

**Reading Unit of Study**

**Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales  
Unit 6**



## **2<sup>nd</sup> Grade Unit 6**

# **Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales**

**03/14/2015 Draft**

**Note: This unit is currently under pilot and review. Revisions will be made in the summer of 2015.**

**Reading Unit of Study**  
**Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales**  
**Unit 6**

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See Separate Packet

*Please note: A unit may have additional information under the background section.*

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

#### Abstract

This is a unit primarily focused on the reading of fiction. This unit will target traditional literature and help readers see how fables, folk tales and fairy tales are woven into the fabric of all the fiction they read. The unit builds on readers' natural instinct to imitate and role-play by asking them to watch their characters closely, in order to walk in the character's shoes. Readers will take on many roles across the unit as they read and reread an abundance of narrative text with a priority on fables, folk tales and fairy tales. The route taken by teachers will most likely depend on resources available given reader's reading levels.

Partnerships will play an essential role in helping readers to use their thinking, flagged pages and short jots to talk and role play with other readers. It is necessary to envision the partnership component running alongside the minilesson or any instructional moment during the reading workshop block of time. Teachers should consider what partnerships will look like and sound like each day and set readers up for successful meetings given the instructional components with a workshop. Partnerships combine into clubs, in time, and at least within concept three.

The first concept, *Readers step into a character's shoes*- asks readers to use many of the strategies they've been utilizing throughout the year to get to know their characters. Readers will use facial expressions, body gestures, and their voice to show their understanding of characters. Readers will imagine different points of view given the roles of their characters and create theories based on these perspectives. Readers will role-play characters with partners showcasing strong emotions and actions.

The next concept, *Readers work with partners to understand characters through acting and directing*- will make readers see their characters in the scenes of their stories. Seeing the tiny details of the scene will help readers pay attention to the world of their character. Readers will see differences in the point of view of characters while listening and watching others play out those parts.

The third concept, *Readers uncover the predictable roles of characters*-sets readers up to reread in an effort to find patterns across books. Readers, in book clubs, will look for patterns in characters, settings and stories. Readers will use patterns to predict what will happen next. Readers will include the predictable roles of characters in fables, folk tales and fairy tales in the role-playing and directing they do in book clubs.

The last concept, *Readers interrupt the author's purpose, lessons and morals*-moves readers to think beyond the words on the page and nudge their thinking beyond the text. Readers will look for lessons, morals and the author's purpose. Readers will think about how the lessons they uncover impact their thinking about their own lives and opinions. Readers will look for lessons and morals in all the fiction they read. Readers learn to compare and contrast two or more versions of the same story and match books of different titles with similar ideas. The final days have readers celebrating all they have learned by performing a favorite story with partners or book clubs and talking about their interruptions.

\*This unit of study is purposefully focused on reading comprehension to get to know characters in narrative text. Teachers will continue to meet with strategy groups and conduct shared reading and guided reading groups with a focus on print strategies and fluency based on students' needs.

\*\*Although the unit details 22 sessions, this unit could easily utilize 6 weeks of instruction within the reading workshop. Teachers will want to follow the needs of their students and adapt and add to lessons based on observations and assessment. Adding days to the final concept may be necessary based on the lifted expectations for understanding.

\*\*\*The unit requires numerous Fairy Tales, Fables and Folk Tales. However, if hard to access, these texts could be utilized in read aloud with accountable talk and minilesson with readers reading all kinds of fiction during independent reading. The unit is a study of fiction with the hope that teachers are able to acquire traditional literature throughout the unit.

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## Background Information

This is a unit of study with a sole focus on fiction. Readers are organized in partnerships and are reading level L/M text. Pull out: Traditional and modern fables, fairy tales and folk tales for independent reading and read aloud with accountable talk. Readers reading below levels L/M will still benefit from texts representing traditional literature, if resources are available. The reading in this unit does not need to follow only fables, fairy tales and folk tales. All fiction is welcome, based on book resources available to readers. Traditional literature at higher levels will easily be found in school and township libraries. Leveled traditional literature, most likely not in classroom libraries, yet can be ordered through Pioneer Valley Press. Readers will have varied titles of fiction in their independent book bins; mixing traditional literature with other genres of fiction. Once books are organized think about how partners will work together. Will partners read across one story from different cultures (Cinderella from USA, Asia and Africa), sitting close together, silent reading, the same fairy tale or fable, from different cultures throughout a week? Or, will partnerships read same titles (2 copies of each title) before moving on to another pair, same titles? Some teachers may plan to have readers read varied fiction books for week one and two within the unit and transition readers to study fables, fairy tales and folk tales for week three, four and five as the focus shifts to “morals, lessons and author’s purpose”. These final weeks may also present the best time to combine partnerships into clubs. The levels of readers and the quantity of resources may dictate the structure teachers utilize throughout the study. This thinking will need to take place over and over again throughout the unit as readers utilize the fiction book resources available to them. There are multiple ways to structure time, titles, stories, levels and readers; just make sure to think about the quantity of texts to readers and how partnerships and clubs can also lift the rigor of talk and understanding.

Call on teacher and student expertise; charting and language from previous units of study will support this work. Remind readers that they already know so many strategies for understanding their characters and problem solving on their own inside their new fiction books. Plan to guide readers toward appropriate leveled baskets even if you have enough text to allow total choice for a partnership. Teacher guidance across the unit is necessary and important. Introduce fables, fairy tales and folk tales as part of a guided reading meeting. Plan to nudge readers into stories they may have never picked up without your thoughtfulness no matter the level reader. Readers may still keep a varied stack of books in their crates and bins with fiction taking a priority over other choices, like informational text or magazine, in readers collections.

Wisely choose read aloud text titles that no one in the class is reading. Although, readers might read *The Little Red Hen*, while the teacher uses a completely different version of *The Little Red Hen* in read aloud. The read aloud text may even be at higher levels of complexity than that of the students’ texts. Choose shorter text (picture books work well here) which allow you to read multiple texts of varied genre within the traditional literature umbrella across a week. Teachers will want to notice character feelings, actions, expressions, gestures, events and settings in each read aloud text explored during read aloud with accountable talk. Call upon reader’s knowledge from their recent series book reading. Teachers will want to utilize partnerships during this time, also. Plan to support readers in their partnerships with comparing and contrasting two or more versions of the same story from different authors and cultures. Demonstrate ways readers can take on the roles of the rich characters in traditional literature. Teachers will want to role-play characters for and with readers making sure that readers have opportunities to see the patterns in characters’ from book to book. Practice reenacting stories before readers are expected to do so in the minilesson work. The work focus in read aloud with accountable talk will always lay the foundation for the work brought into minilesson. Additionally, plan to watch a digital text (fable, folk tale or fairy tale) and read aloud the same text (different version) before session one.

Teachers should also choose a digital story or two to help scaffold the thinking work throughout the unit. Teachers can access fables, folk tales and fairy tales easily on-line or through many libraries. Disney has produced a number of retold short fables and folk tales appropriate for student viewing and analyzing. This watching and listening will be very different from going to see a fairy tale at the movie theater. Plan to view and stop in places to allow thinking about the story structure, elements within the story (setting, characters, etc.) Readers should be prompted to notice feelings, actions, gestures and big events or happenings. Teachers should help move readers to see the morals, lessons and author’s purpose from different perspectives and characters. Help readers bridge the thinking work they do while watching and listening into their own reading work. Many of these classics can be uploaded through [www.youtube.com](http://www.youtube.com).

Even though the focus of this unit is reading comprehension, teachers will want to make sure they are monitoring reading fluency, prosody and phrasing. Research has shown that reader’s theater and repetitive reading support this work. Free scripts for fables, folk tales and fairy tales can be downloaded at <http://www.storiestogrowby.com/index.html> or Creative Teaching Press publishes a book titled *Fairy Tales Reader’s Theater*. Reader’s theater scripts certainly could be part of the varied content contained in readers’ independent bins and bags.

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#### Resources and Materials Needed

##### Book List Series Book Reading:

- See booklist in unit resource packet for Second Grade Unit 6
- Teachers College Reading and Writing Project: <http://readingandwritingproject.com/resources/book-lists-classroom-libraries-and-text-sets-for-students/current-classroom-libraries.html> (Click on Series Books)

Fountas and Pinnell Levels	DRA Levels	Number of Books
A-C level readers	A- 4	10-15 books
D-K level readers	6-20	6-10+ books
L-N level readers	24-30	5-8 books
O-Q level readers	34+	2 chapter books, informational, and favorites

- Readers will organize around a series based on their level of reading, but still need teachers to consider number of books based on pace of reader and number of words a page. One series club may meet around a basket of 10-15 books if they are reading levels A-C, while higher level readers will need fewer titles due to longer length of text.
- Readers may still need to shop for just right text to read if their classrooms are not equipped with enough series at their levels to keep them reading for the entire independent reading time. Also, higher level readers may need an additional series to follow outside of their club if they are faster paced readers than the others in their club. Teachers will consider whether their readers need to shop for additional just-right books while in clubs. If they do...
- These baggies will be altered each week (approximately) until shopping routines are taught. Exchanging of books should be done outside the reading workshop and with high teacher guidance. One suggestion is to allow readers to return books and select new books from crates out on tables, organized by type of text (e.g. Levels, Emergent Story Books, and Informational). The class may be working independently as the teacher assists readers in small groups. Teachers will need to assign a quantity per reader, per crate (example: Select 7 books from the A-C crate, 2 Emergent Story Books, 2 informational, 2 Choice). This method will only exist until shopping for just-right reading is discussed, once assessments help identify reading levels.

\*These are suggestions based on practices utilized by workshop teachers, which meet objectives outlined by the Common Core Standards. Teachers should organize as they see fit, given their resources.

#### Teacher Resources

- Crates/Boxes filled with leveled series books matching the range of reading levels of the class
- Gallon-size plastic bag for every reader and the teacher
- Abundance of chart paper
- Charts from unit 2 Character Study
- Abundance of post-it/sticky notes in all kinds of shapes and sizes
- Easel
- Meeting area
- Markers
- Pens or pencils for readers, stored in baggies
- Post-its/sticky notes stored in baggies
- Teacher's text for demonstrations in bag or crate: Leveled series books like levels as readers but unlike titles or series
- Large crates to hold individual bags after workshop (makes for easy cleanup and distribution)
- Book list for series book reading

#### Professional Resources

- Calkins, L. (2001). *The Art of Teaching Reading*. Boston: Allyn and Bacon.
- Calkins, L. (2011-2012). *A Curricular Plan for Reading Workshop, Second Grade*. Portsmouth, NH: Heinemann.
- Collins, K. (2004). *Growing Readers: Units of Study in the Primary Classroom*. Portland, MA: Stenhouse
- Goldberg, G. & Serravallo, J. (2007). *Conferring with Readers: Supporting Each Student's Growth & Independence*. Portsmouth, NH: Heinemann.

