. I will start with just the cover here. Hmm... I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls don’t really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime. . .”

3. *Collaborative use of the strategy in action.*

“I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next. . . Okay, now let’s hear what you think and why. . .”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen’. Then make another prediction and write it down.”

(This is based on the Reading Forecaster Technique from Mason and Au (1986) described and cited in Lipson & Wixson [1991].)

5. *Independent use of the strategy.*

“It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”

The following examples demonstrate how predicting can follow the steps of explicit strategy instruction for an **expository text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“First read the title, look at the table of contents, and look at some of the photographs, charts, and diagrams. Then think about what we already know about the topic and concepts. We call this information our schema, or our prior knowledge; we have to recall this from memory. Finally, I can use my prior knowledge to make an informed prediction about what we might read about in this text... I think the author is going to tell us a lot about the life cycle of a frog. Maybe she will even tell us more information about how a tadpole becomes a frog...”

3. *Collaborative use of the strategy in action.*

“I’ve made some good predictions so far in the book. From this part on I want you to make predictions with me. I am going to read the title of the first chapter and show you the photographs... Recall what you know from memory—use your prior knowledge. What interesting information do you already know about frogs? Turn to your neighbor and compare what you already know. Okay, now let’s hear what you think and why.”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“Now, based on the information you think you know, what do you predict the author will write about in this section? Turn and tell your neighbor.”

Later on...

“The last thing we have to do is revisit our predictions. Were we on track? Did we learn something new? For example, we read that frogs start their lives as eggs. Before, I said that they start their lives as tadpoles. So I learned something new. I am going to write that on our Prediction Chart under the heading *Now I Know*.”

5. *Independent use of the strategy.*

“It’s time for silent reading. As you read today, remember what we’ve been working on—making predictions while we read. Be sure to make predictions and ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether or not you were on track.”

References

Duke, N. K., & Pearson, P. D. (in press). Effective practices for developing reading comprehension. To appear in A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Reading Instruction*. Newark, DE: IRA.



Teaching Techniques

Words to Know – Rich Vocabulary Instruction

TEACHING TECHNIQUE INTRODUCTION

The Words to Know lessons are designed to promote children’s knowledge and use of vocabulary aligned to the unit focus. The teaching technique Rich Instruction characterizes the elements of effective vocabulary instruction summarized by Beck and McKeown (1991, 2007). Specifically, the rich vocabulary instruction approach of *Let’s Know!* focuses on increasing the quality and complexity of children’s oral language by targeting complex vocabulary and using a discussion-based approach during a group read-aloud. Both younger and older students can learn and use complex vocabulary efficiently from read-aloud activities and discussion. Furthermore, the use of read-aloud activities to teach vocabulary allows teachers to expose children to a variety of good books and broad language experiences.

OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
 - Pre-K and K students say the word.
 - Grade 1–2 students spell the word orally.
 - Grade 3 students write the word.

- 2) **Provide a child-friendly definition and use the word in a sentence.**
 - Pre-K–3 students discuss why/how the picture represents the word.
 - Pre-K–3 students provide the definition in their own words.
 - Grade 1–2 students provide example sentences for the word orally.
 - Grade 3 students write an example sentence using the word.

- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
 - Pre-K and K students focus on other words they think about and explain why.
 - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.

- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
 - Pre-K–K students discuss the use of the word meanings in other contexts.
 - Grade 1–3 students use the different word meanings in varied sentences.



Teaching Techniques

Integration – Inferencing

TEACHING TECHNIQUE INTRODUCTION

To make an inference, the reader or listener uses information in the text or illustrations and his or her own background knowledge to fill in information (e.g., about what a character might be feeling) or go beyond/elaborate on what is presented (e.g., what might happen next), resulting in a deeper understanding of the text.

OUTLINE OF TEACHING SEQUENCE

Before the lesson:

- 1) Preview the text and illustrations to determine where to stop and ask questions that will prompt inferential thinking.
 - a. See below for categories and sample questions.
 - b. Note that inferential questions typically begin with *Why* and *How*; if *What* is used, it is not for labeling, but rather to link the text to prior knowledge.
- 2) On sticky notes, write questions related to the text or illustration for each stopping point; place them on the page for easy reference when reading aloud.

I Do:

Begin by asking inferential questions and modeling making inferences.

- 3) Introduce the lesson and read the first portion of the text.
- 4) Ask your first question(s) and think aloud to model making an inference. Ensure that students can see how you are using both text clues and prior knowledge to infer something about the text.

We Do:

Gradually release responsibility for question generating and answering to students.

- 5) Ask another inferential question as you continue to read the text.
- 6) Allow students think time and/or time to talk to a partner.
- 7) Discuss answers as a class.
- 8) Repeat steps 5-8 for the remainder of the text or until time has run out.

You Do:

Transition into scaffolding students to generate *Why*, *How*, and *What do you think...* questions for themselves; provide support and encourage them to request support as needed.*

*Suggestion: Provide young children with icons to help them generate and answer questions. For example, Paris and Paris (2007) used a heart icon to signal inferences about characters' feelings and a head icon for inferences about characters' thoughts.

(Narrative/Expository)

Close:

Review the steps of making inferences and why it is so important to link our background knowledge to unfamiliar parts of the text to improve our understanding. Suggest how children can apply this technique in other contexts.

CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS

Categories (van Kleeck, Woude, & Hammett, 2006) that promote inferential thinking may be used to plan questions.

- Attitudes, points of view, feelings, mental states, and motives of characters
 - Character's feelings
 - *How do you think that made the little dog feel? Why do you think so?*
 - [pointing to an illustration] *How is that man feeling? Why?*
 - Character's motives
 - *Why do think Jack climbed the beanstalk?*
 - Character's thoughts
 - *What do you think the wolf is thinking now? Why do you think that?*
- Similarities and differences between elements within the text/illustrations (e.g., objects, events, concepts, people) or between the text/illustrations and students' world knowledge
 - [pointing to an illustration] *What can you tell me about the setting of our story now? How do you know our setting has changed?*
 - *What happened to the boy's neighbor? How is that similar/different to what happens in your neighborhood?*
 - *Look at the coloring of this lizard's skin. Do you think it lives in the jungle or the desert? Why?*
 - [pointing to a photo] *What might this area look like after many years if erosion continues?*
- Causes of events that have occurred
 - *Why do you think that happened?*
- Predictions (may also involve inferences related to characters' motives, thoughts, and feelings)
 - *What do you think will happen next? ...Why do you think so?*

REMINDER: Refer to both text and illustrations when you create prediction questions, and scaffold students to do the same.



Teaching Techniques

Integration – Retelling

TEACHING TECHNIQUE INTRODUCTION

The Integration lessons are designed to provide students with an opportunity to learn and practice retelling and inferencing strategies to help them become more strategic readers. Retelling is a strategy students must learn to apply when listening to or reading narrative texts because it focuses their attention on key story elements that are essential for narrative comprehension (van den Broek, Kendeou, Lousberg, Visser, 2011).

The Retelling technique is designed to support the development of progressively more complete retellings. The steps selected for teaching retelling were adapted from several studies, all of which used one or more supports for developing the skill. Supports included visuals (e.g., icons, pictures, story maps, puppets) or role play/story reenactment (Davies, Shanks & Davies, 2004; Nielsen, 1993; Paris & Paris, 2007) with active engagement and repeated experiences to help students develop more complete retellings.

As with any strategy instruction, the teacher starts by modeling retelling for students. As students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

OUTLINE OF TEACHING SEQUENCE

Sample Instructional Sequence for Teaching Retelling

[Day 1]

1) **Introduce the strategy and story element icons.**

- a. Introduce students to the goal of this strategy—to listen for the key elements of the story so that they can retell the story. Explain that knowing the key story elements and retelling a story will help them to understand stories they hear read aloud or read themselves.
- b. Explicitly teach students the key story elements using the story element icons as you retell a story; each icon is explained in the *Let's Know!* lesson script. Once the icons are taught, they will be referred to as the teacher reads new stories and as a reminder when the teacher or students engage in retelling a story.

2) **Apply the use of the story elements to a new story.**

- a. Before reading the new story, introduce the setting and characters briefly, making links to the story element icons.
- b. Set a purpose for listening connected to the story elements related to plot (e.g., characters' goals, attempts to reach goals, outcome/ending). Point to the icons as you set this purpose.
- c. Read the new story. Return to the purpose by engaging the group in discussing the plot-related story elements.

(Narrative)

- d. Introduce a story map that communicates the story elements using drawings. Prepare the story map in advance; you could use one piece of paper for each major story element (there may be more pages for attempts to reach goals). Show the drawings, organized in the order of the story.

3) Retell the story.

- a. Demonstrate and explain how to use the story map as a guide when retelling the story.
- b. Introduce the idea of using signal words when retelling a story (as appropriate for the grade level). Post examples of words for students who can read.
 - Introduction (e.g., *there once was, once upon a time*)
 - Connecting words (e.g., *later, after that, and then, when, next*)
 - Ending (e.g., *at the end, finally*)

4) Provide guided practice, helping students to retell the story using the story map.

Suggestion: Refer to a poster or cards with the story element icons whenever discussing story elements, and provide students with a small, personal version of the icons.

[Day 2]

1) Review the story elements and story element icons.

2) Repeat step 2 of Day 1 with a different story (or repeat with the same story).

3) Have students draw/assemble their own story maps.

- a. As stories become longer, add more drawings to represent actions and attempts.
- b. At grades 2 and 3, you could have students write a retelling 'script' to accompany their story maps, using a paragraph or dramatic (play) format.

4) Engage students in retelling the story in pairs or groups. Model and scaffold as needed.

- a. Pre-K and K: The following are modifications and alternatives with a focus on active engagement and repeated exposure.
 - You may want to make copies of the story map for students to use, rather than have students spend time drawing/assembling their own.
 - Place copies of the story map with the storybook for students to use during center time or free choice time.
 - Engage students in reenacting the story. Act as the narrator and scaffold students through acting out the story. All students may participate (i.e., extra students could 'play' setting props such as trees or use gestures/poses to represent other parts of the story) or the children can take turns being the audience and actors.
 - Make cardstock puppets of the main characters to support retelling.
- b. Grades 1-3: To meet additional grade-specific objectives, in addition to identifying story elements, you could demonstrate and require students to:
 - Describe main characters when introducing them (indicators of personality and internal state).
 - Integrate key dialogue into retellings.
 - Extend the story map to include more than one episode and explain the concept of an episode.

(Narrative)

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Teaching Techniques

Text Mapping – Recasting

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons include objectives related to the production and comprehension of different grammatical structures. The technique discussed in this document is *recasting*. With conversational recasting, a teacher follows up on a child's incorrect and/or less-complex utterance with a sentence using a similar but corrected, and sometimes expanded, form. Recasts maintain the meaning of children's utterances while modifying their structure. For example, if a child says, "The dog running," the teacher would say, "Yes, the dog is running." There is strong evidence that supports the use of recasting with children when targeting grammar objectives (e.g., Fey, Long, & Finestack, 2003; Nelson, Camarata, Welsh, Butkovsky, & Camarata, 1996).

USING RECASTING IN *LET'S KNOW!*

- This instructional technique is used by teachers during discussions/conversational interactions with students. No specific materials or context are required for this technique.
- When using the *Let's Know!* units, teachers should focus recasting on grammar objectives associated with a particular unit or lesson.
- The following is an example of recasting if the focus of a particular unit is using appropriate suffixes, including past tense *-ed*.

Child: *Harry get dirty.*

Teacher: *Yes, Harry got dirty when he ran away.*

Child: *They clean him.*

Teacher: *Yes, they cleaned him; they gave Harry a bath.*

Recasts such as this are meant to keep teacher-child interactions natural while allowing a child to hear the appropriate production of a specific grammatical form (e.g., complex sentences). It is important that teachers do not explicitly prompt or request a child to imitate the sentence the teacher generates when recasting.

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Teaching Techniques

Text Mapping – Using Think-Alouds

TEACHING TECHNIQUE INTRODUCTION

A think-aloud is a technique used by teachers to model what they think about when listening to or reading a text (Kucan & Beck, 1997). In a think-aloud, a teacher “verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension” (Harris & Hodges, 1995, p. 256). The use of think-alouds with elementary students has shown a positive effect on comprehension (Block, 2004).

OUTLINE OF TEACHING SEQUENCE

- 1) Prior to reading, preview the book, looking specifically for information that you will use to complete a graphic organizer or chart related to the text. Flag pages where these examples occur with a sticky note. It is helpful to write down thoughts or notes about what to say when you stop at these places.
- 2) Begin the lesson by saying that you are going to read the text and look for information that will help you fill out a chart about the text or topic (e.g., predicting or identifying story elements in a narrative text, sequencing the process of erosion from an expository text).
- 3) Start to read the book, and then stop at one of the designated spots. Model a think-aloud for students so they can see how you are taking information from the text and using it to fill in a graphic organizer that synthesizes the information.

USING THINK-ALLOUDS WITH NARRATIVE TEXT

Taken from Pressley (1992), the following provides an example of using a think-aloud when reading a narrative text. The teacher uses a think-aloud to model how to visualize and predict during reading of a narrative text.

EXAMPLE:

Teacher: ““That night Max wore his [wolf] suit and made mischief of one kind and another’ ... Boy, I can really visualize Max. He’s in this monster suit and he’s chasing after his dog with a fork in his hand. I think he’s really starting to act crazy. I wonder what made Max act like that... Hm-m-m... I bet he was getting a little bored and wanted to go on an adventure. I think that’s my prediction.”

In this think-aloud, the teacher points out salient elements of the text and verbalizes thoughts.

USING THINK ALLOUDS WITH EXPOSITORY TEXT

The following is an example of how a think-aloud can be used when teaching students to pay attention to important information and features of expository text.

EXAMPLE:

Teacher: “Today we will be reading a text about *erosion*. I want us to take information from this book—the most important pieces of information related to erosion and *how/why* it occurs—and use it to complete this graphic organizer.

[Teacher reads paragraph about erosion.]

“I just read that erosion occurs when rocks and other materials on the earth that have been broken down are carried away by wind, water, ice, or gravity. So erosion can be caused by four things—wind, water, ice, or gravity. I think I’m going to write in the *Cause* section of this chart that erosion can be caused by four things. These four things are important causes of erosion—they cause rocks and other earth materials to break down.”

In this interaction, the teacher points out the salient information in the text and then verbalizes her thoughts about where to put this information on the chart.

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Teaching Techniques

Text Mapping – Using Navigation Words

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons are designed to teach students to use text structure to derive and convey meaning. The lessons provide students with an opportunity to learn and practice different techniques that help them think analytically about the structure, elements, and features of text in order to aid comprehension. Text usually includes *navigation words*, or clue words that signal the type of text and what kind of information the text will include. Knowing and recognizing navigation words will help students identify information in text and make sense of what they read. The teaching technique Using Navigation Words is influenced heavily by reading instruction used by Joanna Williams and colleagues (see citations below).

As with most strategy instruction, it is important that the teacher explicitly teaches and models this technique in the classroom. The following is an example of how you could sequence instruction on navigation words.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Introduce students to the goal of the strategy.
- 2) Use an example of a certain type of text and associated navigation words.
 - a. For example, in most narratives, events happen in chronological order; this order is crucial to comprehending what happens in the text. Authors may use navigation words such as *first*, *next*, *later*, and *finally* to help readers understand the important story events in the order in which they happened.
 - b. Similarly, navigation words such as *because*, *so*, *therefore*, and *as a result* may be used in expository texts to signal cause-and-effect relationships.

When students know navigation words, they understand that if a navigation word begins a sentence, the next event or piece of information will likely be important.

We Do:

- 3) Read a paragraph aloud that includes navigation words. It might be helpful to have the paragraph visually displayed for the whole class (e.g., on an interactive whiteboard or easel) so that you and students can underline the navigation words as they appear.
- 4) Stop after reading a sentence with a navigation word, identify the navigation word, and then rephrase the salient information that the clue word signaled. You can gradually ask students to identify the important information following the navigation word.

You Do:

- 5) Then have students read a paragraph in pairs or independently, identifying or underlining the navigation words. They should then discuss in pairs, small groups, or as a class how the navigation words helped them understand the narrative or expository text. They can use the navigation words to help determine the text structure.
- 6) It might be helpful to provide students with lists of navigation words for different text structures in both narrative and expository texts (e.g., chronological order, cause and effect, compare and contrast, and so on). You can prompt students to look at these lists as they read a particular text type.

Close:

- 7) Review the steps of using navigation words and suggest how students can apply the knowledge in other contexts. Explain that knowing navigation words helps readers identify important pieces of information in the texts.

References

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
- Williams, J. P., Nubla-Kung, A. M., Pollini, S., Stafford, K. B., Garcia, A., & Snyder, A. E. (2007). Teaching cause-effect text structure through social studies content to at-risk second graders. *Journal of Learning Disabilities*.
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WEEKLY LESSON PLANNER

FOLKTALES

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson Type	Read to Me	Words to Know	Words to Know	Text Mapping
Objectives	<ul style="list-style-type: none"> Use prior knowledge and information within a text to make, confirm, and revise predictions. Participate in collaborative conversations about topics within Grade 2 texts. 	<ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and using it in a sentence. 	<ul style="list-style-type: none"> Use a variety of different types of words to convey thoughts and meanings in spoken or dictated text. Identify semantic relationships among words for the target vocabulary. 	<ul style="list-style-type: none"> Compare and contrast two <i>characters</i> within a narrative text.
Lesson Texts	<ul style="list-style-type: none"> Joha Makes A Wish by Eric A. Kimmel 	<ul style="list-style-type: none"> Joha Makes A Wish by Eric A. Kimmel 	<ul style="list-style-type: none"> Joha Makes A Wish by Eric A. Kimmel 	<ul style="list-style-type: none"> Joha Makes A Wish by Eric A. Kimmel

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera Sticky notes 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Blank paper 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Vocabulary Picture Cards: episode, region, dialogue, spare Teacher Journal Lesson #2 Student Journal Lesson #2 	<ul style="list-style-type: none"> Teacher Journal Lesson #3 (print or digital) Vocabulary Picture Cards: episode, region, dialogue, spare 	<ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: episode, region, dialogue, spare Teacher Journal Lesson #4



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	FOLKTALES COMPARE AND CONTRAST	READ TO ME LESSON 1
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Use prior knowledge and information within a text to make, confirm, and revise predictions. • Participate in collaborative conversations about topics within Grade 2 texts. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Predicting • Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> • <u>Joha Makes A Wish</u> by Eric A. Kimmel TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Think-Pair-Share • Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Document camera • Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • N/A 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Preview the lesson text. Use sticky notes to mark places where you will model making predictions or ask prediction questions. For example: <ul style="list-style-type: none"> ○ (third page; "Joha leaned against...") After Joha finds the jar, predict what might be in the jar. ○ (fifth page; "Inside, he found...") After Joha ponders what he will wish for, predict the wish he will make with his magic stick. ○ (seventh page; "Joha held...") After Joha wishes for red leather slippers, predict whether his wish will be granted. ○ (ninth page; "Joha howled...") After reading the page, ask what will happen to the stick. ○ (eleventh page; "Make way! ...") After Joha wishes for a donkey, predict what will happen. ○ (seventeenth page; "I've had terrible luck...") What will happen when Joha is forced to wish for the sultan's wart to disappear? <p>You could also mark potential questions for rich discussion as you preview the text. Suggestions are provided in the You Do section, but you could ask others.</p> • Remind children that they use what they already know and clues in the story to make predictions. As you read, stop to confirm the accuracy of your predictions; when needed, revise them or generate new ones. • This lesson could easily exceed 30 minutes; monitor the time closely and be sure to allow sufficient time for rich discussion after reading. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When you watch a movie like <u>Harry Potter and the Goblet of Fire</u>, can you <i>predict</i> what might happen next? Sometimes you can! You think about what you already know about the story and what has happened in other stories and then you can guess what might happen next. When you read a book, you can do the same thing. You think about what you already know and what has happened in the story to predict what will happen next. The purpose of this lesson is to practice making predictions. When you make predictions, it helps you understand the story and it makes reading it more fun."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model making, confirming, and revising predictions as you begin reading. You could say: "The book that we are reading together today is <u>Joha Makes a Wish</u> by Eric Kimmel. As I read, I will stop when I get to a place where I can make a prediction. Then I will read on to see if my prediction was correct."</p>	

	<p>(begin reading; stop after Joha finds the jar) “Hmm... I wonder what’s in the jar. It’s been sealed and hidden in a wall. It must be something special... maybe a treasure. That’s my prediction.</p> <p>(read next page and stop after Joha asks, “What will I wish for?”) “Well, my first prediction was incorrect. The jar didn’t have a treasure; it had a wishing stick. I’ll make another prediction. I think he will wish for a lot of money with the stick.”</p> <p>After reading the rest of the page, reevaluate your prediction, pointing out that it was not accurate.</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to make predictions as you continue reading the text. Encourage students to confirm or revise their predictions as you read. You could say: “Well, so far my predictions have not been accurate, but that’s okay. I used what I knew and clues in the story to make good guesses about what would happen, even if my guesses were not right. Now I want you all to work with me to make predictions as we keep reading the story. As we encounter new events in the story, we will stop to think about our predictions so we can confirm them, revise them, or make new predictions.</p> <p>(seventh page; stop after Joha wishes for red leather slippers) “Help me make a prediction about what will happen next. How many of you predict that the magic stick will give Joha his wish and he will have red leather slippers? (pause for response; you could discuss students’ reasoning)</p> <p>(continue seventh page and reevaluate predictions) “Well, some of us made incorrect predictions. We thought he might get the red leather slippers. But it doesn’t look like the magic stick will grant wishes. In fact, it looks like it does the opposite!”</p> <p>Finish reading the book, stopping periodically to prompt students to share predictions with a partner. You could then invite some students to share their ideas with the class. You could say: “As I read on, I’ll stop and ask you to make more predictions; turn to your neighbor and tell them your prediction...</p> <ul style="list-style-type: none"> • (after reading ninth page; “Joha howled...”) What do you think will happen to the wishing stick? • (eleventh page, after Joha wishes for a donkey) Will Joha’s wish come true? How will it come true? Tell your partner what you think will happen. • (after reading seventeenth page; “I’ve had terrible luck”) What will happen when Joha is forced to wish for the sultan’s wart to disappear?” <p>Remember to have students confirm or revise their predictions as you read.</p> <p>Be sure to leave plenty of time for a rich discussion of the story after reading.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Rich discussion should be a teacher-led but student-centered conversation in which all children have the opportunity to participate. Encourage students to take multiple conversational turns, elaborate on their responses, and follow up on their classmates’ ideas.</p> <p>You could say: “Let’s talk about some of the ideas from the book. Discuss your responses with your partner. Then we’ll share our ideas with the whole group...”</p>

	<p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none">• Who put the magic stick in a sealed jar and hid it in a wall? Why do you think so?• At the end of the story, the sultan is holding the magic stick and is living in a tent. What wishes do you think he made?• Do you think Joha should have gone back and told the sultan how to hold the stick? Why or why not?
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “It’s very important to make predictions when you are reading a book and to think about what might happen next. Tell your partner why predicting is an important reading strategy. (allow talk time) When we read other books, I might stop and ask you what you think will happen next. You can also make predictions when you are reading on your own!”</p>

LET'S KNOW! GRADE 2	FOLKTALES COMPARE AND CONTRAST	WORDS TO KNOW LESSON 2
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and using it in a sentence. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Joha Makes A Wish</u> by Eric A. Kimmel TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Rally Robin 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: episode, region, dialogue, spare Teacher Journal Lesson #2 Student Journal Lesson #2 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Use sticky notes to mark pages in the lesson text that provide strong context for the Words to Know. Though the author does not directly use the vocabulary words, you can discuss the relationship of the words to the story. For example: <ul style="list-style-type: none"> (episode) Joha's tale includes several related episodes with the magic stick. (region) The <i>setting</i> for this folktale is the desert region of Baghdad. (dialogue) Joha engages in a dialogue with the sultan. Point out that dialogue is distinguished in a text by quotation marks. (spare) When Joha returns to fix the sultan's problem, he hopes that making everything right will spare him more trouble. During the I Do/We Do routine, introduce the words using the teacher journal and picture cards. During the You Do routine, display Teacher Journal Lesson #2, p. 2, write the sentence starters on the board, or read them aloud to students as they discuss their answers. The student journal includes the Words to Know for the entire unit, their definitions, and sample sentences. Students may reference the first set of words on the journal during the You Do activity. WORDS TO KNOW <ul style="list-style-type: none"> episode: An event or set of events in your life region: An area of a country dialogue: What <i>characters</i> say to each other spare: To decide to let someone or something go without punishment or harm <i>Have students save Student Journal Lesson #2 for use in Lesson 9.</i> 		
LESSON ROUTINE		
SET	<p>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example, state the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "If you have ever had difficulty explaining something to your friend, maybe you didn't know the right word to say exactly what you wanted to say. Reading is a very good way to learn new words to add to your vocabulary. Every time you read a new book, you discover new words. The purpose of today's lesson is to learn the meaning of four new Words to Know that help us understand the story and increase our reading comprehension."</p>	
I Do/ We Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal. Also use the Vocabulary Picture Cards, lesson text, and other contexts to discuss the Words to Know.</p>	

You could say:

“Our first word for today is **episode**. An **episode** is an event or set of events.

- **(show Vocabulary Picture Card)** This picture shows a DVD case with two **episodes**. Our story, Joha Makes A Wish, tells several **episodes** that Joha experiences with the magic stick; he goes through several events, or sets of events, with the wishing stick.
- Say the word **episode**... Now let’s spell **episode**: E-P-I-S-O-D-E.
- Look at the definition of the word on my teacher journal. Read it with me: **Episode** means ‘an event or set of events in your life.’
- Now read the sentence with the word **episode**...

(region)

“Our next word is **region**. **Region** means ‘an area of a country.’

- **(show Vocabulary Picture Card)** Here’s a picture of a **region** with mountains and a valley. In Joha Makes a Wish, the *setting* of the story is the desert **region** around Baghdad. **(show the first illustration in the book)** Countries can have many different **regions**. In the United States, we have desert **regions**, but we also have other **regions** such as mountains, forests, and plains.
- Say the word **region**... Now spell the word **region**: R-E-G-I-O-N.
- Look at the definition of the word, and read it with me: **Region** means ‘an area of a country.’
- Read the sentence for the word **region**...

(dialogue)

“Our next Word to Know is **dialogue**. **Dialogue** is what *characters* say to each other.

- **(show Vocabulary Picture Card)** The two boys in this picture are having a **dialogue**—they are saying things to each other. In print, **dialogue** is written between quotation marks. **(show the page where Joha and the sultan are talking)** On this page Joha and the sultan are speaking to each other. Often the author helps the reader by telling who is speaking. This page says, ‘“I’ve had terrible luck with my wishes today,” Joha explained.’
- Say the word **dialogue**... Let’s spell the word **dialogue**: D-I-A-L-O-G-U-E.
- Look at the definition of the word. Read it with me: **Dialogue** means ‘What *characters* say to each other.’
- Now read the sentence with the word **dialogue**...

(spare)

“Our last word for today is **spare**. **Spare** means ‘to decide to let someone or something go without punishment or harm.’

- **(show Vocabulary Picture Card)** In this picture, the girl is **sparing** the bird; she is letting it go so it is not harmed, or hurt. **(show the page where Joha fixes the sultan’s nose)** On this page, Joha finally puts everything right, hoping he will be **spared** any more trouble and that life will go back to what it was.
- Say the word **spare**... Spell the word **spare** with me: S-P-A-R-E.
- Look at the definition of the word. Read it with me: **Spare** means ‘to decide to let someone or something go without punishment or harm.’
- Read the sentence for the word **spare**...”

YOU DO

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

Divide students into small groups. Display the sentence starters on Teacher Journal Lesson #2 and distribute Student Journal Lesson #2.

You could say:

“Today we are going to practice the Words to Know using ‘rally robin...’

	<ul style="list-style-type: none"> • In your rally robin group, one person should start by reading the definition for the first Word to Know from the student journal. Then the next person reads the definition. Then the next, and so on until everyone in your group has read the definition. You'll keep going until everyone has read all four definitions. • Then you will complete the four sentence starters that are shown on the board. One person will read the beginning of the sentence and complete the sentence; then each person in the group must say the beginning of the sentence and make up a new ending. For example, if I say 'I visited a region that was... <i>wet and rainy</i>,' then the next person could say, 'I visited a region that was... <i>in the mountains</i>.' Continue until everyone in the group has completed all four sentences." <p>Circulate the room to provide support and feedback as students use the words in sentences.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today you added four new Words to Know—region, episode, dialogue, and spare—to your vocabularies. Turn to your partner and use one of the words you learned today in your own sentence. (allow talk time) When you know what lots of words mean, it helps you understand what you read and it helps you write interesting stories, too! When you go home tonight, ask your mom or dad what region of the country we live in."</p>



Word: episode

Definition: An event or set of events in your life

Sentence: My favorite *episode* was the one with the big race.



Word: region

Definition: An area of a country

Sentence: There are many dry *regions* in the United States.

Word: dialogue

Definition: What characters say to each other

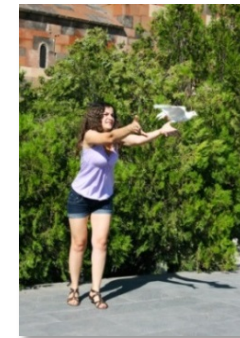
Sentence: The *dialogue* between the two characters made me laugh.



Word: spare

Definition: To decide to let someone or something go without punishment or harm

Sentence: I cleaned up the mess I made, and my mother *spared* me from doing any other chores.



FINISH THESE SENTENCES:

I visited a **region** that was...

My favorite **episode** of the story was...

The **dialogue** between my friend and me made us...

I was **spared** when...



Word: episode

Definition: An event or set of events in your life

Sentence: My favorite *episode* was the one with the big race.



Word: region

Definition: An area of a country

Sentence: There are many dry *regions* in the United States.

Word: dialogue

Definition: What characters say to each other

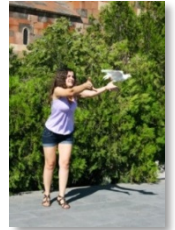
Sentence: The *dialogue* between the two characters made me laugh.



Word: spare

Definition: To decide to let someone or something go without punishment or harm

Sentence: I cleaned up the mess I made, and my mother *spared* me from doing any other chores.



Word: content

Definition: Happy and satisfied

Sentence: She was *content* watching movies with her best friends.



Word: majestic

Definition: Having great power and beauty

Sentence: A *majestic* lion roamed free on the grassy plain.

Word: consider

Definition: To think about something carefully before deciding what to do

Sentence: At the library, I *considered* the best book to read.



Word: delicate

Definition: Something that can break easily or has a fine structure.

Sentence: The tiny bird flew past us with its delicate wings.



LET'S KNOW! GRADE 2	FOLKTALES COMPARE AND CONTRAST	WORDS TO KNOW LESSON 3
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> • Use a variety of different types of words to convey thoughts and meanings in spoken or dictated text. • Identify semantic relationships among words for the target vocabulary. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> • <u>Ioha Makes A Wish</u> by Eric A. Kimmel TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Chart paper, document camera, or interactive whiteboard • Blank paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • Teacher Journal Lesson #3 (print or digital) • Vocabulary Picture Cards: episode, region, dialogue, spare 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... If using the print version of the teacher journal, cut out the images for your word webs. Make copies of the blank web included with the teacher journal, if needed. • You can display the digital teacher journal, place the words/images from the print journal on the blank word web, or create your own webs on chart paper. You may generate other related words than those provided in the lesson. • After students have generated related words during the You Do routine, you could show the word webs from the teacher journal and let students add related words to their webs. • WORDS TO KNOW <ul style="list-style-type: none"> ○ episode: An event or set of events in your life ○ region: An area of a country ○ dialogue: What <i>characters</i> say to each other ○ spare: To decide to let someone or something go without punishment or harm • SUGGESTED RELATED WORDS <ul style="list-style-type: none"> ○ episode: (synonym) <i>event</i>; (associated with) <i>chapter, plot</i> ○ region: (synonym) <i>area</i>; (examples of) <i>desert, forest</i> ○ dialogue: (synonyms) <i>conversation, words, talking</i> ○ spare: (synonyms) <i>save, let go, go easy on</i>; (antonym) <i>punish</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you remember that just like people, words can be related? Words can have similar meanings, they can have opposite meanings, or they can be words that describe the same idea. The purpose of our lesson today is to discuss words that are related to our Words to Know—episode, region, dialogue, and spare—and to expand our vocabulary."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "Remember, words can be related because they mean almost the same thing, like <i>big</i> and <i>large</i>. These words are synonyms. Words can also be related because they are opposite in meaning, like <i>big</i> and <i>small</i>. And words can be related because they make you think of other words. For example, if we think about the word <i>big</i>, related words could include <i>elephant</i> and <i>whale</i> because they are both examples of big animals; when you hear the word <i>big</i>, you might think of <i>elephants</i> or <i>whales</i>."</p>	

	<p>Think aloud as you model filling in a word web. Use the digital teacher journal and discuss the related words presented or add words to your own web using the print teacher journal.</p> <p>You could say: “Let’s look at one of our Words to Know. The word is episode. It is an event or set of events. I will place the word episode in the middle circle of my word web. Then I will think, ‘Hmm... What are words that could be related to the word episode?’ Are there any synonyms? Well, <i>event</i> is a word we use to define episode, and it has a similar meaning. It is a synonym. <i>Event</i> means ‘a happening.’ So I will write <i>event</i> in an outer circle. (point out or add to web) What about a word that means the opposite of episode? Hmm... I can’t think of an opposite. What other related words does episode make me think of? The word <i>chapter</i> is related because often each <i>chapter</i> in a book has different episodes, so I’ll write <i>chapter</i> in another bubble. (point out or add to web) I also think the word <i>plot</i> is related because stories have a <i>plot</i> and they also have episodes. I’ll put the word <i>plot</i> in my word web, too.” (point out or add to web)</p>
WE DO	<p>Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, insuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to create a web for the Word to Know spare. You could say: “Now let’s work together to make a word web for spare. Remember spare means ‘to decide to let someone or something go without punishment or harm.’ What are some related words you can think of for spare? Remember, they can be synonyms, opposites, or words that you just think of when you think of the word spare...”</p> <p>Guide students as they contribute related words, asking them to explain how they are related.</p> <p>You could display the words from the teacher journal once students have generated some of their own related words.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs, and give each student a sheet of blank paper. You could say: “Now you will work with a partner to make webs for our other Words to Know. The first word is region. Draw a circle in the middle of your paper. Write the word region in the circle. With your partner, think about related words for region. Add each related word to your web; you can add as many circles as you need. I will call on you to share your best related word when we are ready.”</p> <p>Provide support and feedback as students work. Once students are finished, call on them to share answers and explain how their words are related. Students may add additional words to their webs as they hear their classmates’ ideas. You could also share the related words from the teacher journal with students.</p> <p>Repeat the above procedure for the Word to Know dialogue. You could say: “Turn your paper over and create another word web. Let’s see how many related words you can think of for dialogue...”</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we reviewed our Words to Know and thought of many related words. Related words help us expand our vocabularies and also help us understand what we read. On your paper, write down the three ways that words can be related... Now turn to your partner and check your answers. (allow talk time) Did you remember all three? Good. I’ll be watching for you to use related words in your writing.”</p>