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Serravallo, J. (2010). *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*. Portsmouth, NH: Heinemann.

None of the suggested book titles in these lessons are needed if you have titles that match the suggested books' genres and characteristics. In other words, there are thousands of books that would work during demonstrations and throughout your mini-lesson. The titles in these lessons are all suggestions to help you make choices beyond our recommendations.

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#### Why a script?

The following unit has been written in script form to help guide and support teachers in implementing effective reading instruction; routines, procedures, strategies and specific instructional vocabulary. In other words, the script serves as a “reading coach” for teachers. Teachers, whether new to the teaching profession or new to reading workshop, or new to some common core standards, may benefit from having detailed lesson plans. The goal is that in time teachers will no longer need a script per se because they will have had time to study and gain procedural knowledge for many of the common core units of study. Also, many teachers feel a script serves as a guide for guest/substitute teachers or student teachers. Please view these scripts as a framework from which to work – rewrite, revise, and reshape them to fit your teaching style, your students, and your needs.

#### Additional lesson information:

##### **Balanced Literacy Program (BLP) –**

A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. **Reading and Writing workshop are only one part of a balanced literacy program.** The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

##### **Mini-lesson-**

A mini-lesson is a short (5-10 minute) focused lesson where the teacher directly instructs on a skill, strategy or habit students will need to use in independent work. A mini-lesson has a set architecture.

##### **Independent Reading and Conferencing –**

Following the mini-lesson, students will be sent off to read independently. During independent reading time teachers will confer with individuals or small groups of students.

##### **Mid-workshop Teaching Point –**

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students’ needs.

##### **Partnership Work-**

Partnership work is an essential component of the reading workshop structure. In addition to private reading, partnerships allow time each day for students to read and talk together, as well as provide support for stamina. Each session includes suggestions for possible partnership work. Add or modify based on students’ needs.

##### **Share Component –**

Each lesson includes a possible share option. Teachers may modify based on students’ needs. Other share options may include: follow-up on a mini-lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow’s mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project).

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#### Overview of Sessions – Teaching and Learning Points

Alter this unit based on students' needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

#### **Concept I: Readers step into a character's shoes**

Session 1	Readers bring characters to life by using facial expressions and gestures to show feelings and actions of characters
Session 2	Readers reread and use their voice and body to become the character they are reading about.
Session 3	Readers reread to understand what their character is thinking.
Session 4	Readers imagine different points of view of characters by speaking in different voices
Session 5	Readers create theories about characters by trying out different points of view
Session 6	Readers prepare to role-play by noticing good and the bad characters
Session 7	Readers prepare to role-play characters by using all the strategies they know

#### **Concept II: Readers work with partners to understand characters through acting and directing**

Session 8	Readers notice how characters respond to major events and challenges
Session 9	Readers imagine what characters say and do and direct the action
Session 10	Readers imagine how characters look and sound within a scene
Session 11	Readers role-play and direct characters to show good and bad strong emotion and action

#### **Concept III Readers uncover the predictable roles of characters**

Session 12	Readers reread to look for character types across books
Session 13	Readers look for patterns in their stories across books
Session 14	Readers use the role of the character to predict what will happen next
Session 15	Readers compare characters of similar types between stories

#### **Concept IV Readers interrupt the author's purpose, lesson and morals**

Session 16	Readers know stories often include a lesson to be learned
Session 17	Readers talk with others about the morals characters show us
Session 18	Readers talk with others about the morals in stories.
Session 19	Readers find lessons and morals in all types of fiction
Session 20	Readers match books that share similar ideas
Session 21	Readers compare two or more versions of the same story
Session 22	Readers perform a story with others to celebrate their learning



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#### **Routines and Rituals: Building a Community of Independent Readers**

Reading workshops are structured in predictable, consistent ways so that the infrastructure of any one workshop is almost the same throughout the year and throughout a child's elementary school experience (Calkins, 2005). One means of developing a community of independent readers is to implement routines and rituals that are consistent within and across grade levels.

A few lessons in each launching unit are devoted to the management of a reading classroom. However, depending on student need and experience, additional lessons on management may be needed. Also, it is assumed that many of these routines and rituals go across curricular areas so they will be addressed and taught throughout the school day and not just in reading workshop. This shift in focus allows more mini lessons to be devoted to supporting students in cycling through the reading process and acquiring a toolbox of reading strategies.

The following are a collection of routines and rituals teachers may want to review. Select based on students' needs.

#### **Routines**

- Opening Routine
- Mini-Lessons
- Sending children off to work
- Independent work time
- Closing Routine or Share
- Partnerships

#### **Opening Routine – Beginning Each Day's Reading Instruction**

- Meeting area/ Room arrangement
- Signal for students to meet for reading workshop
- What to bring to meeting area
- Partnerships at meeting area

#### **Mini-lessons – The Fuel for Continued Growth**

- Student expectations as they participate in a mini lesson
- Partnership guidelines
- How students sit during a mini-lesson and share

#### **Sending Children Off to Work – Transition from Mini-lesson to Work Time**

- Expectation to "go off" and get started working
- Dismissal options

#### **Independent Work Time – Students Working on their Own**

- Assigned reading spots
- Getting started
- Students work initially without teacher guidance and/or conference
- Nature of Children's Work – Reading focus
- Role of Mini-lesson
- Conversations in Reading Workshop: productive talk, silent reading time & whole-class intervals for partnership talks
- Signal for noise volume
- Mid-Workshop Teaching Point
- Flexible reading groups (strategy or guided reading)
- Teacher conferences
- Productivity – early in the year, later in the year (expectations)
- What to do if you need assistance – Example: "Three before me" (Students must ask three students before asking the teacher.)

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#### **Routines and Rituals: Building a Community of Independent Readers, Continued**

##### **Closing Routine – Managing the Share Session**

- Signal to meet
- Share session at meeting Area
- Celebration of Growth

##### **Partnership Routine – Being an Effective Partner**

**It is recommended that several mid-workshop teaching points focus on teaching students how to build effective partnerships.**

- Turning and Talking – discussing something with a partner per teacher’s guidance
- Who goes first?
- Compliments can be helpful when they are specific
- Constructive suggestions – people can be sensitive about their work, so it’s best to ask questions or give suggestions in a gentle way
- One helpful way to listen (or read) a partner’s work is to see if everything is clear and makes sense
- How partners can help us when we are stuck
- Effective questions to ask partners
- If your partner has a suggestion, it may be worth trying (value the input/role of partnerships)
- Appropriate times to meet with your partner, where to meet with your partner, why to meet with your partner

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#### Read Aloud with Accountable Talk

Read -aloud with accountable talk is a critical component of a balanced literacy program. The purpose of read-aloud with accountable talk is to model the work that readers do to comprehend books and to nurture ideas and theories about stories, characters and text. During this interactive demonstration, the teacher has purposely selected text and flagged pages with the intention to teach a specific skill or strategy. The teacher is reading so children can concentrate on using strategies for comprehension and having accountable conversation about the text. Students are asked to engage with the text by responding to one another or through jotting notes about their thinking. The teacher scaffolds children with the kinds of conversation they are expected to have with their partner during independent and partner reading. This demonstration foreshadows the reading work that will be done in future mini-lessons and units of study.

Since read-aloud is done **outside** of Readers Workshop the following planning continuum provides teachers with a map to possible foci within read -aloud. This planning continuum aims to support teachers with upcoming strategies that will be taught in mini-lessons and future units of study.

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#### Reading Aloud and Reading Workshop Focuses Across the Year

Unit of Study	January/February	February/March	March/April
	<p><b>Series Reading: Cross Genre Clubs</b> Read 2-3 books from at least <u>two</u> different series before the 6<sup>th</sup> lesson. Utilize Levels J,K and L/M Short narrative, initially. Turn to multiple short Informational texts related to one topic (ex. frogs) final week.</p>	<p><b>Informational Reading Clubs</b> For the read-aloud in this unit, look to select text that can serve as a larger version of a book club. Be sure to choose a set of books that go together on a topic and plan on reading several during the read aloud at least one week prior to starting this unit. During read-aloud conversations be sure to scaffold students in the kind of independent talk they will be expected to do during book clubs. Demonstrate using a R.A.N chart (See background information in Unit 5) to support activating prior knowledge and to confirm, revise, add and question the learning they are doing around a topic.</p>	<p><b>Traditional Literature: Fables, Folktales and Fairytales</b> Read aloud short narrative fiction (Little Bill, Franklin, Frog and Toad) alongside fables, folktales and fairy tales from diverse cultures. Utilize levels L/M, if possible to match readers' benchmark level but also include read aloud text above readers independent reading levels to expose readers to complex text.</p>
<p><b>Read Aloud Focus</b></p>	<ul style="list-style-type: none"> <li>• Readers think about how watching a TV series is like reading a series: Lego City Police Stories: <a href="http://www.youtube.com/watch?v=OJ33K1Usnyk">http://www.youtube.com/watch?v=OJ33K1Usnyk</a></li> <li>• Readers see that series books have predictable parts/patterns. Does the character always say ___? Does the character always run into a problem near the beginning?</li> <li>• Readers pay attention to character trouble, changes, big feelings and flag these places.</li> <li>• Readers come up with theories about the character.</li> <li>• Readers look over post-its before meeting to talk, talking and thinking to themselves, about what they understand about the characters in the series.</li> <li>• Readers know that characters in series aren't just once way, like people, they are complex. Readers say "sometimes" to explain the way their characters act.</li> <li>• Readers think about the surprising parts and what the surprises tell them about their</li> </ul>	<ul style="list-style-type: none"> <li>• Readers use an explaining voice to teach themselves.</li> <li>• Readers use section headings to help organize their thinking.</li> <li>• Readers create section headings to organize their thinking.</li> <li>• Readers think about how the pages are connected and when topics change.</li> <li>• Readers can sometimes have confusions about what they have learned (monitoring for meaning)</li> <li>• Readers can confirm, add, revise or question their learning about their books</li> <li>• Readers think about the big idea learned and explain and teach others. (Main idea</li> <li>• Readers push past the "Wow" and explain their thinking using details from the text.</li> <li>• Readers ask and answer questions of their text like... "Why do, How come?"</li> <li>• Readers envision what the author is saying using gestures, facial expressions</li> <li>• Readers compare what they have learned to</li> </ul>	<ul style="list-style-type: none"> <li>• Readers step into the characters shoes by role playing using body actions and facial expressions and changes in voice.</li> <li>• Readers become actors seeing the story as a cartoon show or movie playing out with others in class as we read.</li> <li>• Readers anticipate the way characters will act or sound because they are imagining the story has come to life.</li> <li>• Readers read and reread slowly to gather every detail in order to empathize with their character.</li> <li>• Readers imagine the actions of all characters and the sound effects and setting like directors of movies.</li> <li>• Readers pay attention to what and why and how a character does things.</li> <li>• Readers understand the villains have important roles to play.</li> <li>• Readers show both good and the bad, acting out of jealousy, people struggle but overcome (Example: Little Bill; The Meanest Thing to Say,</li> </ul>