episode



event



chapter



plot



spare



free



pardon



release



region



territory



zone



land



dialogue



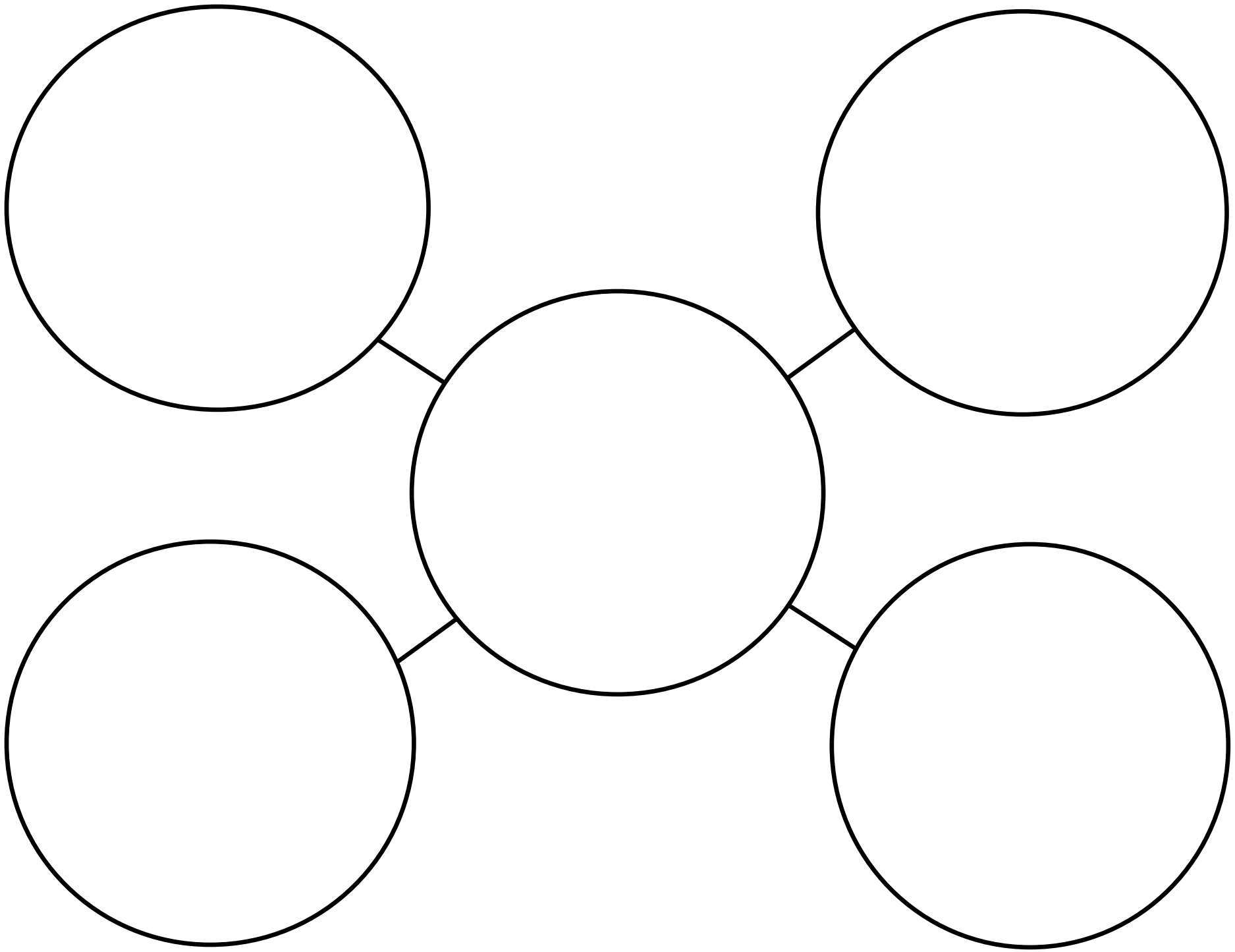
conversation

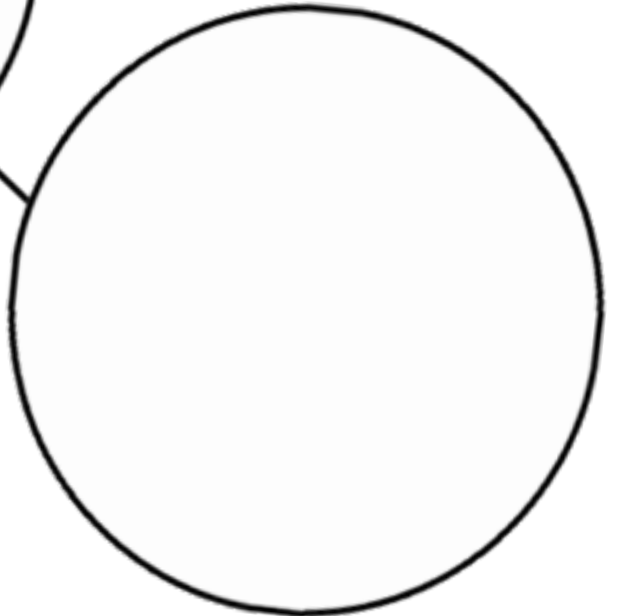
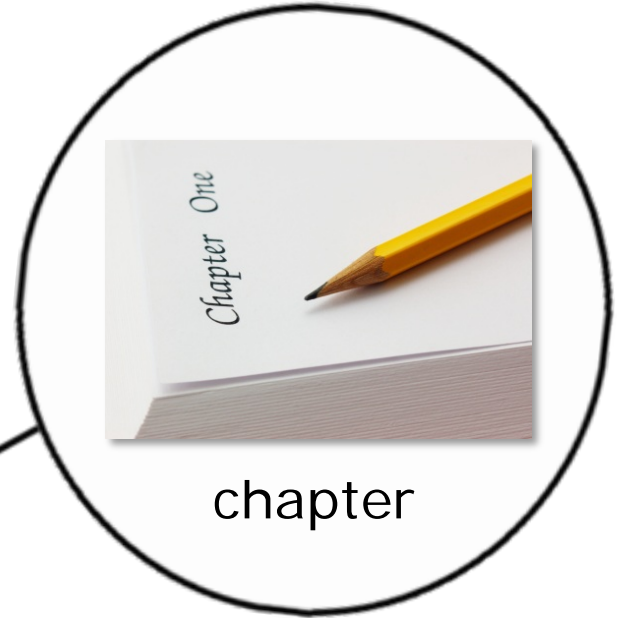


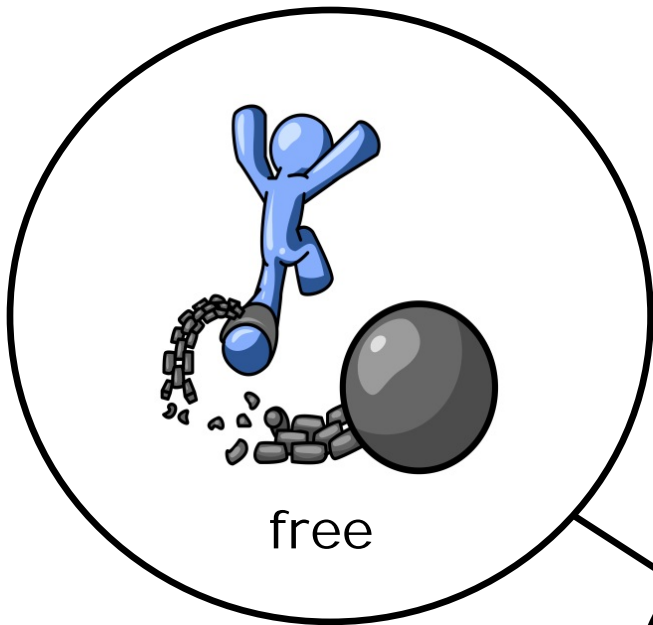
talk



discussion



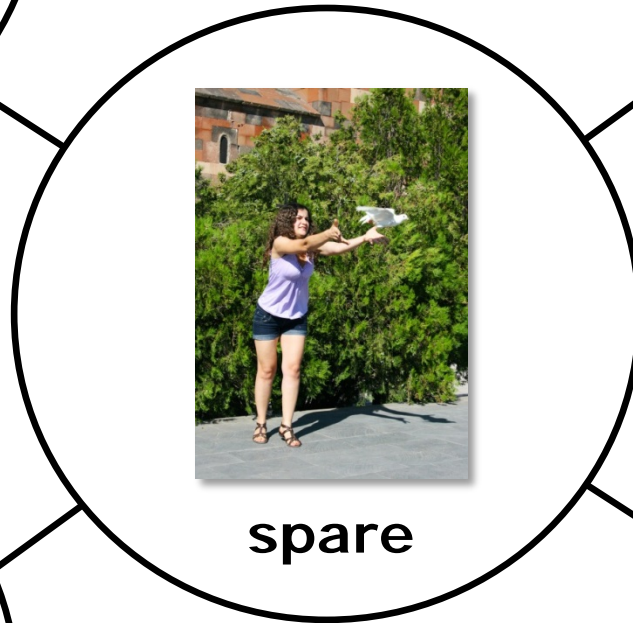




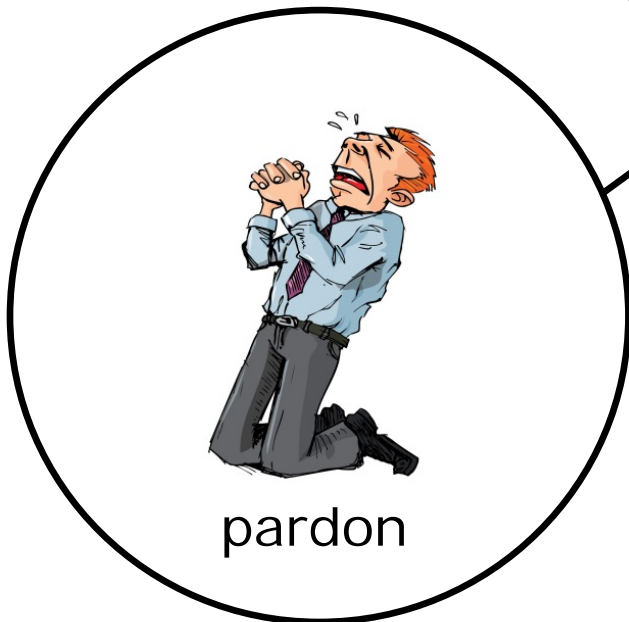
free



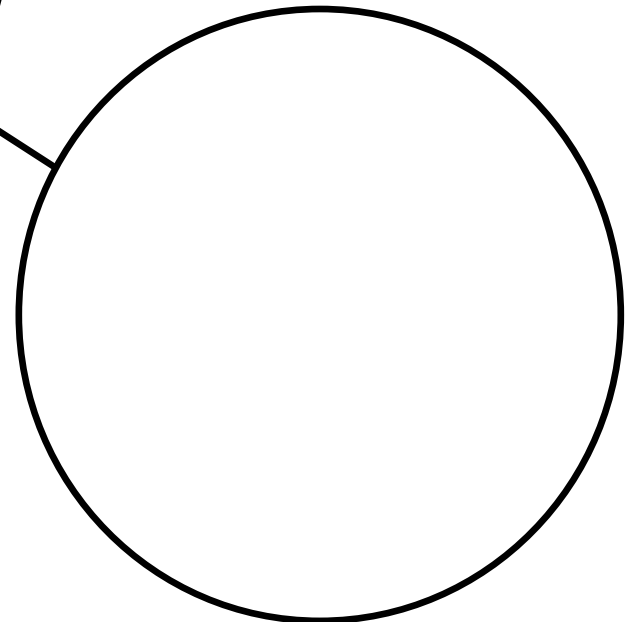
release



spare



pardon





territory



land



region



zone



conversation



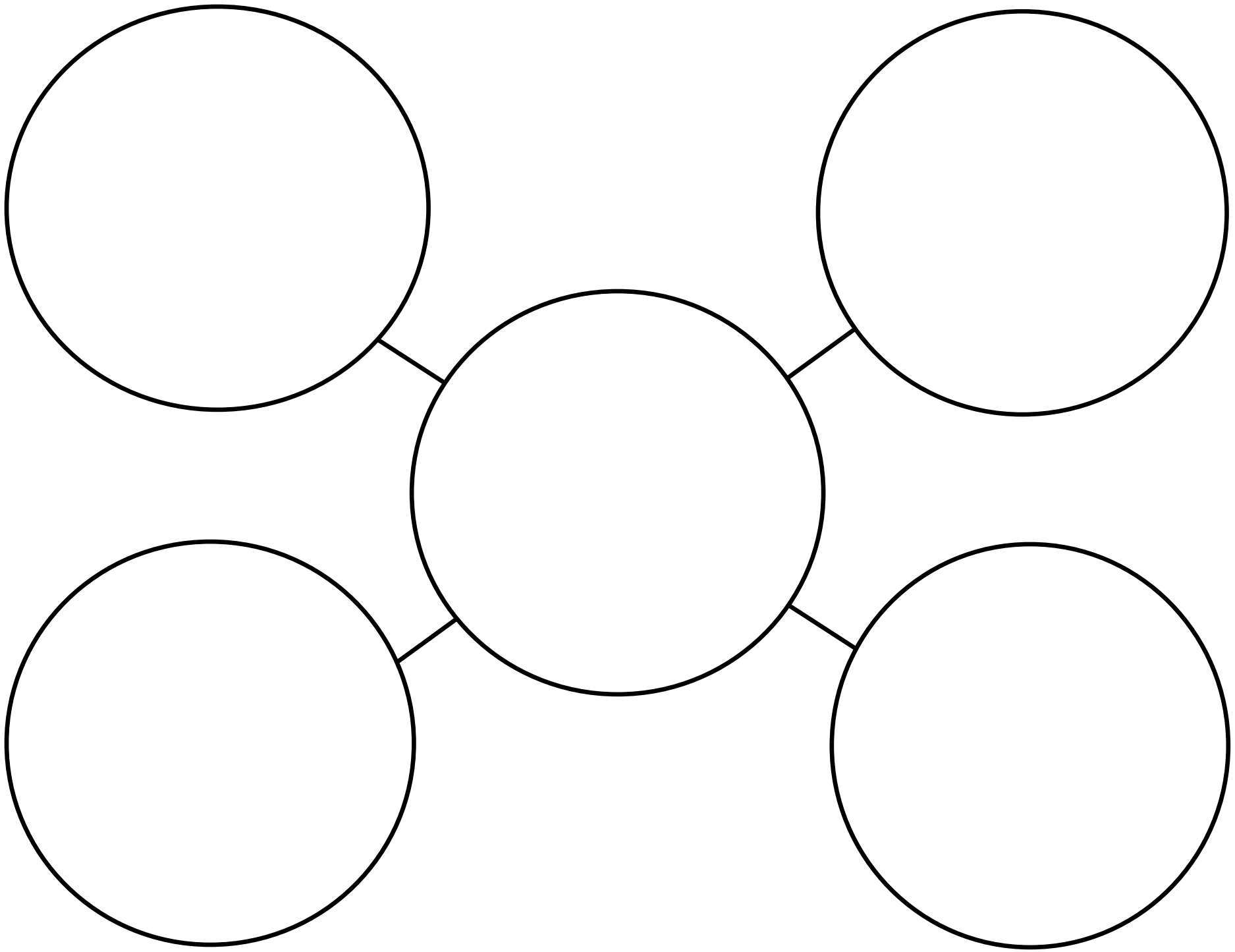
discussion



dialogue



talk



LET'S KNOW! GRADE 2	FOLKTALES COMPARE AND CONTRAST	TEXT MAPPING LESSON 4
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Compare and contrast two <i>characters</i> within a narrative text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> <u>Joha Makes A Wish</u> by Eric A Kimmel TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: episode, region, dialogue, spare Teacher Journal Lesson #4 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Today the class will compare and contrast two <i>characters</i> from the lesson text, Joha and the sultan. <ul style="list-style-type: none"> During the I Do and We Do routines, display Teacher Journal Lesson #4, p. 1. Work with students to practice comparing and contrasting by completing the chart. During the You Do activity, display teacher journal, p. 2 so students can reference it as they compare and contrast Joha and the sultan in pairs. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #1: EPISODE, REGION, DIALOGUE, SPARE </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Has anyone ever told you how you look similar to or different than your mother or father? If they did, they were using <i>compare and contrast</i> to describe you. <i>Comparing</i> tells how two things are similar, and <i>contrasting</i> tells how things are different. The purpose of today's lesson is to use compare and contrast to describe the two main <i>characters</i> from <u>Joha Makes A Wish</u>."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #4, p. 1. Model comparing and contrasting the tent and the palace as you discuss the chart.</p> <p>You could say: "Here are two different types of homes. We can imagine that Joha might have lived in a home like this one—a tent, and that the sultan may have live in a palace like the one in the other picture. I want to compare and contrast them using this chart. First, I think about how they are the same. They are the same because both give shelter. I put the word <i>shelter</i> in the center column marked <i>same</i> because I'm <i>comparing</i> the two homes. The tent and palace also both have a roof. I put <i>roof</i> in that column, too.</p> <p>"Next, I consider how they are different. The tent is small, but the palace is very large. So when I <i>contrast</i> the shelters, I see they differ in size. So I put the word <i>small</i> in the column marked <i>different</i> under the picture of the tent. I put <i>large</i> in the column marked <i>different</i> under the picture of the palace. Each word must go under the correct heading. Remember, to compare we look for similarities and to contrast we look for differences."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Practice comparing and contrasting with students. Ask for their input as you add additional similarities and differences to the chart on teacher journal, p. 1. Discuss students' responses and guide them to distinguish between the similarities and differences.</p> <p>You could say: "Tell me another way that the two homes are the same. How else can we compare them? (elicit responses) Now tell me another way that the two houses are different. How else can we contrast them? (elicit responses) Good, I can add your answers to the chart in their proper spot. Where should I put these ideas?"</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and pass out a sheet of paper to each pair. Display Teacher Journal Lesson #4, p. 2.</p> <p>You could say: "Think about our story <u>Joha Makes A Wish</u>. Joha and the sultan are the two main <i>characters</i> in this story. You are going to work with your partner to compare and contrast these two <i>characters</i>. On your sheet of paper, draw three columns to make a compare-and-contrast chart, like the one we just made. (demonstrate if needed) Label the two outside columns with the word <i>different</i>, and the middle one with the word <i>same</i>. On one side, write <i>Joha</i>. On the other, write <i>Sultan</i>. Look at my teacher journal page to help you.</p> <p>"Now, with your partner, discuss how the two <i>characters</i> are the same. Write the words that describe their similarities in the middle column. Then discuss how they are different. Add the differences to your chart in the correct columns. When you are finished comparing and contrasting, turn to a group next to you and discuss your answers. Did both groups select the same similarities and differences?"</p> <p>Monitor students as they complete their compare-and-contrast charts and discuss their ideas with neighboring pairs. Provide input on their discussions.</p> <p>As time allows, regroup and ask students to share their ideas with the class, adding the similarities and differences to teacher journal, p. 2.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "You use compare and contrast every day! If you picked out what clothes you wore to school today, you used compare and contrast to help you make your decision. Compare and contrast the shoes you and your partner are wearing. Tell your partner one way they are the same and one way they are different! (allow talk time) The next time you read, use your compare-and-contrast skills to think about the <i>characters</i> and what they do!"</p>

Teacher Journal

Folktales – Lesson 4



TENT

PALACE

different

small
cloth

same

shelter
roof

different

large
stone



JOHA



SULTAN

different

same

different



WEEKLY LESSON PLANNER

FOLKTALES

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Type	Integration	Read to Me	Text Mapping	Integration
Objectives	<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, main <i>character</i>, and two or more embedded complete episodes. 	<ul style="list-style-type: none"> Identify when text doesn't make sense and apply a fix-up strategy. Participate in collaborative conversations about topics within Grade 2 texts. 	<ul style="list-style-type: none"> Compare and contrast story elements across two different narrative texts. 	<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, main <i>character</i>, and two or more embedded complete episodes.
Lesson Texts	<ul style="list-style-type: none"> <u>Joha Makes A Wish</u> by Eric A. Kimmel 	<ul style="list-style-type: none"> <u>Luba And The Wren</u> by Patricia Polacco 	<ul style="list-style-type: none"> <u>Joha Makes A Wish</u> by Eric A. Kimmel <u>Luba and the Wren</u> by Patricia Polacco 	<ul style="list-style-type: none"> <u>Luba and the Wren</u> by Patricia Polacco

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags 	<ul style="list-style-type: none"> Document camera Sticky notes Dictionary 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Blank paper 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags
Unit Materials Provided	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: episode, region, dialogue, spare Teacher Journal Lesson #5 Story element shapes for Lesson #5 	<ul style="list-style-type: none"> Fix-up Strategies Poster Comprehension Monitoring Icons (optional) 	<ul style="list-style-type: none"> Teacher Journal Lesson #7 	<ul style="list-style-type: none"> Teacher Journal Lesson #8 Story element shapes for Lesson #8



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	FOLK TALES COMPARE AND CONTRAST	INTEGRATION LESSON 5
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, main <i>character</i>, and two or more embedded complete episodes. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Joha Makes A Wish</u> by Eric A. Kimmel TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: episode, region, dialogue, spare Teacher Journal Lesson #5 Story element shapes for Lesson #5 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #2: EPISODE, REGION, DIALOGUE, SPARE </div> <p>Engage student’s interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension.</p> <p>You could say: “Do you have a friend who tries to tell you a story, but he tells it in a way that is so confusing that you don’t understand what happened? Maybe your friend has trouble retelling. The purpose of today’s lesson is to practice retelling the folktale <u>Joha Makes A Wish</u> so that it includes all of the important parts of the story and makes sense. When you are skilled at retelling, your listener knows you understand what happened in a story.”</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</p> <p>Display the story map on teacher journal, p. 1. Point to each story element shape as you briefly review the story elements. You could say: “I am going to model how to retell the story <u>Joha Makes a Wish</u>. But before I retell it, I want to review all of the story elements to help me remember them...”</p>	

- **(setting)** You know the *setting*. That's where and when the story takes place. This story takes place in Baghdad.
- **(character)** The *characters* are the people or animals in the story, right? Our main *characters* are Joha and the sultan.
- **(goals)** The *goals* are what the *characters* in the story want to do or accomplish. Joha wants to make his wishes come true, and the sultan wants to get the magic wishing stick for himself.
- **(attempts and outcome)** *Attempts* are what the *characters* do to reach their *goals*, the actions they take to get what they want. An *outcome* is the result of a *character's attempt*. Joha has many *attempts* in this story; all his wishes were *attempts*... **(review each character's attempts and outcomes)**
- **(problem)** In most stories there are *problems* that the *characters* have to face or figure out how to deal with. In *Joha Makes a Wish*, the *problem* is that the wishing stick doesn't work because it's upside down. That's why his first wishes, or *attempts*, don't turn out right.
- **(the end)** The *end* is exactly what it sounds like—what happens at the very *end* of the story. We know that at the *end* of our story, Joha has the donkey and the sultan has the magic stick. But we can guess by the last page of our book that the sultan never figured out how to use it!"

Model retelling the story, arranging the story element shapes in order as you retell it.

You could say:

"Now that I remember the important elements of the story, I'm ready to start my retell. Remember that I need to tell the story in order so that someone who has never heard this story could understand what happened. I am going to take the story element shapes and arrange them to help me tell the story in order... **(point out the shapes indicated as you arrange them)**

'Once upon a time there was a man named Joha **(character)** who lived in Baghdad. **(setting)** One hot day he was walking along when he decided to take a nap. He leaned against an old brick wall and it fell down. But in the wall he found an old jar, and inside the jar was a wishing stick that could make his wishes come true! **(goal)**

'He wished for some red slippers, **(attempt)** but the stick didn't work and he lost his own old sandals. **(outcome)** He got very angry and wished the stick would disappear, **(attempt)** but the stick stuck to his hand. **(outcome)** This wishing stick just didn't work right! **(problem)**

'Then along came a troop of the Sultan's guards. Joha wished for a donkey to carry him **(attempt)** and the guards heard him. The guards made Joha carry the donkey instead of the donkey carrying Joha! **(outcome)** In Baghdad, the sultan **(character)** asked Joha to make the wart on his nose go away, **(sultan's attempt)** but instead the stick caused many more warts to grow! **(outcome)**

'The sultan's guards tried to capture Joha, **(sultan's attempt)** but he ran away and hid in an old shopkeeper's trunk. **(outcome)** Then the shopkeeper told Joha he was holding the wishing stick upside down, so Joha tried turning it right side up **(attempt)** and it worked! **(outcome)**

'Joha decided to go help the sultan get rid of all the warts on his nose now that he knew how to fix them. He went back to the palace and wished for the sultan's warts to disappear. **(attempt)** They did! **(outcome)** The amazed sultan asked to see the wishing stick, so Joha gave it to him, but the Sultan decided he wanted it for himself. **(goal)** The sultan kept the wishing stick, **(sultan's attempt)** and gave Joha a donkey to ride as a reward. **(outcome)**

'In the *end*, **(the end)** Joha had a donkey and the Sultan had the wishing stick, but I bet he didn't know the right way to use it since Joha didn't tell him the trick. The sultan's wishes probably never came true!'

What did you think of my story retell? It is your turn to practice now."

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Divide students into pairs and distribute a set of story element shapes to each pair. Point to the story map you arranged when you retold the story (or to the map on teacher journal, p. 1). You could say: “Work with a partner. Take the story element shapes out of your bag. We are going to retell the story together. As I retell the story, you and your partner will pick the right shape and put it in sequence. Listen carefully, because after we do this together you and your partner will mix up the shapes and retell the story yourselves...”</p> <p>Retell the story again, pointing out each story element shape as you go. Guide students to select and order the shapes correctly. You could choose to have students repeat each part of the story after you.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now it’s your turn. First mix up your story element shapes. Now with your partner, take turns retelling the story of <u>Joha Makes A Wish</u>. One of you will retell the story and the other one will put the shapes in sequence. After you do it once, mix up the shapes and switch roles.”</p> <p>Monitor students during this activity to ensure that they understand the story elements and the sequence of the story.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you practiced retelling <u>Joha Makes a Wish</u>. How did the story element shapes help you remember the story? Tell your partner. (allow brief talk time) When we make a story map, it helps us remember the story so we can retell it and understand the story better. This makes you a better reader and story writer! Next time we make up stories, we can use the story elements to help us plan.”</p>

Joha Makes a Wish

Story Map

Teacher Journal

Folktales – Lesson 5



Character
Joha

Setting
Baghdad,
in the desert

Character
Sultan

Goal
Use wishing stick
to make wishes
come true

Problem
Wishing stick
didn't work
upside down

Goal
Use the wishing
stick for himself

Attempt
Wished for
red slippers

Outcome
His own sandals
disappeared

Attempt
Wished for stick
to disappear

Outcome
Stick stuck to
his hand

Attempt
Wished for a
donkey to carry
him to Baghdad

Outcome
Had to carry
a donkey to
Baghdad

Attempt
Asked Joha to wish
away his wart

Outcome
The warts
multiplied!

Attempt
Guards tried
to capture Joha

Outcome
Joha hid at
shopkeepers'

Attempt
Learned secret
of the stick from
the shopkeeper

Outcome
The stick worked!

Attempt
Took the wishing
stick for himself

Outcome
Gave Joha a
donkey in return

Attempt
Returned to fix
sultan's warts

Outcome
The sultan was
amazed!

THE END!
Joha had a donkey.
The sultan had the wishing
stick, but he didn't
know how to use it!



Wished for red slippers



Wished for stick to disappear



Learned secret of the stick from the shopkeeper



Wished for a donkey to carry him to Baghdad



Guards tried to capture Joha



Took the wishing stick for himself



Returned to fix sultan's warts



Asked Joha to wish away his wart



Character

Joha



Character

Sultan



Goal

Use the wishing stick for himself



Goal

Use wishing stick to make wishes come true



Setting

Baghdad, in the desert

Problem

Wishing stick didn't work upside down



The End!

Joha had a donkey. The sultan had the wishing stick, but he didn't know how to use it!



Outcome

His own sandals disappeared



Outcome

The warts multiplied!



Outcome

Stick stuck to his hand



Outcome

Gave Joha a donkey in return



Outcome

Joha hid at shopkeepers'



Outcome

The sultan was amazed!



Outcome

Had to carry a donkey to Baghdad



Outcome

The stick worked!

Story Element Shapes

Folktales – Lesson 5



Attempt

Wished for red slippers



Attempt

Wished for a donkey to carry him to Baghdad



Outcome

Joha hid at shopkeepers'



Attempt

Learned secret of the stick from the shopkeeper



Attempt

Guards tried to capture Joha



Outcome

Stick stuck to his hand



Attempt

Wished for stick to disappear



Attempt

Asked Joha to wish away his wart



Goal

Use the wishing stick to make wishes come true

Joha Makes a Wish



Attempt

Returned to fix sultan's warts



Attempt

Took the wishing stick for himself



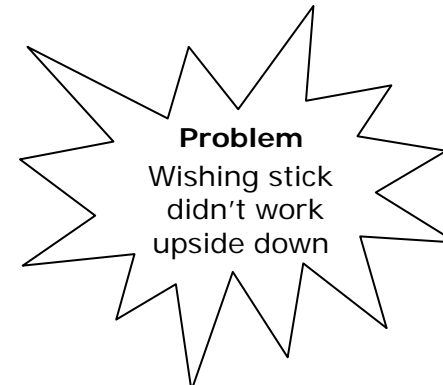
Outcome

Gave Joha a donkey in return



Goal

Use the wishing stick for himself



Problem

Wishing stick didn't work upside down



Outcome

His own sandals disappeared



Outcome

The stick worked!



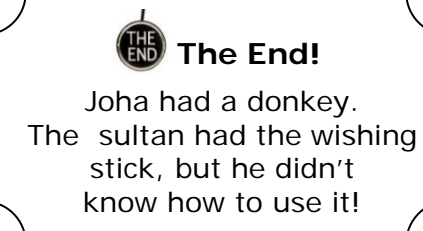
Outcome

The sultan was amazed!



Character

Joha



The End!

Joha had a donkey. The sultan had the wishing stick, but he didn't know how to use it!



Outcome

The warts multiplied!



Outcome

Had to carry a donkey to Baghdad

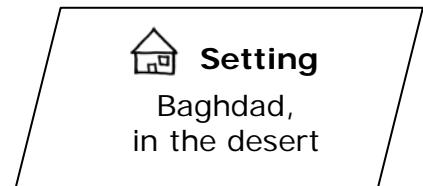


Outcome



Character

Sultan



Setting

Baghdad, in the desert

LET'S KNOW! GRADE 2	FOLKTALES COMPARE AND CONTRAST	READ TO ME LESSON 6
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify when text doesn't make sense and apply a fix-up strategy. Participate in collaborative conversations about topics within Grade 2 texts. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Comprehension Monitoring Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> <u>Luba And The Wren</u> by Patricia Polacco TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Group Discussion Think-Pair-Share or Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Sticky notes Dictionary UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview <u>Luba and the Wren</u>. Use sticky notes to mark pages where you will model comprehension monitoring or prompt students to monitor their comprehension. For example: <ul style="list-style-type: none"> (first page) <i>Dacha</i> is not a familiar term for English speakers. Reread the text and use context clues to clarify its meaning; you can also refer to the illustration. (third page; "One day...") Use the illustration to clarify the phrase "fowler's net." (third page) Use a dictionary to find the definition of the word <i>enchanted</i>. (sixth page; "Luba ran...") Ask if students understand why Luba's mother is angry. Why does she call her foolish? Reread to understand the events. (sixth page) You could reread or use picture clues to figure out the meaning of <i>pleaded</i>. (eighth page; "Luba did as they...") Use the dictionary or reread to clarify the word <i>fertile</i>. (tenth page; "Sure enough...") There is a lot of information in the descriptions on this page. Prompt students to ask questions or reread to ensure that they understand what is happening. Use of the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) is optional; you may instead have students raise their hands or give a thumbs-down signal when they are confused. Refer to the Fix-Up Strategies Poster as students monitor their comprehension; encourage them to name one or more strategies they can use to clear up their confusion. Allow plenty of time after reading for students to engage in an extended discussion over multiple conversational turns. Discussion questions are included in the You Do section, but you could use others. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Every time I read fiction books, I imagine that the author is taking me on a great adventure, but sometimes I do not understand something I'm reading. Today we are going to read <u>Luba and the Wren</u>. The purpose of our lesson is to monitor our comprehension as we read and use fix-up strategies to help us make sense of words or concepts we don't understand. At the end of our lesson, we will take some time to discuss what happened in the story."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "The book that we are reading together is <u>Luba and the Wren</u> by Patricia Polacco. As I read I will monitor my own comprehension. I will use fix-up strategies to help me figure out what I don't understand. Let's review the fix-up strategies... (point to Fix-Up Strategies Poster)</p>	

	<ul style="list-style-type: none"> • You can reread the sentences that you don't understand. • You can ask questions. • You can look at the illustrations, or pictures, to help you understand. • If you don't know the meaning of a word, you can look up the meaning of the word. <p>We'll use most of these strategies today to help us monitor our comprehension."</p> <p>Model comprehension monitoring as you begin reading the story. Stop at 'stumbling blocks' and use fix-up strategies to repair your comprehension. You could say: (after reading the first page) "I am confused by the word <i>dacha</i>. (show Doesn't Make Sense icon) This is not a word that I know. Let me reread some of the text. It says that Luba lived in a <i>dacha</i> on the edge of the forest. If I look ahead at the next paragraph, it says, "Their house was crowded and small." Okay, now I understand. <i>Dacha</i> must be another word for a kind of house. I read the text again, and the sentence makes sense. (flip icon) Now I can see that the house in the picture is Luba's <i>dacha</i>.</p> <p>(on the third page, stop after the phrase "fowler's net") "It says that the wren was caught in a 'fowler's net.' (show Doesn't Make Sense icon) I don't understand what a <i>fowler</i> is... If I look at the illustration, I see a very small net next to the bird. People catch fish with a net, and I've heard that birds are a kind of <i>fowl</i>. So I think a 'fowler's net' may be used to catch birds. A <i>fowler</i> must be someone who catches birds with a net. That would make sense." (flip icon)</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Pass out the Comprehension Monitoring Icons or remind students of your chosen signal. Encourage them to signal when they don't understand the text, and then guide them to use appropriate fix-up strategies. You could say: "As I continue reading the story, it's your job to let me know if things don't make sense by [holding up the Doesn't Make Sense sign]. Then we'll use one of our fix-up strategies to help us make sense of what we read..."</p> <p>(continue reading the third page; stop after the word <i>enchanted</i>) "The wren says that it is <i>enchanted</i>. Does that make sense to you? Show me your [Doesn't Make Sense sign] if it doesn't... I think this is a new word for many of us. What should we do to help us understand? (pause for response, pointing to Fix-Up Strategies Poster) Good idea. Let's use the dictionary to look up exactly what <i>enchanted</i> means. (demonstrate) Okay, the word means 'to be under a spell' or 'magical.' That makes sense, right? The wren must be magical. [Let's flip our signs to the Makes Sense side now that we understand.]"</p> <p>Work through a couple more stumbling blocks with students as you read the rest of the story. If students are not stopping you when they are confused, prompt them using the examples under Special Instructions. Be sure to allow plenty of time for rich discussion after reading.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Present a few questions for students to discuss in pairs or small groups. You may want to have them share their ideas with the whole class after discussion. You could say: "Now we have some time to discuss what we've read. Discuss these questions [with your partner]..."</p> <p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none"> • Why did Luba continue to help her parents? • Why did Luba's parents keep making more and more wishes? • At the end, do you think Luba was happy to see her <i>dacha</i> the way it was before? Why or why not?

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Thinking about whether you understand what you hear or read is an important part of reading comprehension. What can you do if you don’t understand? Answer *yes* or *no*...

- If I don’t understand what I am reading, I should just read faster. **(no)**
- If I don’t understand what I am reading, I should slow down and use a fix-up strategy. **(yes)**

Turn to your partner and tell them one fix-up strategy you like to use. Then tell your partner a wish you would make today if you met an *enchanted wren*.” **(allow talk time)**



Fix-Up Strategies



Reread



Ask questions



Use picture clues



Find the meaning of a word

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.



LET'S KNOW! GRADE 2	FOLKTALES COMPARE AND CONTRAST	TEXT MAPPING LESSON 7
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Compare and contrast story elements across two different narrative texts. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXTS: <ul style="list-style-type: none"> <u>Joha Makes A Wish</u> by Eric A Kimmel <u>Luba and the Wren</u> by Patricia Polacco TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard Blank paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #7 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Today the class will compare and contrast the story elements from the two folktales for the unit, <u>Joha Makes a Wish</u> and <u>Luba and the Wren</u>. Fill out the Venn diagram from Teacher Journal Lesson #7 with the similarities and differences. You may fill in the blank diagram on teacher journal, p. 1 or finish the partially completed one on p. 2. <ul style="list-style-type: none"> During the I Do routine, model comparing and contrasting the <i>characters</i> using the Venn diagram. During the We Do routine, work with students to compare and contrast the <i>settings</i> of the stories. During the You Do routine, have students work in pairs to compare and contrast another story element of their choosing. Then have them share their ideas with the class as you complete the diagram. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "One of the ways we learn is to add new information to something we already know. To do that, we <i>compare</i> and <i>contrast</i> the new information with the information we have stored in our brains. For example, if we're learning about a new shape called a <i>pentagon</i>, we can <i>compare</i> it to other shapes we know to see how it might be similar. A pentagon has five sides, so it's similar to other shapes that have sides and corners. But in <i>contrast</i> with a triangle that has three sides or a square that has four sides, a pentagon has five sides, so it differs from other shapes that way. When we listen to or read a story, we can also compare and contrast it to other stories we've read. This helps us understand the <i>characters</i> and why they act the way they do. The purpose of today's lesson is to compare and contrast our two stories, <u>Joha Makes A Wish</u> and <u>Luba and the Wren</u>."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the Venn diagram from Teacher Journal Lesson #7.</p> <p>You could say: "Here is a Venn diagram for us to use as we compare and contrast. The title for each story is written at the top of each circle. Everything that goes in each circle goes with the story above it. In the area labeled <i>different</i>, I write down what is different about each story. In the middle area labeled <i>same</i>, where the two circles overlap, I write down the things about the stories that are similar. Above the diagram, we have each story element. I will refer to that as I think about how I would compare and contrast each element of the stories.</p>	