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	<p>characters.</p> <ul style="list-style-type: none"><li>• Readers compare and contrast books within a series and also a series to other series. Looking for patterns, issues, and big ideas.</li><li>• Readers study characters interactions with other characters and ask, what do these interactions tell me about this character?</li><li>• Readers might want to learn more about a topic or place based on the reading in their series.</li><li>• Readers can jump into informational text to help them read their series.</li><li>• Readers can reread to think about their informational reading and whether the series presents true or untrue facts.</li><li>• Readers ask questions while reading, knowing that they can bring their questions to their club and informational text, possibly.</li><li>• Readers use all they know about their series to talk and listen in their club. Listening in ways that might have readers learn more about the series they are reading.</li></ul>	<p>something similar to their own lives</p> <ul style="list-style-type: none"><li>• Readers think about the differences in the information they are learning and explain those differences</li><li>• Readers can use compare and contrast information across their books</li><li>• Readers use words like always, sometimes, never, rarely, etc. to talk about how often information shows up in their books.</li></ul>	<p>Three Pigs and Bad Wolf and Cinderella),</p> <ul style="list-style-type: none"><li>• Readers compare storylines (Example: Little Bill, Three Pigs and Bad wolf and Cinderella),</li><li>• Readers compare morals and lessons</li><li>• Readers notice that fiction contains similarities no matter the genre.</li><li>• Readers know how fables and fairy tales tend to go.</li><li>• Readers know that stories contain morals and lessons</li><li>• Readers know that fables and fairy tales sometimes resemble real life but many times don't.</li><li>• Readers see text-to-text connections across mixed genre related to character, setting, plot, and author's message.</li><li>• Readers ask, "Is this a good lesson for me?"</li><li>• Readers compare two or more versions of the same story.</li></ul>
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#### Reading Aloud and Reading Workshop Focuses Across the Year

##### Book List for Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales, Unit 6

These titles have been chosen for their short word count yet meaningful story structure and engaging storylines. Feel free to substitute with texts that meet similar criteria.

##### Digital Text:

Disney's Big Bad Wolf watched before session 1 (Little Red Riding Hood Story) <https://www.youtube.com/watch?v=rhzphVnRP0k>

Disney fables, folk tales and fairy tales, [www.youtube.com](http://www.youtube.com) (Example: The Tortoise and the Hare <https://www.youtube.com/watch?v=MeZe2gPLPh0> )

Hans Christian Anderson [www.youtube.com](http://www.youtube.com) (Example: The Ugly Duckling <https://www.youtube.com/watch?v=rZqV1y3mtEw> )

Five Minute Stories: *The Hare and the Tortoise and other stories*, *Hansel and Gretel and Other Stories*, and *The Princess and the Pea and Other stories*, by Miles Kelly  
[www.mileskelly.net](http://www.mileskelly.net) [www.factsforprojects.com](http://www.factsforprojects.com)

##### Reading Safari Magazine: Fairy Tales

##### Fairy Tale Picture Books

Little Red Riding Hood by Candice Ransom

Clever Jack Takes the Cake by Candace Fleming

Pretty Salma by Niki Daly

Princess Smarty Pants by Babette Cole

Mabela the Clever by Margaret Read MacDonald

The Prince of Cinders by Babette Cole

The True Story of the Three Little Pigs by Jon Scieszka

Mirror Mirror by Marilyn Singer

Cinder-elly by Frances Minters

Cinder Edna by Ellen Jackston

The Stinky Cheese Man and Other Fairy Stupid Tales by Jon Scieszka

##### Pioneer Valley Press Leveled Books J-M:

Cinderella by Michele Dufresne

Beauty and the Beast by Michele Dufresne

Thumbelina by Michele Dufresne

The Princess and the Pea by Rose Lewis

Sleeping Beauty by Ruth Mattison

Anansi the Spider and the turtle by Michele Dufresne

The Emperor's New Clothes by Michele Dufresne

The Pigeons and the Crow by Ruth Mattison

Juan Bobo and the Pig by Rose Levin

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### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

Brer Rabbit and the Moon by Michele Dufresne

How the Deer got his antlers by Michele Dufresne

Why the Dog and Cat are Enemies by Ruth Mattison

Paul Bunyon by Rose Lewis

Johnny Appleseed by Michele Dufrense, Chapter book

John Henry by Michele Dufrense, Chapter book

Pecos Bill by Ruth Mattison, chapter book

#### **Reader's Theater**

Free scripts of fables, folk tales and fairy tales:

<http://www.storiestogrowby.com/index.html>

Fairy Tales Reader's Theater by Creative Teaching Press

**Books in Bold are referenced within the unit**

# Reading Unit of Study

## Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

### Unit 6

#### Lesson Plan

<b>Session</b>	1
<b>Concept</b>	Readers make characters come to life
<b>Teaching Point</b>	Readers bring characters to life by using facial expressions and gestures to show feelings and actions of characters.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped in partnerships by reading levels</li> <li>● Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>● Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> <li>● Post-its: numerous sizes and some cut in strips like tiny flags</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Digital Text :Disney’s Big Bad Wolf Watched before session 1 (Little Red Riding Hood Story)</b> <a href="https://www.youtube.com/watch?v=rhzphVnRP0k">https://www.youtube.com/watch?v=rhzphVnRP0k</a></li> <li>● <b><i>Little Red Riding Hood</i> Retold Candice Ransom, read aloud before session 1</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● Plan to read aloud, fables, folk tales and fairy tales throughout the unit of study. Any read aloud text can then be utilized in future minilessons.</li> <li>● Plan to have watched at least one digital text (fable, folk tale or fairy tale) before lesson one and also read aloud the same story.</li> <li>● Ask readers to come to read aloud and minilesson seated next to their partners.</li> <li>● Crates of fables, folk tales and fairy tales on table tops, shared, could take the place of individual shopping for these texts if supply is not adequate for individual’s bags/bins.</li> <li>● Copies of Reader’s Theater scripts of fables, folk tales and fairy tales may also make up individual book bags.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● <i>Readers, we are beginning an exciting new unit of study that will have us reading many fairy tales, folk tales and fables. These stories have been told for hundreds of years. We started that work a little yesterday by watching “The Big Bad Wolf” and by reading aloud “Little Red Riding Hood”.</i></li> <li>● <i>I’m hoping that you noticed that the story of Little Red Riding Hood was brought to life by Disney back in 1938. The story was just newly published in 2002. As you can see, people have been watching and listening to fables, folk tales and fairy tales for many, many, years. Most of the fiction we read is in some way like a fable, folk tale or fairy tale.</i></li> <li>● <i>Today, though, I just want to teach you that just like Disney can bring these stories to life...so can we!</i></li> <li>● <i>Today I want to teach you that readers bring characters to life by using facial expressions and gestures to show feelings and actions of characters.</i></li> </ul>
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<b>Teaching</b>	<ul style="list-style-type: none"> <li>● <i>I am going to reread a little of Little Red Riding Hood and I’d like you to watch me as I use my facial expressions and some gestures in my reading to bring the characters to life.</i></li> <li>● <i>I’m going to need to think about what is happening and think about how what these characters might be thinking and feeling to help me make facial expressions and body gestures to bring my riding to life.</i></li> <li>● <i>Watch me.</i></li> <li>● <i>Read starting on page 7 where the dialogue begins. Make sure to use facial expressions to show feelings and body gestures to show actions.</i></li> <li>● <i>Readers did you notice that as I was reading I tried to make my face match the face of the mother requesting that Little Red take the basket to her grandmothers? I made some gestures that would look like a mom telling her little girl to run this errand for her.</i></li> </ul>
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	<ul style="list-style-type: none"><li>● <i>Did you notice how I then made my face look like Little Red, answering and I even added to add a wave as I finished reading that page. These were the expressions and actions I imagined Little Red would have</i></li></ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"><li>● <i>Now Readers I want you to try this. I'm going to turn to the part where Little Red meets the wolf for the first time. I will read it. Then I will leave it on the doc. Camera for you to reread if needed. I want you and your partner to use facial expressions and gestures to read and bring these characters to life.</i></li><li>● <i>Read.</i></li><li>● <i>Now, Readers reread and turn and talk to your partner making facial expressions and gestures</i></li><li>● <i>Listen in, coach if needed with book in hand.</i></li><li>● <i>Share exemplar student models if observed.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>● <i>I saw Evelyn making a smile and wave as she read the part of the wolf saying hello. I also saw Jarred using an asking voice for the wolf when he asked where Little Red was going and he had a puzzled look on his face. I saw many people pointing when Little Red said she was going to her grandmothers house.</i></li><li>● <i>You were reading and bringing these characters to life...just like Disney did!</i></li><li>● <i>Today as you are reading your fiction stories and your fables, folk tales and fairy tales, I want you to look for places where you can bring the characters to life by making facial expressions and gestures.</i></li><li>● <i>Mark those pages with a flag so that you can reread and reenact them for your partners.</i></li></ul>
<b>Mid Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>● <i>Remind readers to mark pages with tiny flags where they did the gesturing and facial expressions from the lesson.</i></li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>● <i>Readers, please get together with your partners and reread your flagged pages and show them your facial expressions and gestures.</i></li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers, I would like you to come to minilesson and share time every day throughout this unit and sit next to your partner. We will have opportunities to turn and talk. We will work on lots of ways to have conversations and make sure that we are listening to our partners.</i></li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

<b>Session</b>	2
<b>Concept</b>	Readers make characters come to life
<b>Teaching Point</b>	Readers reread and use their voice and body to become the character

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in partnerships by reading levels</li> <li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-its: numerous sizes and some cut in strips like tiny flags</li> <li>• <b><u>Little Red Riding Hood Retold Candice Ransom</u></b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Any time, an alternative share time could be the use of read aloud text or digital series to give more support. Especially if independent reading shows the need for more time and practice. This might involve revisiting a text and having more time for thinking and talk. Or moving into new portions of text with the opportunity to watch a teacher think aloud or predict based on series knowledge.</li> <li>• Continue to read aloud all kinds of fables, folk tales and fairy tales. See suggested list on page 13 of the unit and in the unit resource packet.</li> <li>• Read aloud</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• Readers, yesterday as I watched and listened to you read and work with your partner, I noticed many of you making facial expressions and using gestures to become the characters. You were like the cartoon actors we watched in Disney's Little Red Riding Hood.</li> <li>• But I noticed that you weren't always using your voice to sound as the characters would sound. Sometimes our bodies position can help us sound more like the character,</li> <li>• Today I want to teach you that readers reread and use their voice and body to become the characters.</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• Make gestures and expressions as you talk...<i>We all have feelings. Sometimes I feel really happy and there are times I feel really sad. Some days I feel frustrated and mad but later in that very same day I might feel proud or excited.</i></li> <li>• <i>Readers, today, I'm going to show you how think about what is going on in the story and then try to match my body and voice to that character's feelings. Watch how I do this. I'm going to begin looking on the cover and then turn the pages. I am going to reread a part of Little Red Riding Hood.</i></li> <li>• Read page 18 and 19 –where grandma screams help and the wolf locks her in the closet</li> <li>• Make your voice act as the characters; make your body look like these characters feel. Revise some of your actions and your voice to show that you are thinking about how it would go. Practice making the characters comes to life.</li> <li>• <i>Readers, did you hear in my voice how I sounded terrified and I curled up my body to show I was frightened? Did you notice as the wolf, I sounded awfully, mean and I straightened my posture and made my voice louder as I spoke?</i></li> <li>• <i>I want to make these characters come to life. I need to use my voice and body to show that I understand how these characters are thinking and feeling.</i></li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Now readers, you are going to try this. I am going to show you the next couple pages on the document camera. When I show you the page, I want you to think about how the characters are feeling and then</i></li> </ul>
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## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

	<p><i>turn and use your voice and body to demonstrate for your partner, how these characters would come to life.</i></p> <ul style="list-style-type: none"><li>● <i>Start on page 21 - 24</i></li><li>● <i>Give readers a couple opportunities to look at pictures, reread words and think about the characters' voices and bodies.</i></li><li>● <i>Listen in and coach as needed.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>● <i>Readers, today I want you to reread your fables, folk tales and fairy tales and not only think about facial expressions and gestures...but add that thinking about how the characters would sound and how their bodies would look saying what they say..</i></li><li>● <i>You can flag new pages where you have read and reread and practiced making your voice and body match the way the character would sound.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>● <i>Showcase a reader who has demonstrated the minilesson task and also has marked pages with post-ts.</i></li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>● <i>Readers, please share your ideas about how you are bringing your characters to life. I want to see you and listen to you as you meet with partners.</i></li><li>● <i>You can share multiple pages and multiple books you have read in this way.</i></li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers, I heard so many partnerships sharing from their flagged pages. I saw big tall bodies and crouched down bodies...I heard teeny tiny fairy voices and big bellowing monster voices!</i></li><li>● <i>Let me tell you about... (Share one or two examples of readers acting)</i></li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

Session	3
Concept	Readers make characters come to life.
Teaching Point	Readers reread to understand what their characters are thinking

Materials	
<ul style="list-style-type: none"> <li>Readers grouped in partnerships by reading levels</li> <li>Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Post-its: numerous sizes and some cut in strips like tiny flags</li> <li><b><i>Little Red Riding Hood Retold Candice Ransom</i></b></li> <li><b>Watch for a partnership working in all the ways of the lessons to showcase during the After workshop share time.</b></li> </ul>

Tips	<ul style="list-style-type: none"> <li>Make sure to weave in demonstrations with the digital text chosen to watch together into minilesson. The digital text provides a lot of scaffolds for readers due to meaning making using visual clues. A digital text (Disney's Folk Tales and Fables) could always substitute a book named in the lessons. Plan to play and stop as you demonstrate.</li> <li>Read aloud <u>The Hare and the Tortoise</u> from Five-minute Stories by Miles Kelly or another version of this story before session 4.</li> </ul>
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Connection	<ul style="list-style-type: none"> <li>Readers, we've been doing a lot of thinking about our characters in order to make them come to life.</li> <li>Today I want to teach you that readers reread to understand what their characters are thinking.</li> </ul>
Teach	<ul style="list-style-type: none"> <li><i>When we understand what someone is thinking...when we step into their minds as if we were them- then we can really use the most appropriate facial expressions, gestures, body movements and voice. We must consider how our characters are thinking.</i></li> <li><i>Watch as I do this thinking with Little Red Riding Hood.</i></li> <li>Choose a few pages to think about what the characters are thinking as the story is told and the characters speak. The story does not need to be reread. Consider what the mom must be thinking when she sends Red Riding Hood off to Grandmas. Consider Red's thinking when she meets the wolf (Remember to talk about how it might not be how you would be thinking if you met a talking wolf in the forest..but how Red Hood seems to be thinking given the details of the story). Consider the thinking of the wolf.</li> </ul>
Active Engagement	<ul style="list-style-type: none"> <li><i>Now let's have you try a little. I'm going to read the part where the wolf enters Grandma's house. I want you to consider what the wolf must be thinking AND what grandmother must be thinking.</i></li> <li>Read. Stop and allow partnerships to talk about what Wolf and Grandma are thinking.</li> <li>Watch readers and comment on what you hear them saying.</li> </ul>
Link	<ul style="list-style-type: none"> <li><i>Readers, today, when you are reading your book, you have a lot of work to do. You might just be starting a fable, fairy tale or folk tale, so you are just beginning to notice your character's feelings and thinking. To really pay attention and think about this, you might need to reread. I want you to think about what your characters are thinking so that when you bring them to life with your partner, you are able to really look and sound as if you are them in their story.</i></li> <li><i>When you meet with your partner today, you will share with them the pages you've flagged...but you will also bring your character to life, by using your voice, your gestures, your facial expressions and body as you tell their story.</i></li> </ul>

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<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Readers I was just talking with Evan and he told me that one of his characters was thinking...</i></li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• <i>Partners you have so many important ideas to talk about with each other.</i></li><li>• <i>Make sure you become your characters so that your partners can see all the reading work you have done through your voice, facial expressions, gestures and body.</i></li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Readers, I asked Kalin and Brayton to show you how their partnership meeting went today. Please make a circle around them so you can watch how they are working on their reading as partners.</i></li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

<b>Session</b>	4
<b>Concept</b>	Readers make characters come to life
<b>Teaching Point</b>	Readers imagine different points of view of characters by speaking in different voices.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in partnerships by reading levels</li> <li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-its: numerous sizes and some cut in strips like tiny flags</li> <li>• <b><i>Little Red Riding Hood Retold</i> Candice Ransom</b></li> <li>• <b><i>The Hare and the Tortoise</i> by Miles Kelly</b></li> <li>• <b>Chart 1: Imagine Different Points of View</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Some share time focuses show teaching that originates from readers behaviors. Other share time focuses aim to lift the level of work from the minilesson. If readers are not ready for the share time focus teachers will want to adjust the share time to fit the workshop needs. However, this session’s share time focus is tied to session 5. The lifted share focus can always become another minilesson if teachers feel readers need more time and practice with the task.</li> <li>• The teaching uses a personal account to explain how people can have different points of view even though they are all looking at the same idea. Feel free to use this example and change “my sons” to “my friends” or think of your own example tied to your life. Students love to hear personal stories from the lives teachers live.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Readers, I think today’s lesson is trickier than usual. You will really need to pay attention and listen so that you can practice this in your own reading today.</i></li> <li>• <i>Today I want to show you how readers imagine different points of view of characters by speaking in different voices.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Like us, characters have their own ideas about all kinds of things. If I asked you to think about frogs for a moment...go ahead...think about frogs....(wait a moment) some of you might be like my son Evan. He LOVES frogs and picks them up and carries them around if he finds them in the yard. He makes them little homes in buckets...with water and sand, rocks and twigs,,,but always let’s them go after a while.</i></li> <li>• <i>Some of you might be more like my son Ethan. He will not hold a frog, but he will look at it and watch it for a minute.</i></li> <li>• <i>My son Eli is terrified of frogs. If he sees one he covers his eyes and crouches in a ball as if the frog is going to attack him. I could say that my three sons have three different points of view about frogs.</i></li> <li>• <i>I actually made a quick chart to show you what and how they might speak if they actually saw a frog.</i></li> <li>• <i>Listen to me. I’m going to pretend to be each boy. I want you to listen to how I use my voice to imagine their different points of view. You will hear the way they think and feel as I speak.</i></li> <li>• <i>Show and read chart 1 or a chart like chart one to go along with this explanation and demonstration. Imagine how each person would sound saying their part.</i></li> <li>• <i>Readers, did you hear how I was imagining each person’s point of view? You could tell if I was being the boy who loved frogs. You could tell if I was being the boy who was terrified of frogs. And I bet you could tell if I was being the boy who really didn’t care either way about that frog.</i></li> <li>• <i>Readers can use their voices to imagine different character’s points of view. When we use our voices we speak in different voices to match the point of view of the character.</i></li> </ul>
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## Reading Unit of Study