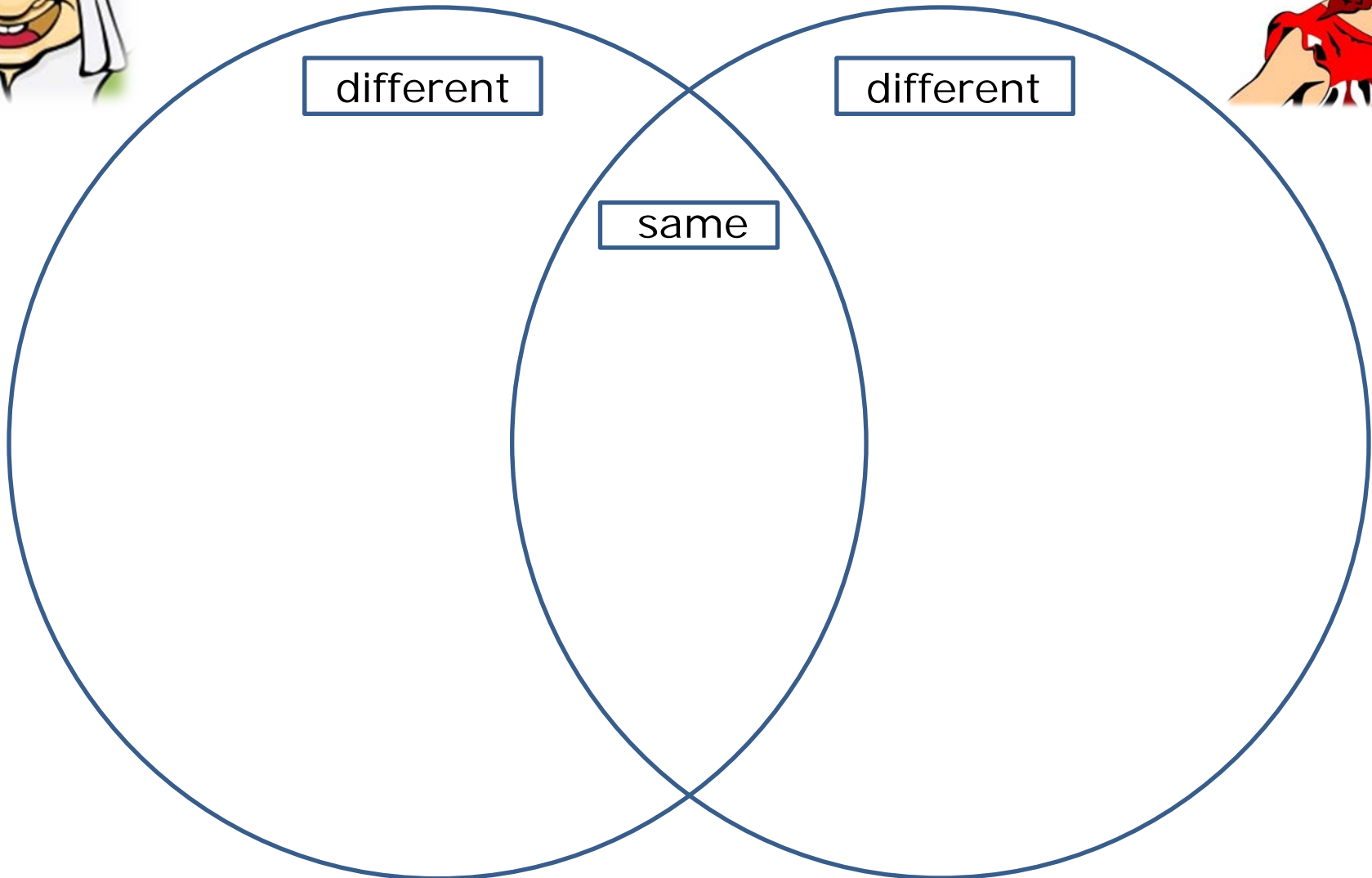
	<p>“The first story element on the list is <i>character</i>. The main <i>character</i> in <u>Joha Makes a Wish</u> is a man. In <u>Luba and the Wren</u>, the main <i>character</i> is a girl. This is one way that the main <i>characters</i> are different in each story. So, in the area labeled <i>different</i>, I can put the word <i>man</i> on the left side and the word <i>girl</i> on the right side. Hmm... What is one way these <i>characters</i> are similar? Well, both of them are out walking alone when the story begins. I will write <i>walking alone</i> under <i>same</i>. Are there other similarities or differences you think I should add?”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Ask for students’ input as you compare and contrast the next story element—the <i>setting</i> of the stories. Prompt students to distinguish between similarities and differences as you add them to Venn diagram.</p> <p>You could say: “Let’s do the next story element together. Think about the <i>setting</i>. How are the <i>settings</i> in each story different? (elicit responses) Right. One story takes place in Baghdad, a city in the desert. The other story takes place in Ukraine, in the countryside near a forest. Those are definitely different <i>settings</i>. Let’s add those answers to our diagram in their proper spot. (add similarities and differences) Something important is the same in each story... What do both <i>characters</i> encounter as they are walking alone? (elicit responses) They both find something magical, or enchanted! Let’s add the word <i>magic</i> to our chart...”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and pass out a sheet of blank paper to each pair. Leave the Venn diagram displayed.</p> <p>You could say: “On your paper, you are going to draw a Venn diagram. Draw two large circles and make sure they overlap in the middle. Give yourself enough room to write words. Label the circles to match the Venn diagram we were using. Then, with your partner, select a story element from the list, one we haven’t already talked about. Discuss how this story element is the same in each story and write the similarities in the middle space. Then discuss how this element in each story is different and add the differences to your diagram. When I give the signal, turn to a group next to you and discuss your ideas.”</p> <p>Monitor students as they complete their Venn diagrams and discuss their ideas with neighboring pairs. Provide input on their discussions.</p> <p>As time allows, regroup and ask students to share their ideas with the class, adding the similarities and differences to the teacher journal.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We compare and contrast to determine how two things are the same and how they are different. This helps us learn, and it helps us understand stories and remember them. Tell your partner four of the story elements that we can compare and contrast...”</p>

COMPARE and **CONTRAST** the characters, setting, goals, attempts, outcome, and end.



Joha Makes a Wish

Luba and the Wren

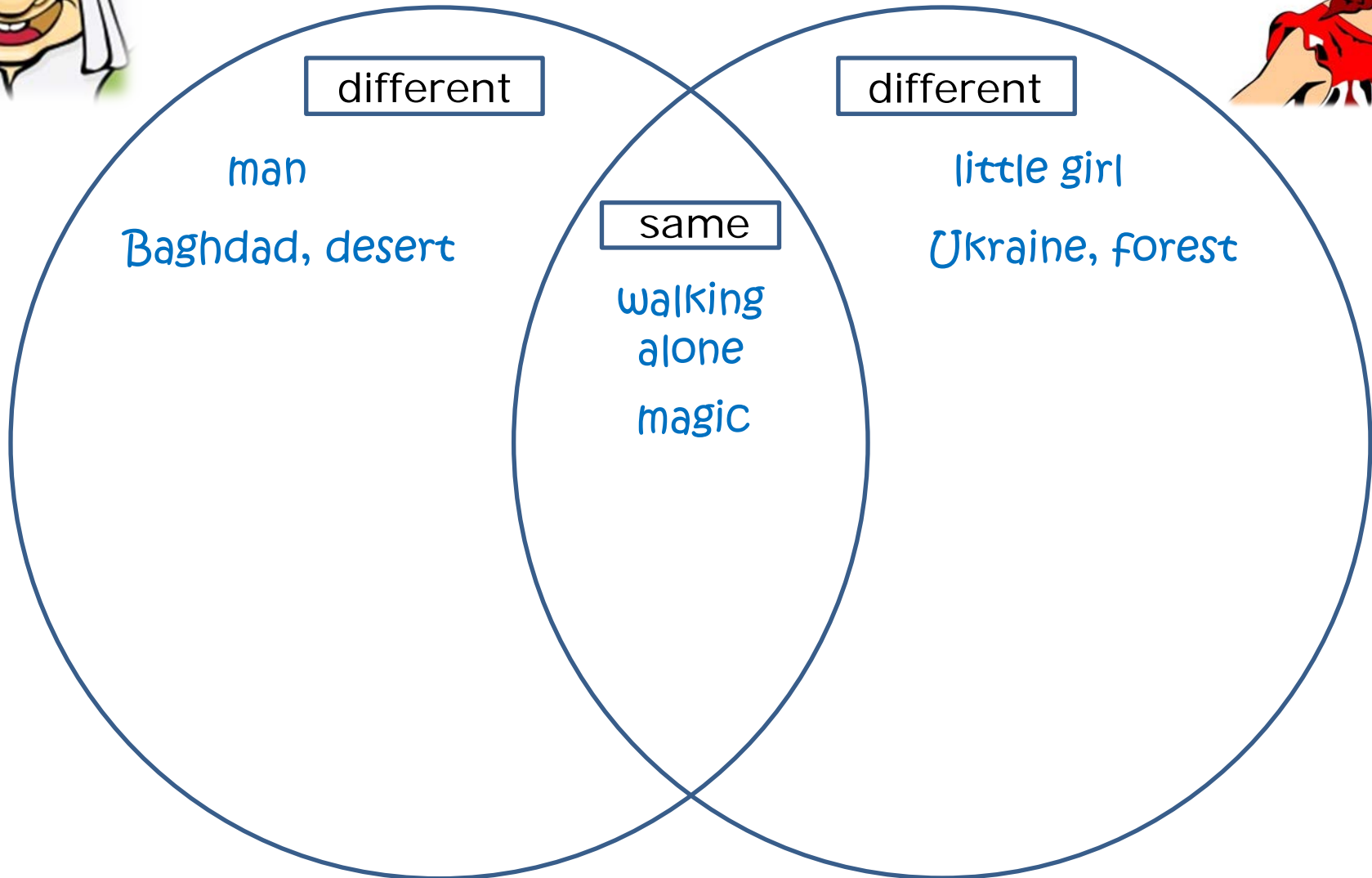


COMPARE and **CONTRAST** the characters, setting, goals, attempts, outcome, and end.



Joha Makes a Wish

Luba and the Wren



LET'S KNOW! GRADE 2	FOLKTALES COMPARE AND CONTRAST	INTEGRATION LESSON 8
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVES:		
<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, main <i>character</i>, and two or more embedded complete episodes. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Luba and the Wren</u> by Patricia Polacco TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #8 Story element shapes for Lesson #8 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Cut out and bag the story element shapes, one set for each pair of students. You may want to practice retelling the story and assembling the story element shapes using the suggested script in the I Do routine. The procedure for this lesson is the same as in Lesson 5; during the I Do routine, assemble the story element shapes as you model a story retell using one of the methods below. Use teacher journal, p. 1 as a guide. <ul style="list-style-type: none"> Arrange the shapes on a document camera or tape them to a board or chart paper. If you have an interactive whiteboard, you could digitally display teacher journal, p. 2 and move the story elements into the correct order. Students will construct story maps from the story element shapes during the You Do routine. All of the narrative story elements (<i>setting, characters, goals, attempts, outcome, and end</i>) should be included in their story retells. One student can assemble the story map while the other partner retells the story. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "The other day, I watched a very good movie. I tried to tell my friend all about the movie, but I missed telling some very important parts. My friend did not understand what I was saying. Including all the story elements correctly when retelling a story helps your listener understand what happened. The purpose of today's lesson is to improve our own reading comprehension by practicing retelling using the story <u>Luba and the Wren</u>. We will be sure to include all the story elements in the correct order."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>If needed, use teacher journal, p. 1 to review the story elements of <u>Luba and the Wren</u>.</p> <p>You could say: "Let's review the story elements in <u>Luba and the Wren</u>. Remember that the <i>setting</i> is in Ukraine. Our <i>characters</i> are Luba, Luba's parents, and the wren..."</p> <p>Then model retelling the story, arranging the story element shapes in order as you retell it.</p> <p>You could say: "I'm going to arrange these story element shapes into a story map like we did for our other folktale. I'll use the shapes to help me remember to include all of the important story elements as I retell the story... (point out the shapes indicated as you arrange them)</p>	

	<p>‘A girl named Luba (<i>character</i>) lived with her parents (<i>characters</i>) in a little dacha by a forest in Ukraine. (<i>setting</i>) One day she rescued a magical wren (<i>character</i>) caught in a net. The wren was grateful and told Luba that it would grant her wishes. (<i>wren’s goal</i>) Luba told the wren she was content and had no need for wishes.</p> <p>‘However, Luba’s parents were not content—they felt that their lives were very hard. When Luba told them about the wren, they sent her back to the wren to ask them to grant their wishes. (<i>parents’ goal</i>) Luba only wanted to please her parents, (<i>Luba’s goal</i>) so she went back to the wren to ask for their wish—a bigger house and good farmland. (<i>attempts</i>)</p> <p>‘The wren granted Luba’s first wish, (<i>attempts</i>) but her parents were still not content. (<i>outcome</i>) Next, they wanted a manor house, then to be rulers of the Ukraine, then to be rulers of Russia, and finally to be rulers of the whole world! (<i>attempts</i>) Each time, Luba asked the wren for another wish, but Luba’s parents were never satisfied. (<i>outcome</i>)</p> <p>‘Finally, Luba’s parents wished to be like gods! (<i>attempts</i>) Luba was shocked, but she went to the forest one last time to please her parents. The wren granted the wish, and Luba sadly walked home. When she arrived, she discovered that her parents were finally content, not as gods, but living once more in their humble little house. (<i>outcome</i>) They were all very happy for the rest of their days!’ (<i>the end</i>)</p> <p>What do you think? Did I include all the important story elements in my retell?”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Divide students into pairs and distribute the story element shapes. Point to the story map you arranged when you retold the story (or to the map on teacher journal, p. 1). You could say: “Work with a partner. Take the story element shapes out of your bag. We are going to retell the story together. As I retell the story, you and your partner will pick the right shape and put it in sequence. Listen carefully, because after we do this together you and your partner will mix up the shapes and retell the story by yourselves...”</p> <p>Retell the story again, pointing out each story element shape as you go. Guide students to select and order the shapes correctly.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now it’s your turn. First mix up your story element shapes. Now with your partner, take turns retelling the story of <u>Luba and the Wren</u>. One of you will retell the story and the other one will put the shapes in sequence. After you do it once, mix up the shapes and switch roles.”</p> <p>Monitor students during this activity to ensure that they understand the story elements and the sequence of the story.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you practiced retelling <u>Luba and the Wren</u>. Turn to your partner and answer my questions...”</p> <ul style="list-style-type: none"> • What is the <i>setting</i> of the story? • Who are the <i>characters</i> in the story? • What happened at the <i>end</i> of the story? <p>When you retell a story, be sure to include all of the story elements so others understand your story. When I see you reading fiction, I might ask you to tell me about the story elements. Be prepared!”</p>

Teacher Journal

Folktales – Lesson 8

 **Setting**

Near a forest
in Ukraine



Character

Luba's
parents



Character

Luba



Character

The wren



Goal

To please
her parents



Goal

To grant
Luba's wishes



Goal

To have wishes
granted and to
be content



Attempt

Asked the wren...

- For a bigger house and farmland
- For a manor house and workers
- To be rulers of Ukraine
- To be rulers of Russia
- To be gods



Attempt

Granted wishes...

- For a bigger house and farmland
- For a manor house and workers
- To be rulers of Ukraine
- To be rulers of Russia
- To be gods



Attempt

Wanted...

- A bigger house and farmland
- A manor house and workers
- To be rulers of Ukraine
- To be rulers of Russia
- To be gods



Outcome

Asked for more wishes;
was happy with the last
wish granted



Outcome

Granted all of Luba's
wishes, except
the last one



Outcome

Were not content until
they got their
dacha back





The End!

The family lived happily,
content in their humble dacha


 **Setting**
Near a forest
in Ukraine

 **Goal**
To grant
Luba's wishes

 **The End!**
The family lived happily,
content in their humble dacha


 **Attempt**
Granted wishes...

- For a bigger house and farmland
- For a manor house and workers
- To be rulers of Ukraine
- To be rulers of Russia
- To be gods

 **Outcome**
Granted all of Luba's
wishes, except
the last one


 **Attempt**
Wanted...


- A bigger house and farmland
- A manor house and workers
- To be rulers of Ukraine
- To be rulers of Russia
- To be gods

 **Attempt**
Asked the wren...


- For a bigger house and farmland
- For a manor house and workers
- To be rulers of Ukraine
- To be rulers of Russia
- To be gods


 **Goal**
To please
her parents


 **Outcome**
Asked for more wishes;
was happy with the last
wish granted

 **Character**
Luba

 **Goal**
To have wishes
granted and to
be content

 **Character**
The wren

 **Outcome**
Were not content until
they got their
dacha back

 **Character**
Luba's
parents

Story Element Shapes

Folktales – Lesson 8



Attempt

Wanted...

- A bigger house and farmland
- A manor house and workers
- To be rulers of Ukraine
- To be rulers of Russia
- To be gods



Attempt

Asked the wren...

- For a bigger house and farmland
- For a manor house and workers
- To be rulers of Ukraine
- To be rulers of Russia
- To be gods



Goal

To have wishes granted and to be content



Goal

To please her parents



Goal

To grant Luba's wishes



Outcome

Asked for more wishes; was happy with the last wish granted

Luba and the Wren



Character

The wren



Character

Luba



Character

Luba's parents



Attempt

Granted wishes...

- For a bigger house and farmland
- For a manor house and workers
- To be rulers of Ukraine
- To be rulers of Russia
- To be gods



Outcome

Were not content until they got their dacha back



Outcome

Granted all of Luba's wishes, except the last one



Setting

Near a forest in Ukraine



The End!