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<p><b>Active Engagement</b></p>	<ul style="list-style-type: none"> <li>● <i>Now it is your turn to try this. I want you to think about the story we recently read, <u>The Tortoise and the Hare</u>. There are two main characters in this story. One is a Tortoise, like a turtle and one is a Hare or rabbit. They agree to race. But they each have very different points of view about how to win the race. The Hare thinks what he thinks and the Tortoise thinks what he thinks.</i></li> <li>● <i>Think for a moment...about the Hare. Imagine his point of view about racing tortoise. What was he saying to Tortoise? What did he sound like? Imagine being Hare...use your voice and say what he would say –the way he would say it to your partner.</i></li> <li>● Listen in in order to replay some of what is heard for the class.</li> <li>● <i>Now I want you to imagine Tortoise’s point of view...what would he say and how would he say it as he decides to race Hare. Become Tortoise using your voice to show his point of view about the race against Hare.</i></li> <li>● Listen in order to replay some of what is heard for the class.</li> </ul>
<p><b>Link</b></p>	<ul style="list-style-type: none"> <li>● <i>Readers, today, this is your work. As you read and reread your stories think about your characters’ point of view. When you get together with your partners today, I will be listening to see if you have imagined the point of view of your characters.</i></li> <li>● <i>Your point of view is the way you think and feel about something. We can imagine our characters’ points of view and show that understanding through our voices.</i></li> <li>● <i>If you find a page where you can really show your character’s point of view flag that page so you can share it with your partner.</i></li> <li>● <i>I will be coming around to watch and listen to how we are doing all of this important character work.</i></li> </ul>
<p><b>Mid-Workshop Teaching Point</b></p>	<ul style="list-style-type: none"> <li>● Highlight the work around flagging pages with strong character feelings. Showcase different student’s flags and talk about their faces drawn and the words and pictures that lead to this thinking.</li> </ul>
<p><b>Partnerships</b></p>	<ul style="list-style-type: none"> <li>● Ask partnerships to share their flagged pages and voices to show points of view of characters. Plan to confer with partnerships based on their talk and flags.</li> </ul>
<p><b>After the Workshop Share</b></p>	<ul style="list-style-type: none"> <li>● <i>Readers, let’s keep thinking about this idea of points of view. Both Little Red Riding Hood and the Wolf want to go to grandma’s house...but they have different points of view about this trip to grandma’s house, don’t they?</i></li> <li>● <i>Let’s think about Little Red...what is her point of view on going to grandma’s house? Think about her thinking and feelings. What would she say and how would she talk about going to grandma’s house?</i></li> <li>● Turn and talk to partners</li> <li>● Listen in and coach.</li> <li>● <i>Now think about the Wolf’s point of view. Think about his feelings and thinking about going to grandma’s house. What would he say and how would he talk about going to grandma’s house?</i></li> <li>● Share your insights on what you hear. Model the two voices if necessary. Use a voice that sounds like Little Red and a voice that sounds like Wolf.</li> </ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

<b>Session</b>	5
<b>Concept</b>	Readers make characters come to life.
<b>Teaching Point</b>	Readers create theories about characters by trying out different points of view.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in partnerships by reading levels</li> <li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-its: numerous sizes and some cut in strips like tiny flags</li> <li>• <b><i>Cleaver Jack Takes the Cake</i> by Candence Fleming</b></li> <li>• <b>Chart 1: Imagine Different Points of View</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• <i>Cleaver Jack Takes the Cake</i> has not been read aloud before session 5. Only a short amount of text will be utilized so that readers can quickly establish points of view of characters and in turn use that thinking to create theories.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Readers, yesterday we matched our voices to the points of view of characters.</i></li> <li>• <i>Today I want to teach you that readers create theories about characters by trying out different points of view.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• Use Chart 1.</li> <li>• <i>Readers, yesterday I was using my voice to show you the points of view of these three boys around the idea of frogs. When I find a character's point of view, I can stop and think about that character...I can make some guesses or theories about them based on what I have read and what I interrupt as their point of view.</i></li> <li>• <i>For example- if I think of boy 1...his point of view of frogs is that they are magnificent! Let me think, now, if a boy thinks frogs are magnificent what guesses or theories do I have about them as a character...well...I have a theory that they are kind and caring. I have a theory that this boy 1 loves all kinds of animals.</i></li> <li>• <i>Readers, do you see how I am using this character's point of view to try out different theories about this character?</i></li> <li>• <i>I want to read a little of a new fairy tale. Watch me as I read and then think about the point of view of the mother. I will then try out some theories about her. When I am finished reading and thinking about the mother...I plan to reread so that you can think about the point of view of the boy, Jack and create some theories for him.</i></li> <li>• Read the first 4 pages. Stop with "I have a better idea," said Jack.</li> <li>• Think aloud about the mother's point of view. Play around with the way she would sound, given that point of view and then think aloud listing theories about the mother.</li> <li>• Example: Point of View- Mother is disappointed that Jack cannot go to the party because he has nothing for the princess. Theories: The mother is tired, she has been poor for a long time, she wishes she had more for Jack, and she sees nothing in their house that is good enough to give.</li> <li>• <i>Readers, did you see how I thought about the mother's point of view toward the princesses party? Then, I thought about theories based on her point of view. Remember, the point of view can be imagined from the character's thinking, feelings, and talking.</i></li> </ul>
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### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Now, I want you to try this work.</i></li> <li>• <i>I will reread these three pages. I want you now to think about Jack's point of view towards the princess's party and then we will create theories.</i></li> <li>• Read first 4 pages.</li> <li>• Ask readers to think of Jack's point of view of the princess's party.</li> <li>• Turn and talk to partner.</li> <li>• Then ask partners to create theories or guesses as to what kind of character Jack is. You could help lead the thinking by stating "I think Jack is the kind of boy who..." Let readers finish the thought with their partners.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Readers, today when you are reading I want you to take the time to think about the kind of characters you have in your stories. Once you see possible points of view from your characters...then list a few theories about your character. You can use the words "Blank is the kind of character who..." and fill in your character's name instead of the "blank".</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• <i>Read some of the post-its where readers have listed theories about characters.</i></li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• <i>Remind readers to share their characters point of views through their voice and bodies and also share lists of theories created.</i></li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>• <i>Readers I am going to continue to read Cleaver Jack Takes the Cake. As I read, think about Jack's point of view and theories for him.</i></li> <li>• <i>Read to page 8. "What a fine, fine gift" said Jack's mother. Jack grinned.</i></li> <li>• <i>Stop here and ask readers to think about the point of view of the mother and Jack. Think aloud about how the point of view of the character helps make theories about the characters.</i></li> <li>• <i>List possible new theories for the mother: She is proud of her son, when her son is happy is can be happy too, Jack makes his mom happy.</i></li> <li>• <i>Think aloud about theories for Jack, too.</i></li> <li>• <i>Continue to read aloud Cleaver Jack Takes the Cake in read aloud with accountable talk across the next couple days. (outside of reading workshop) After page 9-10 have readers make predictions about Jack's actions based on the theories they've created for Jack. Read pages 9-12 before session 6. New theories/revised theories are always ongoing. Continue work in read aloud through the end of the text.</i></li> </ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

Session	6
Concept	Readers make characters come to life.
Teaching Point	Readers prepare to role-play by noticing good and bad characters.

Materials	
<ul style="list-style-type: none"> <li>• Readers grouped in partnerships by reading levels</li> <li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> <li>• Post-its: numerous sizes and some cut in strips like tiny flags</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Cleaver Jack Takes the Cake</i></b> by Candence Fleming or another story that has been read aloud with at least one good and at least one bad character. (Red Riding Hood)</li> <li>• <b><i>Little Red Riding Hood</i></b> by Candice Ransom or another story that has at least one good and one bad character and has been read aloud (Three Little Pigs, Three Billy Goats Gruff, Cinderella)</li> </ul>

Tips	<ul style="list-style-type: none"> <li>• <b><i>Cleaver Jack Takes the Cake</i></b> by Candence Fleming has been read aloud at least up to page 12 (the Troll)</li> </ul>
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Connection	<ul style="list-style-type: none"> <li>• Readers today we will need to use our imaginations. Remember in <i>Cleaver Jack Takes the Cake</i> we recently read the part where the giant Troll won't allow Jack to cross the bridge unless he pays?</li> <li>• Well, as soon as we meet that Troll...my mind starts thinking 'this book has a good character –Jack and a bad character-the Troll. Does your mind do that?'</li> <li>• Well, today I want to teach you that readers prepare to role-play by noticing good and bad characters.</li> </ul>
Teach	<ul style="list-style-type: none"> <li>• We have read other books, where we could have noticed good and bad characters. I'm also thinking about <i>Little Red Riding Hood</i> and the Wolf.</li> <li>• Readers notice these characters so that they can make them come to life in their partnerships by acting them out. That's what I mean by role-play. Readers can play the role of the Troll or of Jack. Readers can play the role of Red Riding Hood or the Wolf.</li> <li>• Readers become actors, playing the parts of these characters-using their voice, their bodies, facial expressions and gestures to become the good and bad characters.</li> <li>• I want you to watch me as I become the Troll and also play the role of Jack. I will play the part of the good and bad character.</li> <li>• Read page 11 but also take time to add in your own drama as you play each part.</li> <li>• Readers, did you notice how I pretended to be an actor playing the part of the Troll and of Jack?</li> <li>• I wonder if Disney could use me for their next big musical fairy tale?</li> </ul>
Active Engagement	<ul style="list-style-type: none"> <li>• Now I want you to practice this, too. I'm going to read a little of <i>Little Red Riding</i> and I'd like you to notice the good and bad characters. Keep track of them. Once I finish reading a little I'm going to ask you and your partner to talk about acting out one good and one bad character.</li> <li>• Watch and listen as readers talk about the good and bad characters and find ways to role play them.</li> </ul>
Link	<ul style="list-style-type: none"> <li>• Readers, I was watching Curtis and Cameron and I could really tell who was the good character and who was the bad character they...</li> <li>• I also heard Jimmy and Stephen say...</li> <li>• You were doing this big work of imagining what characters think and say by first noticing the good and the bad. Once we notice these two roles or parts, we really have to use our imagination to sound really good or</li> </ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

	<p><i>really bad. . Today, I want you to stop and really imagine page by page your characters so that you can act them out for your partners. Flag those pages where you will want to share your thinking with your partner.</i></p>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Remind readers that you are moving around the room, looking for flags, post-its -pages where readers have thought about making their characters come to life.</i></li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• <i>Partners, please show your partners the good and bad characters you noticed today in your reading and plan to talk about these characters and act them out.</i></li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Readers, we have learned so many ways to make our characters come to life.</i></li><li>• <i>I wanted to keep track of all we have learned here on our anchor chart.</i></li><li>• <i>Title: Readers make characters come to life. Chart 2 (resource packet)</i></li><li>• <i>Reread and remind readers that they have many ways to make characters come to life.</i></li><li>• <i>The last statement will be session 7 minilesson – ‘using all the strategies you know’</i></li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

<b>Session</b>	7
<b>Concept</b>	Readers make characters come to life
<b>Teaching Point</b>	Readers prepare to role-play characters by using all the strategies they know

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in partnerships by reading levels</li> <li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> <li>• Post-its: numerous sizes and some cut in strips like tiny flags</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prince Cinders</b> by Babette Cole or another story that has not been read before this session.</li> <li>• <b>Watch for a partnership to demonstrate all the strategies working together to demonstrate during the after the workshop share.</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• The entire story does not need to be read aloud in the teaching portion of this lesson. Just read and think enough to show all the strategies working together.</li> <li>• The book can always be finished at another read aloud time.</li> <li>• Review the CCSS Speaking and Listening Standards for second grade expectations.</li> <li>• This lesson is one but could create the need for more once teachers observe their partnerships with a critical eye. Feel free to add on additional partnership focused minilessons as readers practice the strategies for making their characters come to life.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Readers, today's lesson is going to be a snap for you! We have been studying ways to make our characters come to life and you've been doing this work throughout study.</i></li> <li>• <i>Today I want to teach you that readers prepare to role-play their characters by using all the strategies they know.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>When we are reading our stories we need to make sure we are doing all of the work that we are reminded of on our new chart (chart 2)</i></li> <li>• <i>(Pointing to chart)... We must be the kind of readers who start thinking about ...</i></li> <li>• Read each strategy that has been taught and written.</li> <li>• <i>Watch me as I read and think about the story Prince Cinders. I'm going to use our chart and make sure I am doing all of this thinking and flagging as I read and role-play.</i></li> <li>• Demonstrate each strategy as you are reading. Reference the chart as a help to you. You are showing readers what the work looks like when they are utilizing all the strategies they have learned as they read.</li> <li>• <i>Readers, did you notice how I ...</i></li> <li>• Replay what you have shown by reading, thinking, and role-playing characters.</li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Now I'm going to read a little more. When you see and hear me using one of the strategies on our chart, I want you to raise your pointer finger and point to which one I use here on the screen. I want you to watch and listen to me and point to the strategy that is helping me make my character come to life.</i></li> <li>• Go through the strategies as you read about 3 or 4 pages. Think aloud about your thinking and notice readers pointing to the strategies you are using. Make sure you flag or jot to show note taking as you read to prepare for partnerships.</li> <li>• Ask readers to turn and talk about what they noticed about your reading.</li> </ul>
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## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Readers, when you are reading on your own...you are actually preparing to talk to your reading partner. It is really important that today you read and reread using the strategies listed on this chart as a reminder of all the work you can do to prepare for your partner talk time.</i></li><li>• <i>I will be watching how you are getting to all of the strategies inside your fairy tales, fables and folk tales.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Share a couple examples of student thinking and flagging.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• Remind readers of all the choices they have for partnership meetings and remind them of today's teaching point and that you will be watching partnerships in action.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Readers, I'd like you to sit on the edge of your meeting place so that we can put Ricky and Samantha in the middle. They are going to show us what it looks like to talk with a partner about characters.</i></li><li>• Ask the partnership to reenact their meeting time to show readers the way they work and talk as partners.</li><li>• Debrief what worked well and give reminders to all readers about the ways partners talk to each other about characters.</li><li>• Highlight what how partners made their characters come to life.</li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

<b>Session</b>	8
<b>Concept</b>	Readers work with partners to understand characters through acting and directing
<b>Teaching Point</b>	Readers notice how characters respond to major events and challenges.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Readers grouped in partnerships by reading levels</li> <li>Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Post-its: numerous sizes and some cut in strips like tiny flags</li> <li><b><u>Thumbelina</u> retold by Michele Dufresne, Pioneer Valley Press.</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>It's never been easier to film students for debriefing and talk afterward. Plan to film partnerships and use them as exemplars during the share time.</li> <li>Read aloud <u>Rapunzel</u> and <u>Anansi the Spider and the Turtle</u> before session 10 or two other tales where the scene of the story will affect the actions of the characters. (<u>The Princess and the Pea</u> or <u>Hansel and Gretel</u>)</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Readers, the great thing about having a reading partner is that we have someone to meet with but also someone to talk to about our reading, which helps us understand our reading better.</i></li> <li><i>Another way to work with your reading partner is by acting like your characters during partnership time.</i></li> <li><i>Today I want to teach you that readers notice how character respond to major events and challenges.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>When readers notice how characters respond to major events and challenges they can also take the time to stop and think about that event or challenge so that you can act it out when you get together with your reading partner.</i></li> <li><i>Watch me as I read a bit of fairy tale, titled <u>Thumbelina</u></i></li> <li><i>Read page 2-3</i></li> <li><i>Wow! A little girl just appeared from a flower...that seems to be a pretty amazing event! Especially seeing that the woman had asked the fairy for a child!</i></li> <li><i>Readers, do you see how I am stopping to notice this major event?</i></li> <li><i>I can place a flag here and write MAJOR</i></li> <li><i>Now I have to think about how I would act it out.</i></li> <li><i>Watch me as I play the role of the woman.</i></li> <li><i>Role-play the part of the woman on page 3 seeing her daughter for the first time. Add lines beyond the text showing that you understand the woman's point of view.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Now, readers I'm going to read the next two pages of <u>Thumbelina</u> when I'm finished reading I want you to talk with your partner about major events and even challenges <u>Thumbelina</u> faces. Then you will act them out for a minute to show that you understand the character.</i></li> <li><i>Read pages 4-5</i></li> <li><i>Ask readers to talk about the major events and challenges (Major events could be: toad jumping into room to make Thumbelina his son's wife, toad taking Thumbelina. Challenge: Thumbelina cannot get away, Thumbelina does not want to marry the toad's son.)</i></li> <li><i>Listen in and coach as needed</i></li> </ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

	<ul style="list-style-type: none"><li>• Encourage readers to act out the one of the major events or challenges</li><li>• Share what is observed from the conversation and acting.</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Readers, today you watched me read and act out <u>Thumbelina</u>. Then you got the chance to practice reading and acting. Today during your own reading I want to see you reading and rereading so that you can imagine what the characters are saying and doing during these major events and challenges. You will act out your character for your partner today.</i></li><li>• <i>Feel free to use your flags and post-its to help you remember which books are ready for you to act out for your partner.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Plan to confer, watch and sit in, coach and demonstrate during partnership conversations.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• <i>Readers don't forget that you have all these flagged pages and you are rereading them and acting them out. Your partners should be watching and listening so that they might give you a few tips or suggestions for ways to make your reading or acting even better.</i></li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• Plan to replay filmed partnerships or watch a partnership in action in a fishbowl structure.</li><li>• Debrief what is working for the partnership and encourage all partnerships to think about making their partnership time the best that it can be.</li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

Session	9
Concept	Readers work with partners to understand characters through acting and directing.
Teaching Point	Readers imagine what characters say and do and direct the action.

Materials	
<ul style="list-style-type: none"> <li>Readers grouped in partnerships by reading levels</li> <li>Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Post-its: numerous sizes and some cut in strips like tiny flags</li> <li><b><i>Thumbelina</i> retold by Michele Dufresne, Pioneer Valley Press.</b></li> </ul>

Tips	<ul style="list-style-type: none"> <li>This teaching moves quickly from an explanation to active engagement because the only new part of the lesson is placing readers in the role of directing. Teachers are always advised to move at a pace matching reader's needs. Add demonstration through the use of a student partner if more support is anticipated.</li> </ul>
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Connection	<ul style="list-style-type: none"> <li><i>Readers, yesterday I was listening to you and watching as you imagined your characters and acted like them. I really saw so many of you acting out your characters major events and challenges.</i></li> <li><i>I'd like to give you a tip to think about as you continue to get to know your characters in such a close way that you can imagine being them.</i></li> <li><i>Today, I'd like to show you how readers imagine what characters say and do and direct the action.</i></li> </ul>
Teach	<ul style="list-style-type: none"> <li><i>When you are meeting with your partner, you have a couple jobs to do. Of course you are going to share what you are reading and your flagged pages. But then you are going to reread parts of your stories where characters went through a major event or challenge. If you are the partner listening and watching then your job is to imagine what that character should say and do and direct the action for your partner.</i></li> <li><i>Let's try this together.</i></li> <li><i>I'm going to be reread and act and all of you are going to be my reading partner. If you think I need to act in a different way, I want you just to call out, quietly, what more I should be doing to become the character. Think about the way the character should be acting and what they should be saying...you are the directors of my acting.</i></li> </ul>
Active Engagement	<ul style="list-style-type: none"> <li>Reread and act out Thumbelina, however, this time make your acting flat, expressionless and unmatched by the character's natural reaction given the events and challenges.</li> <li>Wait for readers to call out directions.</li> <li>As readers direct your speech and actions, change your role-playing to match what they are suggesting you do.</li> <li>Readers are acting as directors –directing the teacher to act the parts of the characters as they should be.</li> </ul>
Link	<ul style="list-style-type: none"> <li><i>Readers, thank you for directing me in such a respectful way! I love how you quietly told me to gasp or put my hands on my face or look excited...these are the things you need to be watching for when you are with your partner today.</i></li> <li><i>Today, as you read your text, think about what your characters would sound like and do during these major events and challenges. Practice reading in a way that shows that imagination. Stop on those pages and talk like your character practicing before you meet with partners.</i></li> <li><i>When we meet with partners today, you will imagine the way your characters sound and add that to your acting.</i></li> </ul>



## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

	<ul style="list-style-type: none"><li>• <i>But partners will also watch and listen so that they can direct the saying and doing!</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Confer and meet with small groups. Look for strategies readers are using to share with the class.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• Remind readers to imagine the actions of their characters before they act out their characters.</li><li>• Watch for a partnership to showcase during share time.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• Allow the partnership to share their stories by rereading the part and reenacting.</li><li>• Debrief what was working for the pair and how they utilized the teaching points from across the unit of study.</li></ul>