The family lived happily, content in their humble dacha



WEEKLY LESSON PLANNER

FOLKTALES

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Type	Words to Know	Words to Know	Text Mapping	Integration
Objectives	<ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and using it in a sentence. Use target vocabulary words correctly in spoken contexts. 	<ul style="list-style-type: none"> Use a variety of different types of words to convey thoughts and meanings in spoken or dictated text. Identify semantic relationships among words for the target vocabulary. 	<ul style="list-style-type: none"> Use complex sentences that include adverbial clauses and relative clauses. 	<ul style="list-style-type: none"> Identify the purpose of a text and discuss why the author may have made certain choices.
Lesson Texts	<ul style="list-style-type: none"> <u>Luba and the Wren</u> by Patricia Polacco 	<ul style="list-style-type: none"> <u>Luba and the Wren</u> by Patricia Polacco 	<ul style="list-style-type: none"> <u>Luba and the Wren</u> by Patricia Polacco 	<ul style="list-style-type: none"> <u>Luba and the Wren</u> by Patricia Polacco

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Blank paper 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Computer Lined paper 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard
Unit Materials Provided	<ul style="list-style-type: none"> Vocabulary Picture Cards: content, majestic, consider, delicate Teacher Journal Lesson #9 Student Journal from Lesson #2 	<ul style="list-style-type: none"> Vocabulary Picture Cards: content, majestic, consider, delicate Teacher Journal Lesson #10 (print or digital) 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: content, majestic, consider, delicate Teacher Journal Lesson #11 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: content, majestic, consider, delicate Teacher Journal Lesson #12



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	FOLKTALES COMPARE AND CONTRAST	WORDS TO KNOW LESSON 9
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and using it in a sentence. Use target vocabulary words correctly in spoken contexts. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Luba and the Wren</u> by Patricia Polacco TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: content, majestic, consider, delicate Teacher Journal Lesson #9 Student Journal from Lesson #2 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON</p> <ul style="list-style-type: none"> Before the lesson... <u>Luba and the Wren</u> includes most of the Words to Know in context. You could mark the following pages with sticky notes for easy reference: <ul style="list-style-type: none"> (third page) "There she saw the most beautiful, delicate little wren...." (tenth page) "She knew that her parents would be happy and content." (twentieth page) "When Luba arrived home, she stood in the courtyard of a majestic palace." (twenty-fifth page) Although consider is not explicitly used in the text, you can point out that after Luba's parents had time to consider, or think about, everything they had, they decided they wanted to be like gods. During the I Do/We Do routine, introduce the words using the teacher journal and picture cards. The four Words to Know are also found on the Student Journal from Lesson #2. Students can use this page as a reference during today's activities. WORDS TO KNOW <ul style="list-style-type: none"> content: Happy and satisfied majestic: Having great power and beauty consider: To think about something carefully before deciding what to do delicate: Something that can break easily or has a fine structure 		
LESSON ROUTINE		
SET	<p>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example, state the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Reading is an excellent way of learning new words! The author of <u>Luba and the Wren</u>, Patricia Polacco, chooses to use many interesting words to explain what happens in the story. The purpose of the lesson today is to discuss four new Words to Know related to the story and to discover what they mean. When you know the meaning of many words, it helps you understand what you read."</p>	
I Do/ WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal. Also use the Vocabulary Picture Cards, lesson text, and other contexts to discuss the Words to Know.</p> <p>You could say: "Our first new Word to Know is content. Content means 'happy and satisfied.'</p>	

- **(show Vocabulary Picture Card)** These children in the picture look very **content**. You can tell by their faces that they are happy and satisfied. Many different things can make you **content**. You might be **content** watching a favorite movie with your family. Luba wants her parents to be **content**; they are finally **content** at the end of the story—they are happy. **(show or read excerpt from page)**
- Now let's say the word **content**... Spell the word **content** with me: C-O-N-T-E-N-T.
- Look at the definition of the word on my teacher journal. Read it with me: **Content** means 'happy and satisfied.'
- Read the sentence for the word **content**...
- Finally, tell your neighbor the meaning of **content**...

(majestic)

"Our next word is **majestic**. **Majestic** means 'having great power and beauty.' Something that is **majestic** is powerful and very beautiful.

- **(show Vocabulary Picture Card)** Lions are **considered** to be **majestic**. Very tall and beautiful mountains, very large and luxurious buildings, and places like the Grand Canyon are all thought to be **majestic**. In Luba and the Wren, one of Luba's wishes results in a **majestic** palace for her parents. **(show illustration from page)**
- Let's say the word **majestic**... Now let's spell the word **majestic**: M-A-J-E-S-T-I-C.
- Look at the definition of the word and read it aloud with me: **Majestic** means 'having great power and beauty.'
- Read the sentence for the word **majestic**...
- Now tell your partner the meaning of **majestic**...

(consider)

"To **consider** means 'to think about something carefully before deciding what to do.'

- **(show Vocabulary Picture Card)** This girl is **considering** which book to choose at the library; she is thinking about it carefully. If you are invited to a birthday party, you have to **consider** what gift to buy or make. In Luba and the Wren, after Luba's parents become Emperor and Empress of the whole world, they **consider** their next wish... **(show or read excerpt from page)** They say they want to be like gods.
- Now let's say the word **consider**... Now spell the word **consider** with me: C-O-N-S-I-D-E-R.
- Read the definition of the word with me: **Consider** means 'to think about something carefully before deciding what to do.'
- Read the sentence for the word **consider**...
- Tell your partner the meaning of **consider**...

(delicate)

"Have you heard the word **delicate** before? **Delicate** is our last Word to Know. **Delicate** means 'something that can break easily or has a fine structure.'

- **(show Vocabulary Picture Card)** The lace in this picture is very **delicate**. It is fine and could break or rip easily. A tiny flower is **delicate**, too. In our story Luba And The Wren, Luba find the **delicate** little wren caught in a net. **(show illustration from page)**
- Let's say the word **delicate**. Spell the word **delicate**: D-E-L-I-C-A-T-E.
- Now look at the definition of the word and read it with me: **Delicate** means 'something that can break easily or has a fine structure.'
- Read the sentence for **delicate** from my journal page...
- Finally, tell your partner the meaning of **delicate**..."

YOU DO

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

Divide students into pairs and have them take our Student Journal Lesson #2. You could say:
 "I want you to do two things with your partner. First, reread the definitions of the four Words to Know from your student journal to each other. **(allow talk time)**

	<p>“Now, I want you to discuss some questions. I will ask the first question and give you time to take turns sharing your answers. Then I will give you the next question...”</p> <p>(allow discussion time after each question)</p> <ul style="list-style-type: none"> • What are two things that make you content? Why? • Describe something that is very delicate. Why is it so delicate? • Describe something that you think is majestic. Why is it majestic? • Sometimes you have to consider what you will do very carefully. Describe the last time you had to consider something carefully before you made a decision.”
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say:</p> <p>“Today you added four new Words to Know to the words you know—delicate, content, majestic, and consider. Tell me the word that goes with each sentence...”</p> <ul style="list-style-type: none"> • The Mother’s Day gift was carefully made and easily breakable. (delicate) • The baby was smiling and happy in her crib. (content) • The elephant walked across the field like a king. (majestic) • My brother opened the fridge and took a minute to decide what to eat for breakfast. (consider) <p>Very good! Later today, practice using one of the Words to Know in a sentence.”</p>



Word: content

Definition: Happy and satisfied

Sentence: She was *content* watching movies with her best friends.

Word: majestic

Definition: Having great power and beauty

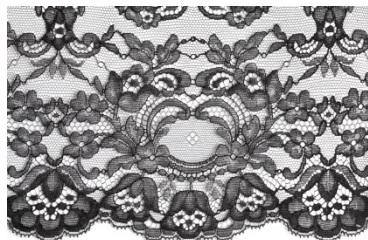
Sentence: The *majestic* lion roamed free on the grassy plain.



Word: consider

Definition: To think about something carefully before deciding what to do

Sentence: At the library, I *considered* the best book to read.



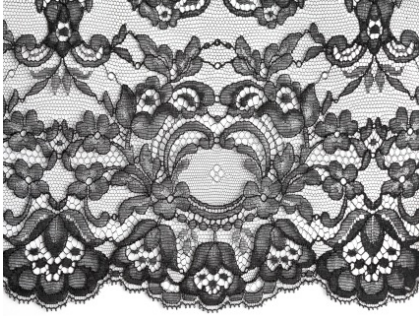
Word: delicate

Definition: Something that can break easily or has a fine structure

Sentence: The tiny bird flew past us with its *delicate* wings.

LET'S KNOW! GRADE 2	FOLK TALES COMPARE AND CONTRAST	WORDS TO KNOW LESSON 10
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> • Use a variety of different types of words to convey thoughts and meanings in spoken or dictated text. • Identify semantic relationships among words for the target vocabulary. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Rich Instruction LESSON TEXT: <u>Luba And The Wren</u> by Patricia Polacco TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Chart paper, document camera, or interactive whiteboard • Blank paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • Vocabulary Picture Cards: content, majestic, consider, delicate • Teacher Journal Lesson #10 (print or digital) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... If using the print version of the teacher journal, cut out the images for your word webs. Make copies of the blank web included with the teacher journal, if needed. • You can display the digital teacher journal, place the words/images from the print journal on the blank word web, or create your own webs on chart paper. You may generate other related words than those provided in the lesson. • WORDS TO KNOW <ul style="list-style-type: none"> ○ content: Happy and satisfied ○ majestic: Having great power and beauty ○ consider: To think about something carefully before deciding what to do ○ delicate: Something that can break easily or has a fine structure • SUGGESTED RELATED WORDS <ul style="list-style-type: none"> ○ content: (synonyms) <i>agreeable, happy, pleased</i>; (antonyms) <i>upset, needy</i> ○ majestic: (synonyms) <i>magnificent, grand, royal</i>; (antonym) <i>shabby</i> ○ consider: (synonyms) <i>think about, study, inspect</i>; (antonyms) <i>ignore, forget</i> ○ delicate: (synonyms) <i>fragile, breakable</i>; (antonym) <i>sturdy</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "The last time I went to the zoo, I saw a lot of birds. Some birds were huge, like the ostriches. Others were small, like the ducks, and some were tiny, like the hummingbirds. The words <i>huge, small,</i> and <i>tiny</i> are related in meaning because they all describe sizes. In fact, the words <i>huge</i> and <i>tiny</i> can be considered opposites. When you know many related words, you can describe things precisely by using just the right word and you can understand more of what you read. The purpose of our lesson today is to think of words related to our new Words to Know—delicate, content, consider, and majestic."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Think aloud as you model filling in a word web. Use the digital teacher journal and discuss the related words presented or add words to your own web using the print teacher journal.</p>	

	<p>You could say: “We are going to think about related words for our Words to Know and put them in our word webs. Let’s start with the word delicate. It goes in the center circle of the web. I know that something delicate can break easily or has a fine structure. <i>Fragile</i> is a related word because it also means something that is easily broken. I will put the word <i>fragile</i> in an outer circle of the web. (point out or add to web) I think the word <i>breakable</i> is related, too, because something that is delicate is <i>breakable</i>. (point out or add to web) Finally, I’m going to add the word <i>sturdy</i> as an opposite of delicate because something that is <i>sturdy</i> can’t be broken very easily. By adding words to the outer circles, I can show they are related to the word delicate.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, insuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to create a web for the Word to Know content. You could say: “Let’s work together to find related words for content. Think of a word related to content... Remember, words can mean something similar to content, they can mean the opposite, or they can be related to the same idea...” Guide students as they contribute related words, asking them to explain how they are related.</p> <p>You could display the words from the teacher journal once students have generated some of their own related words.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs; give each student a sheet of blank paper. You could say: “Now you will work with a partner to make webs for our other Words to Know. The first word is consider. Draw a circle in the middle of your paper. Write the word consider in the circle. With your partner, think about related words for consider. Add each related word to your web; you can add as many circles as you need. I will call on you to share your best related word when we are ready.”</p> <p>Provide support and feedback as students work. Once students are finished, call on them to share answers and explain how their words are related. Students may add additional words to their webs as they hear their classmates’ ideas. You could also share the related words from the teacher journal with students.</p> <p>Repeat the above procedure for the Word to Know majestic. You could say: “Turn your paper over and create another word web. Let’s see how many related words you can think of for majestic...”</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Words can be related in different ways. They might be associated with each other, like majestic and <i>king</i>. They might mean the opposite, like delicate and <i>sturdy</i>. They might be synonyms that mean nearly the same thing, like content and <i>happy</i>. Tell your partner why it is important to know many related words. (allow talk time) When you know many related words, you can choose exactly the right word to say what you mean when you talk or write, and you will also understand more of what you read. As you talk and write today, try to substitute a related word for a word you use all the time.”</p>



delicate



breakable



fragile



sturdy
(opposite)



content



pleased



comfortable



satisfied



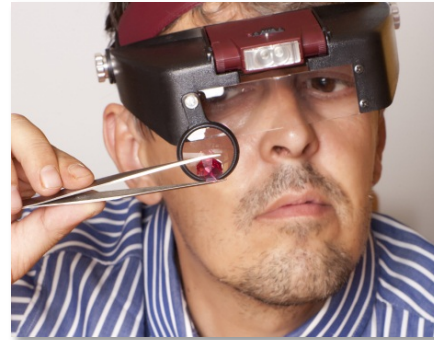
unhappy
(opposite)



consider



study



inspect



think about



majestic



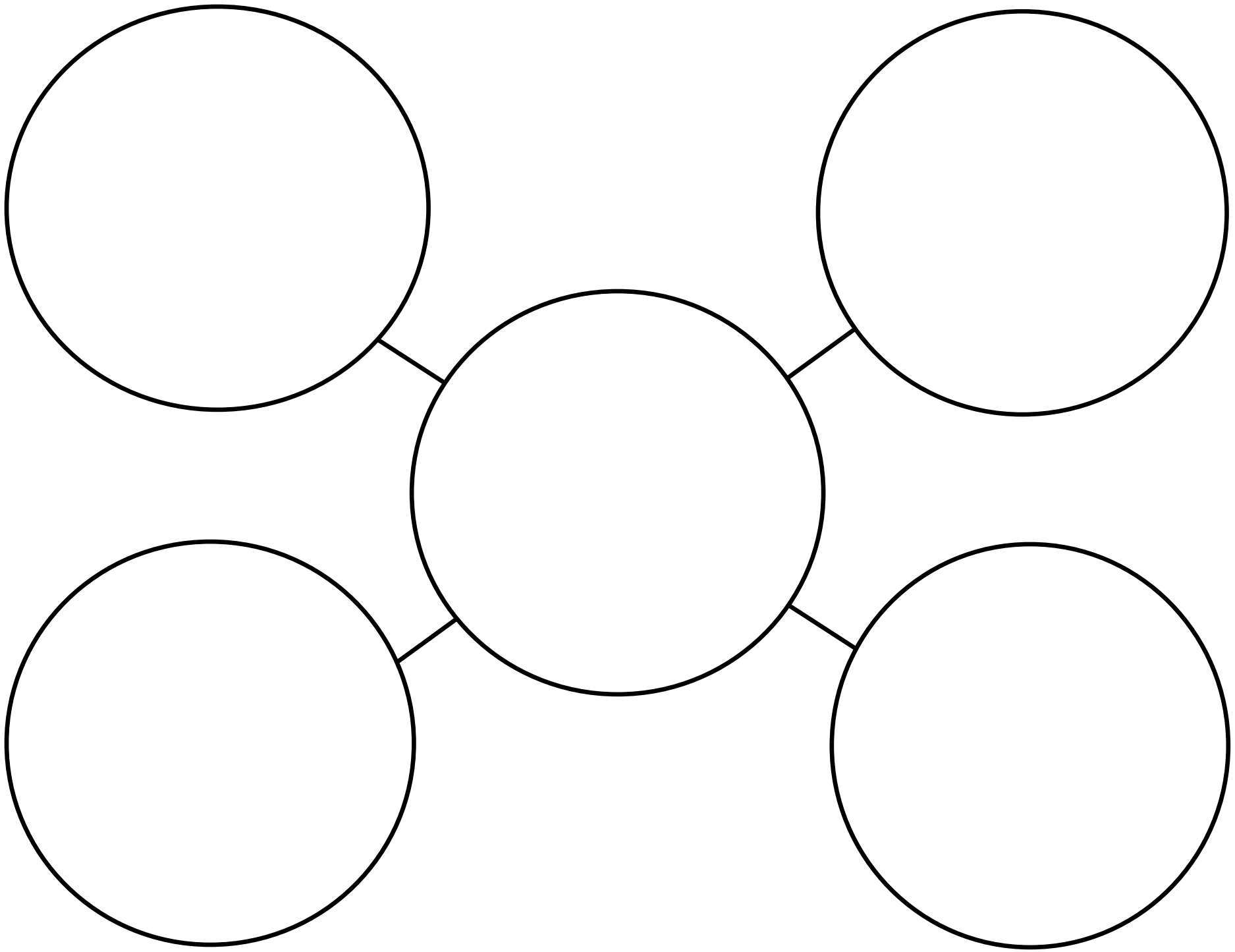
grand



royal

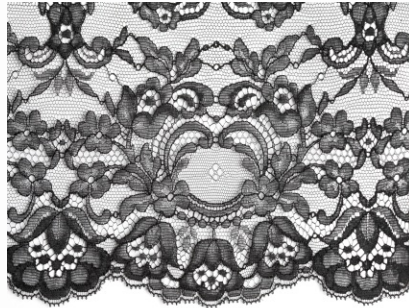


beautiful





breakable



delicate



fragile



sturdy
(opposite)



comfortable



satisfied



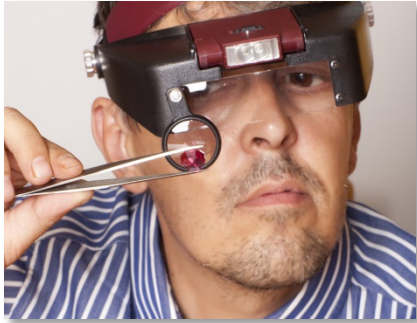
content



pleased



unhappy
(opposite)



inspect



study



consider



think about



royal



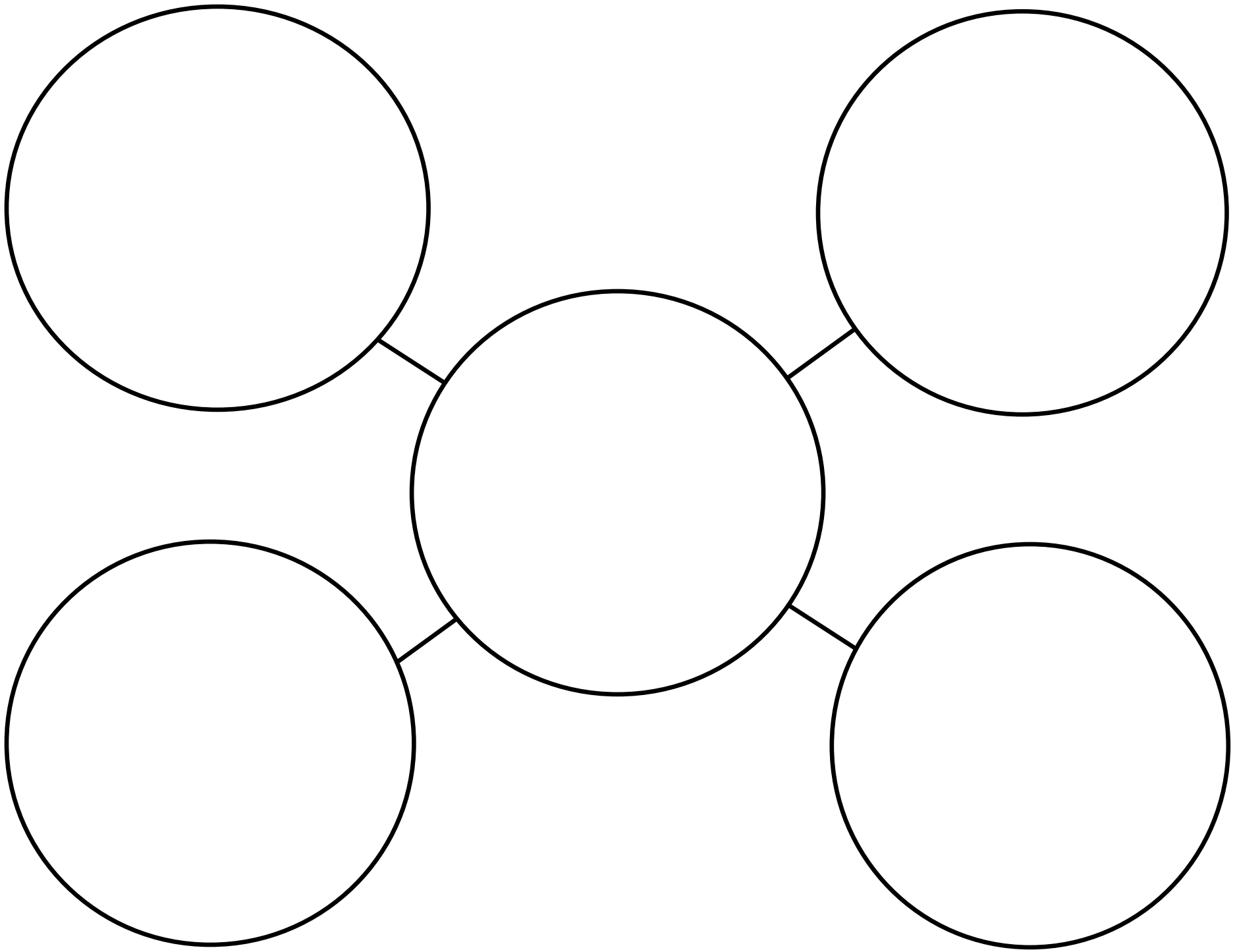
beautiful



majestic



grand



LET'S KNOW! GRADE 2	FOLKTALES COMPARE AND CONTRAST	TEXT MAPPING LESSON 11
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Use complex sentences that include adverbial clauses and relative clauses. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> <u>Luba and the Wren</u> by Patricia Polacco TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Computer Lined paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: content, majestic, consider, delicate Teacher Journal for Lesson #11 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> This lesson covers complex sentences. A complex sentence consists of an independent clause and a dependent clause joined by a subordinating conjunction (e.g., <i>because, since, after, although, when</i>) or relative pronoun (e.g., <i>that, who, which</i>). For example: <ul style="list-style-type: none"> I went to the store <i>before</i> I went home. He said <i>that</i> we were going home. Teacher Journal Lesson #11 will be used throughout the lesson. <ul style="list-style-type: none"> Use a computer or interactive whiteboard to play teacher journal, p.1 digitally as a slideshow. The animations demonstrate the construction of complex sentences during the I Do and We Do routines—the various sentence components will fly in as you click the arrow or space bar. Teacher Journal, p. 2 is for the You Do activity and does not need to be viewed as a slideshow. During the You Do activity, you may wish to pair students who struggle with writing with more advanced writers. You may also allow students to relate their sentences orally. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> START THE LESSON WITH WRAP SET #3: CONTENT, MAJESTIC, CONSIDER, DELICATE </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: “When you were little, you used very short sentences like, ‘Up!’ or ‘Want cookie.’ As you got older, your sentences got longer. Now that you’re second graders, your sentences can be very long. Today our purpose is to make longer sentences called complex sentences by putting two sentences together. When you can use complex sentences in your speech, you are able to understand and use complex language when you’re reading, writing, speaking, or listening. That’s our goal.”</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display teacher journal, p. 1 using a computer or interactive whiteboard. Model creating complex sentences by activating the animations (‘click’ the arrow or space bar).</p> <p>You could say: “We can use simple sentences when we talk, but it’s much more interesting to use <i>complex sentences</i>. They add more information and detail. To form a complex sentence, we start with a simple sentence and then add a conjunction, or connecting word, and a second sentence.</p>	

	<p>“Let me show you how I form complex sentences. Here we have some simple sentences, underlined in red. I am going to demonstrate how we can add other sentence parts to make these simple sentences into more interesting complex sentences...</p> <p>(first sentence) “In <u>Luba and the Wren</u>, we could say that Luba was very content with her life. She didn’t need any wishes from the wren. The simple sentence on the board says this clearly. However, Luba’s parents were very unhappy. They wanted more than they had. I could use a complex sentence to add this information to the simple sentence. First, I say ‘Luba was very content with her life.’ (point to red underlined sentence) Then I can use a word to connect the two ideas. I’ll use the conjunction <i>however</i> to contrast the two sentences. (click) ‘Luba was very content with her life, <i>however</i>...’ Then I’ll add the second sentence, which is underlined in green: (click) ‘her parents were unhappy.’ Now I have a complete complex sentence: ‘Luba was very content with her life, <i>however</i> her parents were unhappy.’</p> <p>(second sentence) “Now I want to make another complex sentence about Luba. I’ll start with this simple sentence: ‘Luba asked the wren to grant her parents’ wishes.’ (point to sentence) I want to use a conjunction that talks about time, so I’ll use <i>after</i>. (click) So far, I have ‘Luba asked the wren to grant her parents’ wishes <i>after</i>...’ To finish the sentence, I’ll need to add another sentence. (click) My complex sentence is ‘Luba asked the wren to grant her parents’ wishes <i>after</i> they complained.’ I started with one sentence, and then I added a conjunction and a second sentence to make a complex sentence. Simple!”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Practice forming complex sentences with students using the remaining simple sentences on the teacher journal. You could use the conjunctions/relative pronouns and dependent clauses provided as well as students’ suggestions.</p> <p>You could say: “Let’s try one together. Read the simple sentence underlined in red: ‘Luba’s parents were never content.’ I want to use the conjunction <i>even though</i> this time. (click) What’s a good sentence to follow? One complex sentence we could make is ‘Luba’s parents were never content <i>even though</i>... (click) the wren granted every wish.’ Do you have other ideas? We could also say, ‘Luba’s parents were never content even though... (elicit responses) [they got everything they wanted].’ That works, too. Does anyone have an idea of a different conjunction we could use to connect the sentences? (elicit responses to form additional sentences)</p> <p>“Great job making complex sentences! Let’s try the last one: ‘Luba’s parents thought...’ This time, let’s use the connecting word <i>that</i>. (click) What should we say? One complex sentence we could make is ‘Luba’s parents thought <i>that</i>... (click) having more would make them happy.’ That makes sense, right? Do you have other ideas for words we can use to connect the sentences or for the sentence we can use at the end?” (elicit responses to form additional sentences)</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and distribute lined paper. Display p.2 of the teacher journal.</p> <p>You could say: “Now it’s your turn to create complex sentences with a partner. First, think of a simple sentence and write it down on your paper. Then look at the word bank of connecting words and choose one to use. Finally, write a second sentence to complete your complex sentence. After you have two sentences, raise your hand so I know you’re ready to share. We all want hear your brilliant sentences!”</p> <p>Circulate the room to provide support and feedback. As time allows, have students report some of their complex sentences to the class.</p>

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“We made fabulous sentences today by putting two sentences together using connecting words. Tell your partner what kind of sentences we made today... When we talk and write, we like to use interesting sentences, and *complex sentences* are more interesting than simple sentences. We’re learning more about how to use our language to understand what we read and hear as well as writing and saying what we want to say. Tonight your challenge is to use a complex sentence at home and tell someone how you made the complex sentence. They may not know how, but you do!”



Using Complex Sentences

Luba was very content with her life,
however her parents were unhappy.



Luba asked the wren to grant her parents' wishes

after they complained.



Luba's parents were never content

even though the wren granted every wish.

Luba's parents thought that having more would make them happy.

WORD BANK

after
although
because
before
by the time







even though
if
however
since
than







that
until
whenever
while
when

Think of a simple sentence, add a word from the word bank and another sentence to make a complex sentence.

LET'S KNOW! GRADE 2	FOLKTALES COMPARE AND CONTRAST	INTEGRATION LESSON 12
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Identify the purpose of a text and discuss why the author may have made certain choices. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <u>Luba and the Wren</u> by Patricia Polacco	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: content, majestic, consider, delicate Teacher Journal Lesson #12 	TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups (3–4 students)
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> During today’s lesson, you will discuss the choices Patricia Polacco made when writing <u>Luba and the Wren</u>. This story is a retelling of a German fairytale collected by the Grimm brothers, “The Fisherman and His Wife.” You will use a chart to compare and contrast the story elements in the original and in Polacco’s retelling, and then consider Polacco’s purpose for her choices. <ul style="list-style-type: none"> Display the chart from the teacher journal as you teach the lesson. You may fill in the author’s purpose in the blank center column on teacher journal, p. 1 or refer to the completed chart on p. 2. During the You Do routine, small groups will discuss the author’s purpose for the remaining story elements and report to the class as you finish the chart. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #4: CONTENT, MAJESTIC, CONSIDER, DELICATE </div> <p>Engage students’ interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension.</p> <p>You could say: “I read a book the other day, called the <u>Three Little Javelinas</u>. It was like the story of the <u>Three Little Pigs</u>, but the author made the decision to change the <i>setting</i> and the main <i>characters</i>. The <i>setting</i> of this new story was the desert, and the three little pigs were three little javelinas. It was a lot of fun to read. Authors often retell a story that has already been told, but when they do they can choose to make changes to the story. The purpose of the lesson today is to discuss choices the author of <u>Luba and the Wren</u> made and why she may have made them. We like to talk about authors because it helps us understand the books and stories that we read and hear.”</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal. Model how you would consider author’s purpose to fill in the chart.</p> <p>You could say: “The story of <u>Luba and the Wren</u> is a folktale that has been retold over and over for many years. The original story was called ‘The Fisherman and His Wife.’ The author of our story decided to write the folktale with some different story elements. We’re going to talk about why we think she may have chosen to change the story. In this chart, I have listed the story elements in the left column. In the right-hand column are the original story elements from ‘The Fisherman and His Wife.’ In the middle, I have the author’s purpose for <u>Luba and the Wren</u>. Let’s see if we can think about why Patricia Polacco chose to tell the story the way she did...”</p>	

	<p>“First, the <i>setting</i> of the original story was in a small hut along the ocean. A poor fisherman caught a magical flounder but released it. His wife was very angry and told the fisherman to catch the fish again and demand wishes. She wished for a castle, then to be a queen, an empress, the pope, and then a god. Does that sound familiar? Patricia Polacco changed the <i>setting</i> of the story to be in Ukraine. I know that her family is from Russia, and I think she chose Ukraine for a <i>setting</i> because she wanted more people to know about Russia and Ukraine. I’ll write that in the center column.</p> <p>“The <i>characters</i> the author chose are also different—a girl and her parents. I think that she picked a girl and her parents because she wanted the <i>characters</i> to be like you. You might think, ‘What would I do if my parents asked for many wishes,’ just like Luba. Patricia Polacco writes books for children, so she wanted the children who read her books to be able to relate to the story and <i>characters</i>. I’ll write that on the chart.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Ask students for their input on author’s purpose as you continue filling in the chart.</p> <p>You could say: “Now we have the wren. Why do you think she chose a wren instead of a flounder? (elicit responses) Good thinking. The <i>setting</i> was a forest, so the <i>character</i> had to be an animal that lived in the forest, not a flounder. Now you’re thinking like an author! Let’s add that to our chart about the author’s purpose.</p> <p>“Let’s talk about the <i>goals</i> in the story. The fisherman’s <i>goal</i> was to make his wife happy. What was Luba’s <i>goal</i>? (pause for response) Yes, so their <i>goals</i> were basically the same—they wanted to make their loved ones happy. The wife’s <i>goal</i> and the parents’ <i>goal</i> were the same, too, weren’t they? They both wanted more and more but were never satisfied. Why do you think Patricia Polacco chose to leave the <i>goals</i> in the story the same? Was it a good choice?” (elicit responses and add ideas to chart)”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into small groups. Have students discuss the author’s purpose for the <i>attempts</i>, <i>outcome</i>, and <i>end</i> in <u>Luba and the Wren</u>.</p> <p>You could say: “Now it’s your turn. With your group, discuss why you think the author chose the <i>attempts</i>, <i>outcome</i>, and <i>ending</i> for <u>Luba and the Wren</u>. Remember to look at these story elements for the original story, ‘The Fisherman and His Wife,’ in the last column. Then consider why the author changed or kept the story elements. I’ll give you [7] minutes to discuss with your group. Then you’ll report back to the class so we can finish our chart.”</p> <p>Circulate around the room to monitor students’ discussions.</p> <p>When small-group time is over, have groups report their ideas back to the class so you can finish the chart. You could have students share ideas after discussing each story element or after discussing all of them.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you thought like an author. You thought about why the author chose certain story elements for <u>Luba and the Wren</u>. Turn to a neighbor and tell them which <i>setting</i> you think is better and why—the ocean or a forest in Ukraine. (allow talk time) The next time you write a story, think about all of the choices you can make as an author and then choose wisely!”</p>

STORY ELEMENT	<u>LUBA AND THE WREN</u>	AUTHOR'S PURPOSE: <u>LUBA AND THE WREN</u>	ORIGINAL STORY: "THE FISHERMAN AND HIS WIFE"
	forest in Ukraine		A small hut near the ocean
	Luba; her parents; wren		Poor fisherman catches a magic flounder; his wife wants wishes granted
	please parents; to be content		Fisherman wants his wife to be happy; his wife wants more and more
	asked for more wishes		Wife asks for a castle, to be queen, empress, pope and then a god
	not content		Not happy with wishes granted; still greedy
	finally content back in dacha		Ends up with nothing but a poor hut

STORY ELEMENT	<u>LUBA AND THE WREN</u>	AUTHOR'S PURPOSE: <u>LUBA AND THE WREN</u>	ORIGINAL STORY: "THE FISHERMAN AND HIS WIFE"
	forest in Ukraine	<i>Patricia Polacco's family is from Russia so she wants others to know about Russia and Ukraine</i>	A small hut near the ocean
	Luba; her parents; wren	<i>Wanted her readers to relate to the story, so she chose a child and her parents; the wren fit the forest setting</i>	Poor fisherman catches a magic flounder; his wife wants wishes granted
	please parents; to be content		Fisherman wants his wife to be happy; his wife wants more and more
	asked for more wishes		Wife asks for a castle, to be queen, empress, pope and then a god
	not content		Not happy with wishes granted; still greedy
	finally content back in dacha		Ends up with nothing but a poor hut




WEEKLY LESSON PLANNER

FOLKTALES

Week 4	Assessment	Assessment	Assessment	Lesson 13
Lesson Type	SMWYK	SMWYK	SMWYK	Close
Objectives	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. 	<ul style="list-style-type: none"> Modify the story elements of <u>Luba and the Wren</u> and retell a new version of the tale.
Lesson Texts	<ul style="list-style-type: none"> <u>Joha Makes A Wish</u> by Eric A. Kimmel 	<ul style="list-style-type: none"> <u>Joha Makes A Wish</u> by Eric A. Kimmel 	<ul style="list-style-type: none"> <u>Joha Makes A Wish</u> by Eric A. Kimmel 	<ul style="list-style-type: none"> <u>Luba and the Wren</u> by Patricia Polacco

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> Document camera or interactive whiteboard 
Unit Materials Provided	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> Teacher Journal Lesson #13 Student Journal Lesson #13



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL



SMWYK: These materials not available for download.

LET'S KNOW! GRADE 2	FOLKTALES DESCRIPTION	CLOSE LESSON 13
SHOW ME WHAT YOU KNOW! You will make your own version of a folktale and then retell your story for the class!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Modify the story elements of <u>Luba and the Wren</u> and retell a new version of the tale. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Luba and the Wren</u> by Patricia Polacco TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups (3 students) 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #13 Student Journal Lesson #13 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that you have the maximum time for their retellings. You could break this lesson into two sessions, if needed. During the I Do segment, demonstrate how to create a new version of the story using the chart on Teacher Journal Lesson #13, p. 1. During the We Do routine, you can fill in the blank chart on teacher journal, p. 2 or change the story elements in the completed chart on p. 1. For the You Do activity, students will work in small groups of three. They will use a similar chart from the student journal to map their own versions of the story. Then they will perform their retellings for the class. Be sure to allow sufficient planning and practice time before students' presentations. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "In a previous lesson, we talked about the choices the author of <u>Luba and the Wren</u> made and how she changed some story elements to create a new version of the story. Today, we're going to do the same thing. The purpose of the lesson today is to make changes to <u>Luba and the Wren</u> and then retell your story version to the class so that it makes sense. When you include all the elements of a story and tell them in the right order, your listeners can understand the new version of the story and you can see the story in a whole new way. You'll make it your own."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #13, p. 1. Demonstrate how to modify story elements to create a new retelling of <u>Luba and the Wren</u>.</p> <p>You could say: "I'm going to show you how I might change the story elements to create a new version of <u>Luba and the Wren</u>. Then in your groups, you'll do the same. At the end, we'll have a storytelling festival and each group can share their version of the story. (point to the chart as you explain each change)</p> <ul style="list-style-type: none"> (setting) In my version, I changed the <i>setting</i> to be in a small hut along the Gulf coast of Mexico. I know that turtles lay their eggs on the beach there, and when they hatch, the baby turtles need help getting to the water before the birds eat them. (characters) For the <i>characters</i>, I chose a girl named Ana, her parents, and a magical turtle named Tortuga. The turtle will be sort of like the enchanted wren. (goals) Just like Luba, Ana's <i>goal</i> is to please her parents, but they want more and more, just like Luba's parents. 	

- **(attempts)** For *attempts*, I chose for the parents to ask for a fishing boat, a fleet of fishing boats and a house, then a palace, to be rulers of Mexico, and then to be gods. So I changed some of the *attempts* to fit the *setting* and *characters*, but I kept some of them the same, too.
- **(outcome and end)** The *outcome* is that Ana's parents are not **content** and keep asking for more—the same as in Polacco's story. At the *end*, they are back in their small hut on the beach and **content**. This is also similar to what happens to Luba's family.

"Those are the story elements that I changed. Now I'll tell my version of the story. I'm calling my story 'Ana and the Tortuga.'

'Ana lived with her parents in a small poor hut on the beach along the Gulf coast of Mexico. One day, she saw a baby turtle trying to get to the water. A big seagull was trying to eat the turtle, but Ana scared the bird away and helped the turtle get to the water.

'Tortuga was grateful for Ana's rescue and promised to grant her wishes when she came back to lay her eggs. Ana said she did not need the wishes because she wanted for nothing. However, when Ana told her parents about the magical turtle, they made her promise to ask Tortuga for a fishing boat.

'The next spring the turtle came back. Ana saw her and asked for a fishing boat. Tortuga granted her wish and the parents had a fishing boat. But the parents were not happy with the fishing boat, so this time they asked for a fleet of fishing boats and a house along the beach.

'Again, the turtle granted Ana's parents' wish. But they still weren't happy, and so they told Ana to ask Tortuga for a palace. The palace didn't satisfy them either, so they asked to be rulers of Mexico. Still not content, they asked to be gods.