# Reading Unit of Study

## Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

### Unit 6

#### Lesson Plan

<b>Session</b>	10
<b>Concept</b>	Readers work with partners to understand characters through acting and directing
<b>Teaching Point</b>	Readers imagine how characters look and sound within a scene.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in partnerships by reading levels</li> <li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-its: numerous sizes and some cut in strips like tiny flags</li> <li>• <b><i>Rapunzel</i> by Miles Kelly</b></li> <li>• <b><i>Anansi the Spider and the Spider</i> by Michele Dufrene</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Watch for a partnership to be working in ways that match the teaching points and the CCSS speaking and listening standards. In an effort to build stronger partnerships ask exemplar models to reenact their partnership meeting during the share time.</li> <li>• Read aloud <u>The Princess and the Pea</u> Retold by Rose Lewis before session 16</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• (Holding Rapunzel and Anansi the Spider and the Turtle) <i>Readers these two stories have characters acting in ways that match the setting in the story or the scenes they are in.</i></li> <li>• <i>When we are imagining our characters saying and doing things, we need to think about their scene or where the author has placed them in the story. Settings can be a forest, a castle, a small house...but the scene is the close up within that setting. The scene might be a candy house inside the forest, or on top of a really, really tall bed inside the castle.</i></li> <li>• <i>Today I want to teach you that readers imagine how characters look and sound within a scene.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Let's think about the story <u>Rapunzel</u>. If I think about the setting, I might say I imagine that the man and his wife live in a tiny village...this story never actually says where the man and women are living...but I am going to imagine that they are living in a little house in a tiny village.</i></li> <li>• <i>I'm going to imagine that another setting is the forest or woods where the witch takes Rapunzel. But inside the woods there is a scene. The scene is Rapunzel looked inside a very tall tower. Are you imagining it? I am. I see the woods, and if I zoom in closer to the characters I see them there...Rapunzel in the tower and the Witch climbing up the tower using Rapunzel's hair. Where we see the characters acting and talking is the scene.</i></li> <li>• <i>It's important to think or imagine the scene of the characters because it is going to affect the way I act when I am acting out characters.</i></li> <li>• <i>Watch me as I act out the scene of the Witch calling for Rapunzel's hair and climbing up the tower wall.</i></li> <li>• <i>Act out the scene by calling, as if Rapunzel is very high in the sky, for Rapunzel to let down her hair. Grab ahold of her hair like a rope. Huff and puff as you role-play climbing up the tower wall still holding the hair. Say what the Witch would say if she were making the climb.</i></li> <li>• <i>Readers, do you see how I imagined the scene of the characters. I could have just sat here and said "Rapunzel, Rapunzel let down your hair" without thinking about the scene. That would not have been too accurate though. There is a lot going on here in this scene and if I really think about the scene...my actions and words will match what is happening.</i></li> <li>• <i>Your partners can watch to make sure you are thinking about the scene when you act out your characters.</i></li> </ul>
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## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• <i>Now I want you to think about the scene of a story. Let's revisit <u>Anansi the Spider and the Turtle</u>.</i></li><li>• <i>The pictures help me realize or imagine Anansi is living in the Dessert in a small cave. That is one scene. The part when he has Turtle come for dinner.</i></li><li>• <i>But the scene I want you to imagine is the one on page 12, 13, and 14.</i></li><li>• <i>This scene is really going to affect the way you speak and act. I'm going to reread this part and I'd like you to imagine the characters in this scene. When I am finished rereading, act like the characters think about how they would sound and act given the place they are in at this point of the story.</i></li><li>• Read and then ask partners to act as the characters.</li><li>• Watch for readers to pretend they are under water. Listen for readers to sound like they are talking under water. Watch for actions that show water. Direct readers to act and talk in these ways if needed.</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Readers, many of you really looked like you were moving and talking either in water or under water.</i></li><li>• <i>Today when you are reading make sure to pay attention to the scenes your characters are in. Think about how they would act and sound in that scene.</i></li><li>• <i>You can use flags and post-its to mark pages where scenes are important to the way characters would act and sound.</i></li><li>• <i>You will share these parts with your partners today and they can help direct you as you role-play.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Share a conference you have had that will help the class think about their work.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• Remind readers to use their books to follow the character's actions as they act out their characters. Remind them to use their voice to sound like their character and to make sure they include the big events from their stories. Remind them to use all the strategies they know while imagining the scene of the story.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Ask a partnership to reenact their meeting by showing the class their work by meeting in the middle of the fishbowl structure.</i></li><li>• <i>Watch and debrief their process.</i></li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

Session	11
Concept	Readers work with partners to understand characters through acting and directing
Teaching Point	Readers role-play and direct characters to show good and bad strong emotion and action.

Materials	
<ul style="list-style-type: none"> <li>Readers grouped in partnerships by reading levels</li> <li>Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> <li>Post-its: numerous sizes and some cut in strips like tiny flags</li> </ul>	<ul style="list-style-type: none"> <li><b><i>Cleaver Jack Takes the Cake by Candence Fleming or one or two stories where characters have good or bad strong emotions.</i></b></li> <li><b><i>Sleeping Beauty by Ruth Mattison, Pioneer Valley Press</i></b></li> </ul>

Tips	<ul style="list-style-type: none"> <li>Read aloud <u>The Emperor's New Clothes</u> by Michele Dufresne before session 16</li> <li>Read and think ahead by considering session 22. This is the unit celebration. Three or four days of additional instruction could follow session 22 as readers prepare performances.</li> <li>Alternate celebrations could also take the place of session 22, entirely. For example, Reader's Theater scripts could take the place of stories and partners could combine for larger groups of performers.</li> </ul>
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Connection	<ul style="list-style-type: none"> <li><i>Readers, we have spent a lot of time reading and thinking about our characters.</i></li> <li><i>Today I want to teach you how readers role-play and direct characters to show good and bad strong emotion and action.</i></li> </ul>
Teach	<ul style="list-style-type: none"> <li><i>Yesterday, as I was watching you work with your partners...I noticed that many of you were acting like characters but you were leaving out some of the good and bad strong emotions and actions your characters would present if they were really dealing with their major event or challenge.</i></li> <li><i>I want you to watch me as I reread and act out the good and bad strong emotions and actions from some of the characters in <u>Cleaver Jack Takes the Cake</u>.</i></li> <li>Plan to show Jack's strong emotions good and bad. (the black bird scene, the woods, dancing with bear,</li> <li>Plan to show strong actions, good and bad of characters throughout the story. (the Troll, the dancing bear, the princess after the story)</li> </ul>
Active Engagement	<ul style="list-style-type: none"> <li><i>Readers, now I am going to read part of a new story, <u>Sleeping Beauty</u>. We will not read all of it today. I am going to read so that you can listen to and watch for strong emotions and actions that could be acted out.</i></li> <li>Read pages 2- 7. Possible strong emotions/actions: Learning wish will come true, having a daughter, the fairies presents, the thirteenth fairy storming in, the parents afraid of the curse.)</li> <li>Listen for readers to talk about the parts/events that should have strong emotions or actions.</li> <li>Encourage readers to think about when and why characters might have strong emotions and actions based on the words of the story.</li> </ul>
Link	<ul style="list-style-type: none"> <li>Readers, the need today is to role-play and direct the strong emotions and actions of the characters you are reading about. If a fairy STORMS in, then make sure you look like a furious fairy storming in angry that you were uninvited to the party. If you are a parent who is overjoyed to have had a daughter, you thought you never would have; then, make sure that your words and actions match these strong feelings.</li> <li>You can flag these events, where strong emotions and actions are part of your characters role. That way you will be ready to act for your partner.</li> </ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

<b>Partnerships /Mid Workshop</b>	<ul style="list-style-type: none"><li>• Talk with the class about some of the strategies you see readers using with their partners.</li><li>• Remind partners of all the ways they can imagine being their characters.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Readers, I want to talk to you about the work I observed in Joe, Rob and Will's partnership...</i></li><li>• Share their process. Ask partners to comment on what is hard about the work or how they think/ feel about their partnership role-playing.</li><li>• <i>Partners turn and talk.</i></li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

Session	12
Concept	Readers uncover the predictable roles of characters
Teaching Point	Readers reread to look for character types across books

Materials	
<ul style="list-style-type: none"> <li>Readers grouped in partnerships by reading levels</li> <li>Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> <li>Post-its: numerous sizes and some cut in strips like tiny flags</li> </ul>	<ul style="list-style-type: none"> <li><b>All of the fairy tales, fables or folk tales read aloud in a stack for teacher demonstration. Choose two to work with throughout the lesson.</b></li> <li><b><u>Rapunzel</u>, <u>Little Red Riding Hood</u>, <u>Anansi the Spider and the Turtle</u> are used in the lesson.</b></li> <li><b>Chart 3: Predictable Roles of Characters – Resource Packet</b></li> </ul>

Tips	<ul style="list-style-type: none"> <li>The way teachers decide to organize note-taking for this session is flexible. Readers can simply use post-its or use the organizer located in the resource packet.</li> <li>In literature, an archetype is a typical character, an action or a situation that seems to represent such universal patterns of human nature. The session is using the word “type” in place of archetype.</li> <li>An archetype, also known as universal symbol, may be a character, a theme, a symbol or even a setting. Many literary critics are of the opinion that archetypes, which have a common and recurring representation in a particular human culture or entire human race, shape the structure and function of literary work.</li> </ul>
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Connection	<ul style="list-style-type: none"> <li><i>Readers, today our unit of study takes a slight turn to have us uncovering the patterns in traditional literature.</i></li> <li><i>As I think about the books we have read together, I can think of many of the characters and how they are like characters from other stories. This is one of the ways we will look for patterns across our texts.</i></li> <li><i>Today I want to teach you that readers reread to look for character types across books.</i></li> </ul>
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Teach	<ul style="list-style-type: none"> <li>Holding stack of books read aloud and Chart 3 on easel or document camera for all to see</li> <li><i>Readers, so many of the stories we have read have similarities. In traditional literature or story and really in fiction for that matter, it seems that the same types of characters appear again and again even though we are reading different stories.</i></li> <li><i>I have an organizer for you to use today. You will go back and read and maybe even reread looking for character types across books.</i></li> <li><i>Watch me as I think about what I have read and try to find these types of characters in the stories I have read.</i></li> <li><i>I’m just going to randomly choose one of the stories we have read together...OK...here I have Little Red Riding Hood. Let me think reread and think about this story...as I do that, I’m going to fill in the names of characters that I believe fit the type of character listed here on my chart.</i></li> <li>Read and note the title and characters –matching their type as you reread and think. Mom-parent, Wolf – Villain, Red Riding Hood – Hero, Grandmother – Parent or Damsel in distress.</li> <li>Readers, did you notice that I wasn’t able to find all of these character types in this one story? That will happen to you, too. Some stories have more types than others. I know a different version of Little Red Riding Hood where there is a Wood Cutter as a character...he would be a helper if I had read that version. But this story did not have that character.</li> </ul>
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## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• <i>Let's try this together now. I have another story here...let's see...I'll choose...Rapunzel for you to think about. I won't reread the entire story but I will retell it and turn the pages so that you can think about the characters that should be placed on our chart as we look for character types.</i></li><li>• <i>I'm going to ask you to turn and talk to your partner about the characters and what type of character you are finding as you listen to me.</i></li><li>• <i>Retell and turn pages in an effort to move quickly. Stop and ask partners to think about a character type after you have reread/retold a portion of the story with that type of character.</i></li><li>• <i>The entire story does not need to be covered. Teachers can write in what they hear readers saying about the character types as you move along.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Readers, you noticed that there were parents, there was a villain-the witch, and I heard you talking about Rapunzel being the Damsel in Distress...we didn't even finish the story but we know who the hero is...don't we? Yes. It's the prince. That seems to happen a lot in these stories, doesn't it?</i></li><li>• <i>Today, reread, look for character types. Be ready to share what you have found with your partner. You might even uncover a character type that I have not thought about and we might consider adding them to our list to look out for them.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Share examples of character types that readers have found that are similar. Help readers see that five readers have found a hero or 3 readers have found a story with a helper even though the helpers are very different.</i></li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• <i>Remind readers that they are reading and talking about their characters and that you are listening to the different ideas developed about character types.</i></li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Reread/page turn and retell Anansi the Spider and the Turtle in order to show where the character types fit on the organizer. Plan to read more folk tales to show character types over the next few days.</i></li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