'After this request, Tortuga gave Ana and her parents back their small hut along the beach. Finally, Ana and her family were truly content.'

Okay, what stood out to you as different in my story? What was the same?" **(briefly elicit responses)**

WE DO

Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.

Work with students to create another version of the story by modifying story elements. Use the blank chart on teacher journal, p. 2 to start an entirely new story or make changes to the 'Ana and Tortuga' story on p. 1.

You could say:







"Let's work together to change a few things in my story to show you how you can create your own version. First, shall we keep the *setting* in Mexico? How about Hawaii? Any other choices? **(elicit responses)** How about the *characters*? **(elicit responses)** Let's change to a boy this time. What shall we call him? **(elicit responses)** What about the turtle—change or keep? **(elicit responses)** Any changes in the *goals*? **(elicit responses)** What about *attempts*? **(elicit responses)** The *outcome* and *end*?" **(elicit responses)**







Work with students to retell the new version of the story you created. You could say:

"Now let's retell this version of the story together... 'Once there was a...'"

Be sure to allow sufficient planning and practice time for small groups during the You Do segment.

<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into groups and pass out the student journal. You could say: “Now it’s your turn. In your small groups, work together and decide on what to change or keep in your version of the story. Write or draw pictures for each story element in the chart in your student journal. When you’ve made all the changes in your story, begin to take turns retelling your version of the story. Each person will need to tell one part of the story, so divide the story into parts that each person will tell, usually the beginning, middle, and end.”</p> <p>Circulate among small groups, providing support as they modify story elements. Help students divide their stories and provide feedback on their retells.</p> <p>After students have had sufficient planning and practice time, regroup for the presentations. You could say: “Now it’s time for our storytelling festival. Each group will get to be storytellers and tell their own version of <u>Luba and the Wren</u>. Each group member will get to tell one part of the story. Let me hear your best, most expressive storyteller voices!”</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Well done! Retelling a story to someone can be fun and exciting. Now you know how to change story elements to make the story your own. When you go home, share your story with your family and use your best retelling skills to entertain them!”</p>







STORY ELEMENT	<u>LUBA AND THE WREN</u>	MY STORY: <u>ANA AND THE TORTUGA</u>
	forest in Ukraine	Setting: <i>In a small hut along the Gulf coast of Mexico (where turtles lay eggs on the beaches; when they hatch, the baby turtles need help getting to the water before the birds eat them)</i>
	Luba; her parents; wren	Characters: <i>Ana and her parents; Tortuga the turtle</i>
	please parents; to be content	Goals: <i>Ana wants to please her parents. Ana's parents want more and more. Tortuga wants to give Ana her wishes.</i>
	asked for more wishes	Attempts: <i>Ana rescues a small turtle from a seagull. The turtle returns to lay eggs and grants Ana's wishes to repay her. Ana's parents want 1) a fishing boat, 2) a house and a fleet of fishing boats, 3) a palace, 4) to be rulers of Mexico; 5) to be gods</i>
	not content	Outcome: <i>Ana's parents are not content and keep asking for more. Ana continues to ask the turtle for more wishes. Finally the turtle gives them back their small hut along the beach.</i>
	finally content back in dacha	End: <i>Ana and her parents are finally content in their small hut along the beach.</i>

STORY ELEMENT	<u>LUBA AND THE WREN</u>	MY STORY:
	forest in Ukraine	Setting:
	Luba; her parents; wren	Characters:
	please parents; to be content	Goals:
	asked for more wishes	Attempts:
	not content	Outcome:
	finally content back in dacha	End:

Student Journal

Folktales – Lesson 13



STORY ELEMENT	<u>LUBA AND THE WREN</u>	OUR STORY: _____
	forest in Ukraine	Setting:
	Luba; her parents; the wren	Characters:
	please parents; to be content	Goals:
	asked for more wishes	Attempts:
	not content	Outcome:
	finally content back in dacha	End:



Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



Teacher's Bookshelf

Folktales – Grade 2

Required Books:

Joha Makes a Wish

by Eric A. Kimmel

ISBN-10: 1477816879

ISBN-13: 978-1477816875

Luba and the Wren

by Patricia Polacco

ISBN-10: 0698119223

ISBN-13: 978-0698119222

Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme, Folktales. Following is a list of suggested books you can check out from your school or public library to accompany the unit. Some suggestions may be beyond students' age or reading level, but they may still engage with the text and images.

Rechenka's Eggs

by Patricia Polacco

ISBN-10: 0698113853

ISBN-13: 978-0698113855

Two of Everything

by Lily Toy Hong

ISBN-10: 0807581577

ISBN-13: 978-0807581575

The Stonecutter: A Japanese Folk Tale

by Gerald McDermott

ISBN-10: 0140502890

ISBN-13: 978-0140502893

The Beautiful Butterfly: A Folktale from Spain

by Judy Sierra

ISBN-10: 0395900158

ISBN-13: 978-0395900154

Tunjur! Tunjur! Tunjur! A Palestinian Folktale

by Alik Arzoumanian

ISBN-10: 0761452257

ISBN-13: 978-0761452256

The Chocolate Tree: A Mayan Folktale

by Linda Lowery

ISBN-10: 1580138519

ISBN-13: 978-1580138512

Papagayo: The Mischief Maker

by Gerald McDermott

ISBN-10: 0152594647

ISBN-13: 978-0152594640

Grandmother's Dreamcatcher

by Becky Ray McCain

ISBN-10: 0807530328

ISBN-13: 978-0807530320

The Great Smelly, Slobbery, Small-Tooth Dog:
A Folktale from Great Britain

by Margaret Read MacDonald

ISBN-10: 0874838088

ISBN-13: 978-0874838084

The Great Kapok Tree:

A Tale of the Amazon Rain Forest

by Lynne Cherry

ISBN-10: 0152026142

ISBN-13: 978-0152026141

Mariana and the Merchild:
A Folk Tale from Chile
by Caroline Pitcher
ISBN-10: 0802852041
ISBN-13: 978-0802852045

The Green Frogs: A Korean Folktale
by Yumi Heo
ISBN-10: 0618432280
ISBN-13: 978-0618432288

Grandma and the Great Gourd:
A Bengali Folktale
by Chitra Banerjee Divakaruni
ISBN-10: 1596433787
ISBN-13: 978-1596433786

The Paper Crane
by Molly Bang
ISBN-10: 0688073336
ISBN-13: 978-0688073336

Tikki Tikki Tembo
by Arlene Mosel
ISBN-10: 0312367481
ISBN-13: 978-0312367480

The Polar Bear Son: An Inuit Tale
by Lydia Dabovich
ISBN-10: 0395975670
ISBN-13: 978-0395975671

The Dragon Emperor: A Chinese Folktale
by Tang Ge
ISBN-10: 082256744X
ISBN-13: 978-0822567448

One Fine Day
by Nonny Hogrogian
ISBN-10: 0020436203
ISBN-13: 978-0020436201

Paul Bunyan's Sweetheart
by Marybeth Lorbiecki
ISBN-10: 1585362891
ISBN-13: 978-1585362899

Martina the Beautiful Cockroach:
A Cuban Folktale
by Carmen Agra Deedy
ISBN-10: 1561453994
ISBN-13: 978-1561453993

The Magic Tree: A Tale from the Congo
by Gerald McDermott
ISBN-10: 0805030808
ISBN-13: 978-0805030808

When Turtle Grew Feathers:
A Tale from the Choctaw Nation
by Tim Tingle
ISBN-10: 0874837774
ISBN-13: 978-0874837773

The Good Luck Cat
by Joy Harjo
ISBN-10: 0152321977
ISBN-13: 978-0152321970

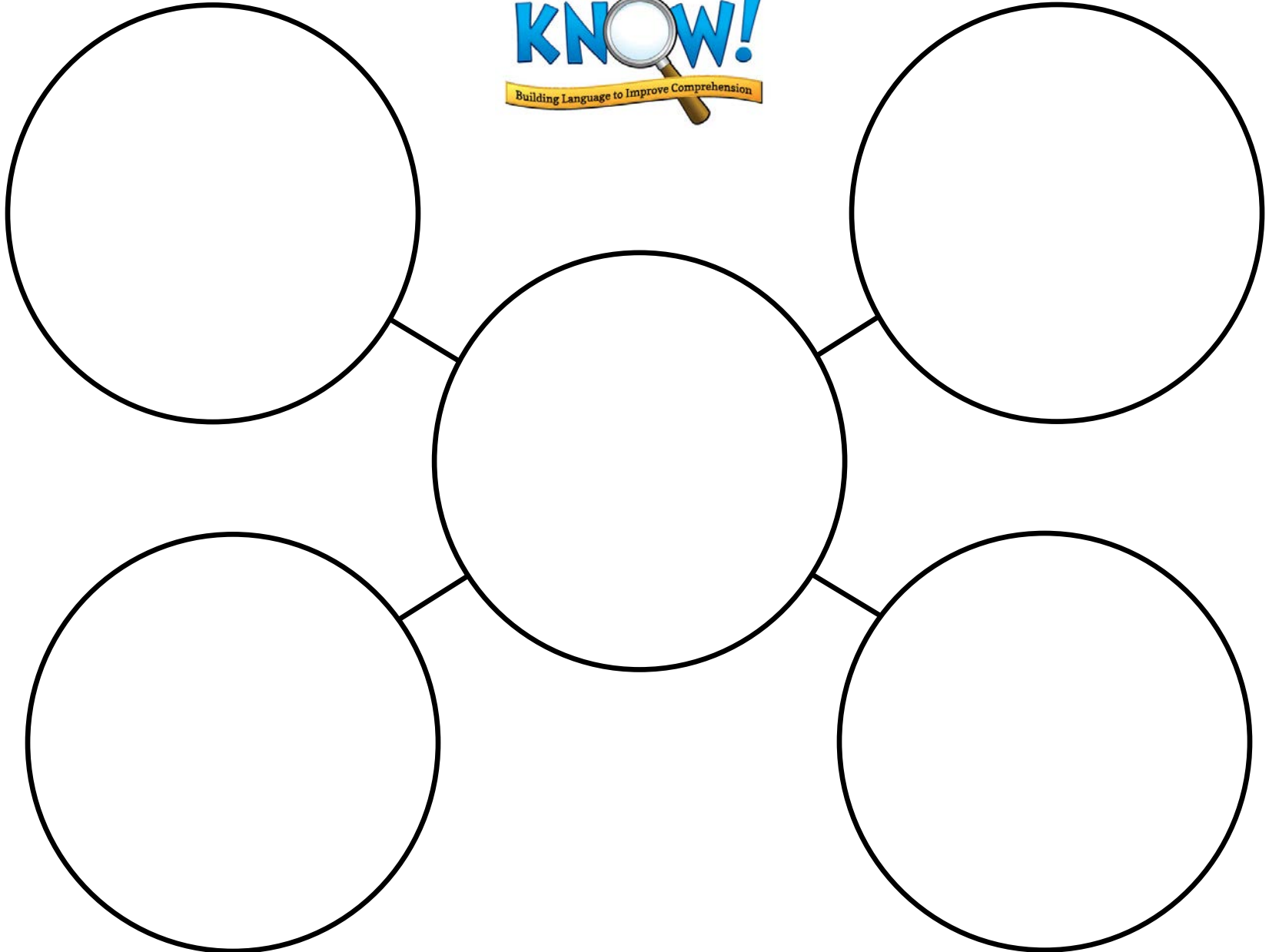
Why the Sun and Moon Live in the Sky
by Elphinstone Dayrell
ISBN-10: 0395539633
ISBN-13: 978-0395539637

Sabbath Lion: A Jewish Folktale from Algeria
by Howard Schwartz
ISBN-10: 006443382X
ISBN-13: 978-0064433822

The Hired Hand: An African-American Folktale
by Robert D. San Souci
ISBN-10: 0803712960
ISBN-13: 978-0803712966

Mufaro's Beautiful Daughters
by John Steptoe
ISBN-10: 0688040454
ISBN-13: 978-0688040451

Finn McCool and the Great Fish
by Eve Bunting
ISBN-10: 1585363669
ISBN-13: 978-1585363667





Unit Vocabulary

Folktales – Grade 2

Episode

An event or set of events in your life



Region

An area of a country



Dialogue

What characters say to each other



Spare

To decide to let someone or something go without punishment or harm



Content

Happy and satisfied



Majestic

Having great power and beauty



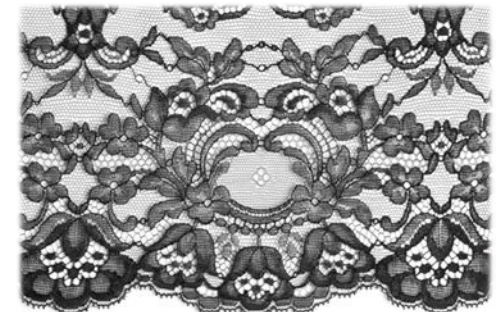
Consider

To think about something carefully before deciding what to do



Delicate

Something that can break easily or has a fine structure



Episode





Episode

An event or set of
events in your life

Region





Vocabulary Picture Card
Folktales – Word 2 – Region

Region

An area of a country

Dialogue





Dialogue

What characters
say to each other

Spare





Spare

To decide to let someone
or something go without
punishment or harm

Content





Content

Happy and satisfied

Majestic





Majestic
Having great
power and beauty

Consider

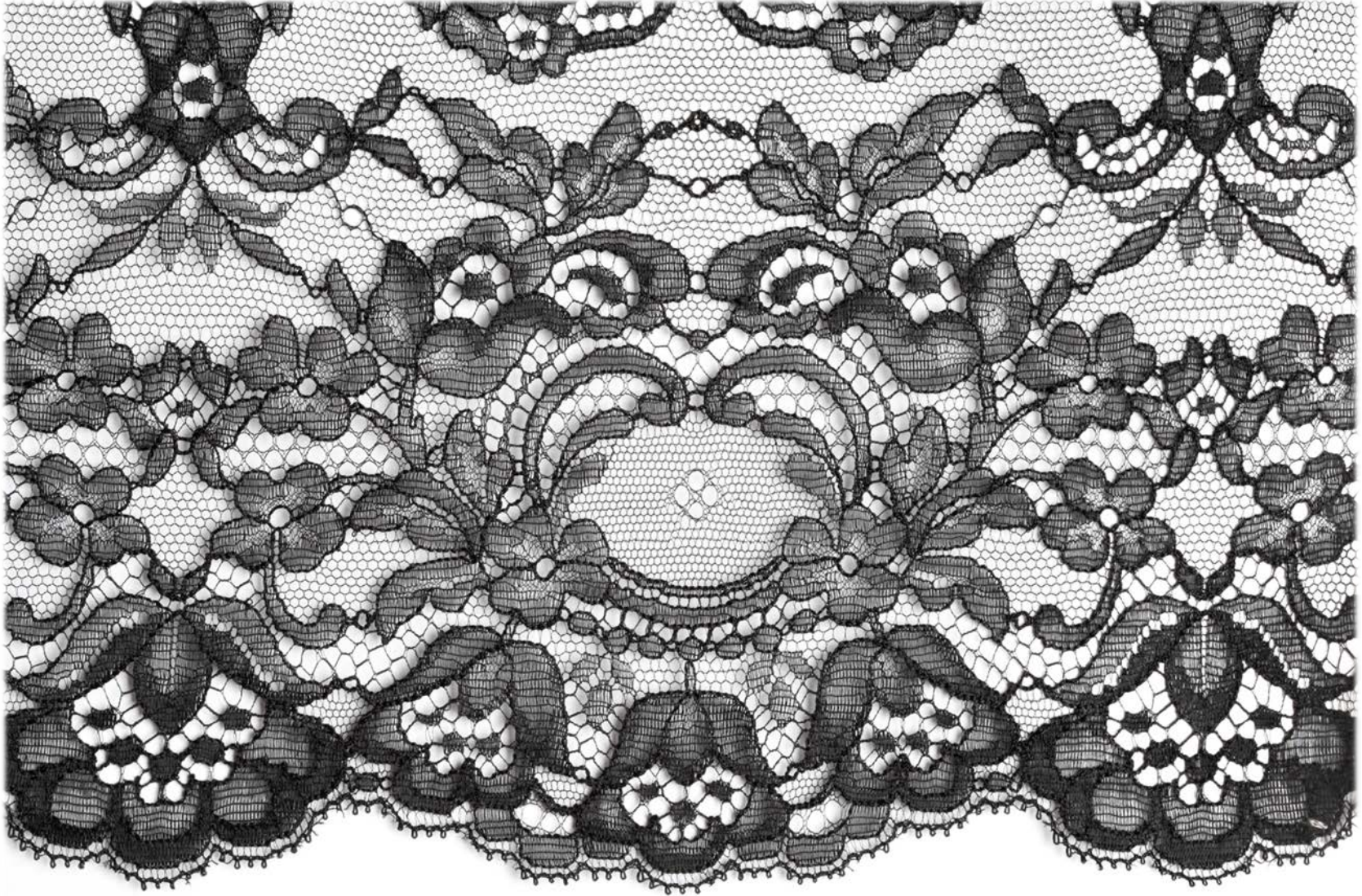




Consider

To think about something
carefully before
deciding what to do

Delicate





Delicate

Something that can break easily or has a fine structure

The desert is a very dry region. That part of the country gets very little rain.

My favorite stories have lots of funny dialogue. I like it when the characters tell jokes and tease each other.

Sometimes stories have several episodes where there is a problem, the characters fix the problem, but then another problem occurs. Good stories have several exciting episodes.

I broke my mom's lamp, but she spared me because it was an accident. I didn't get in trouble.



WRAP Set 1 – Lesson 4

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

My family comes from the eastern region of the United States. My grandparents came to the U.S. from Europe when they were just little children.

When you write a story, put quotation marks around words the characters say. When characters talk to each other, this is called dialogue.

When my family moved from one state to another, it was quite an episode in our life. I hope we don't move again very soon.

A snake got caught in our garden netting, but we spared it by cutting the net.



WRAP Set 2 – Lesson 5

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Although spider webs look very delicate, they are actually very strong.

I was invited to spend the night at my cousin's house, but my family was going to the movies. I had to consider my choice carefully. Should I stay home and go to the movies with my family or not?

When our teacher reads books to us after lunch, it makes me very content. I love it when grown-ups read to you.

Can you think of the most majestic animals? I think that a large deer with huge antlers is very majestic.



WRAP Set 3 – Lesson 11

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

My aunt's wedding dress had lots of delicate lace. Some of the threads were so fine you could barely see them.

Every day at school, I have to consider whether I want chocolate milk or regular milk. I wish I had juice choices to consider too.

I am most content when I sleep with my dog at night.

Some people say that the tall Rocky Mountains are majestic. They certainly are beautiful.



WRAP Set 4 – Lesson 12

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.