<b>Session</b>	13
<b>Concept</b>	Readers uncover the predictable roles of characters
<b>Teaching Point</b>	Readers look for patterns in their stories across books.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in partnerships by reading levels</li> <li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> <li>• Post-its: numerous sizes and some cut in strips like tiny flags</li> </ul>	<ul style="list-style-type: none"> <li>• <u><b>Cleaver Jack Takes the Cake</b></u> by Candace Fleming</li> <li>• <u><b>Little Red Riding Hood</b></u> by Candice Ransom</li> <li>• <u><b>Sleeping Beauty</b></u> by Ruth Mattison</li> <li>• <u><b>Thumbelina</b></u> by Michele Dufresne</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Partnership work and expectations may look slightly different pair to pair based on decisions, needs, conferences and members.</li> <li>• Ask a few partnerships to bring their stories to the meeting area for share time. Prepare them beforehand that they will talk about their work and how they found patterns across stories</li> <li>• Read aloud <u>Cinderella</u> by Michele Dufresne before session 15</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• Readers, yesterday we thought about the different character types that exist in our traditional literature stories.</li> <li>• Today we will continue to look for patterns in our text...but patterns beyond character types.</li> <li>• Today I want to teach you that readers look for patterns in their stories across books.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>I have four stories that we have read together. I want to show you how easily I can find patterns across these stories by explaining and showing you the patterns I find.</i></li> <li>• <i>Watch and listen.</i></li> <li>• Let's look for patterns...well in Cleaver Jack Takes the Cake we only meet his mother but also in Thumbelina there is only a mother...and actually, in Little Red Riding Hood we only meet her mother. There's a pattern there...these children have stories with mothers but no fathers. Another pattern I think about is the setting of the forest or woods. Jack travels in the woods, Red Riding Hood travels in the woods and Rapunzel is in the woods in her tower. This is a pattern.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Readers, I want you to think about these stories. I will place them here on my easel. Talk with your partner and see if you can think about any other patterns besides mothers and woods. There quite a few more if you think about how these books are connected by their similarities.</i></li> <li>• Listen so that you can share what is overheard to add to the list of patterns across books.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Readers, today I would like you to reread and read in order to locate character types, and patterns across your stories. You can use your Character Type Organizer or post-its to keep track of what you will share with your partner.</i></li> <li>• <i>As we found out quickly here today in our lesson, there are patterns in setting, characters, scenes, and language with Once upon a time...or ...lived happily ever after.</i></li> <li>• <i>Look for patterns across stories.</i></li> </ul>
<b>Mid-Workshop</b>	<ul style="list-style-type: none"> <li>• Report to class what you have observed and heard as you coached and conferred with clubs.</li> </ul>



## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

<b>Teaching Point</b>	
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• Support the work of partners reading, rereading and sharing character types and patterns.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Readers, I asked some of you to bring your stories to the meeting area so that each partnership might tell us a little about the patterns they found...Listen as partners talk because I think you may hear some similarities between these stories and your stories...which means you have found more patterns!</i></li><li>• <i>Some things you hear may be very similar to the stories you are reading and some may be very different.</i></li><li>• <i>Let's hear from our partnerships...</i></li><li>• Ask a spoke person from each selected partnership to talk about their work for that day.</li></ul>

# Reading Unit of Study

## Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

### Unit 6

#### Lesson Plan

<b>Session</b>	14
<b>Concept</b>	Readers uncover the predictable roles of characters
<b>Teaching Point</b>	Readers use the role of the character to predict what will happen next

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped in partnerships by reading levels</li> <li>● Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>● Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> <li>● Post-its: numerous sizes and some cut in strips like tiny flags</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Mabela the Clever</u> by Margaret Read Mac Donald (New to readers)</b></li> <li>● <b><u>Prince Cinders</u> by Babette Cole (New to readers)</b></li> <li>● <b>Or two different stories new to readers that allows them to think of character roles in order to make predictions.</b></li> <li>● <b>Chart 3: Predictable Roles of Characters</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● Remind readers that they did this complex thinking during read aloud with accountable talk. Teachers can always refer to previous read alouds, even from previous units for mini-lessons, small group teaching, and share time.</li> <li>● Some teachers like to provide refreshments for the celebration session. Plan ahead if you would like refreshments for session 23</li> <li>● Share time gives extra time for connecting lessons of the past with current focuses.</li> <li>● Make sure to finish reading <u>Prince Cinders</u> before session 15.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● Readers today I want to show you how you can use your knowledge of character types and patterns in stories to make wise predictions.</li> <li>● Today I will show you how readers use the role of the character to predict what will happen next.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>● <i>Readers, I have a new story here. It is called <u>Mabela the Cleaver</u>.</i></li> <li>● <i>I want you to watch me as I name the character types and roles of characters and use this knowledge to make predictions about what will happen next.</i></li> <li>● Skip page about song. Read page 3.</li> <li>● <i>I'm already thinking that this story is going to be like Anansi the Spider and the turtle. Remember in that story Anansi was clever in the beginning and tricked turtle? I predict that the cat is going to try to out-smart or trick the mice.</i></li> <li>● Read page 4.</li> <li>● <i>Readers, I have a new prediction...now I'm thinking about other character types...we've just met a father and a little mouse, Marbela. The father sounds like he's in the role of a wise helper. He has taught Mabela cleverness...which might mean that she is cleverer than the cat. If she is...this might mean she is a hero! I'll have to keep reading to see if my predictions are true.</i></li> <li>● Readers, do you see how I am naming the roles of the characters based on the patterns I know in traditional literature? These roles, always come with patterns...so I'm using the patterns to think about what might happen next.</li> <li>● We will finish reading this story later today because I want to give you time to practice this work with another story.</li> </ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• <i>This is also a new story for you. It is called Prince Cinders. I'm going to read just a little and I want you to think about the roles of the characters in order to make predictions about what might happen next.</i></li><li>• Read pages 1-6.</li><li>• <i>Readers, think about the roles of the characters...I have placed our chart on the easel for you, too.</i></li><li>• <i>Turn and talk to your partner about the roles of characters and what you predict might happen next.</i></li><li>• Listen in and coach as needed.</li><li>• Share predictions overheard that match up with character roles.</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Readers, today I'd like you to stop and make predictions based on character roles. Now, if you have already read the story then there is no need to make predictions. You will need to read new text to try this strategy. Or you may try it in a book where you are only half way through.</i></li><li>• <i>You can write a quick prediction on a post-it as you read along.</i></li><li>• <i>Any time you begin a new fiction book, and especially traditional literature you can think about the roles of characters to predict what will happen next in the story.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Share the work observed and the thinking readers are doing.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• Interrupt during partnership meetings to share how pairs sharing the work and spending time talking to understand more.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Readers, please come to the meeting area with your boxes of books. When we know the predictable roles of characters we not only read and think differently, but we act differently when we are role playing the characters.</i></li><li>• <i>If we are playing the role of the hero...we know the way they act the way they typically talk and we can carry ourselves in that way.</i></li><li>• <i>If we are playing the role of the trickster, or the damsel in distress we know how those characters typically act as well, so we think about that as we role play the stories with these characters.</i></li><li>• <i>For share today, I'd like you to find a character from your own reading to act out. Please do not tell your partner the character type you are...let's see if they can guess from the way you act. Let's see if they can guess if you are the villain, the trickster, the hero or the damsel in distress.</i></li></ul>

# Reading Unit of Study

## Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

### Unit 6

#### Lesson Plan

<b>Session</b>	15
<b>Concept</b>	Readers uncover the predictable roles of characters
<b>Teaching Point</b>	Readers compare characters of similar types between stories.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in partnerships by reading levels</li> <li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-its: numerous sizes and some cut in strips like tiny flags</li> <li>• <b>Prince Cinders</b> by Babette Cole</li> <li>• <b>Cinderella</b> by Michele Dufresne</li> <li>• <b>Chart 4: Character Chart Comparison</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Session 23 is a performance celebration. Read ahead sessions 16-23 and think about whether your readers will need more time and practice with the session teaching points before they perform for others. This will help you communicate dates and times for performances if you plan to invite others.</li> <li>• Session 21 will compare two versions of the same story. Read aloud two versions of the same story before session 21. Suggestion: <u>Pretty Salma: A Little Red Riding Hood Story from Africa</u> by Niki Daly</li> <li>• Plan to read aloud a few pairings of same story different versions in read aloud with accountable talk and facilitate comparison conversations preparing for the work in session 21.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Readers, we have learned so many ways to think about our characters. Another way we can think about our characters is by comparing them using their character type.</i></li> <li>• <i>Today I want to show you how readers compare characters of similar types between stories.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>First, readers must notice or find the characters of similar types.</i></li> <li>• <i>I did that here with my two books.</i></li> <li>• <i>I'm going to compare the Helper character type. In both <u>Prince Cinders</u> and <u>Cinderella</u> the main character has a helper. It just so happens that both of these helpers are fairies. That is the first similarity.</i></li> <li>• <i>I'm going to use chart 4 as my organizer to compare these similar types of characters.</i></li> <li>• <i>You've used Venn Diagrams before...I will put the story names here...and the character names here-one is called a fairy godmother and the one in Prince Cinders's story is just called fairy....</i></li> <li>• <i>I will write Helper here at the top</i></li> <li>• <i>In the middle I can write fairies –seeing that they are both fairies. They both have wands and are magic so I could write that here in the middle, too.</i></li> <li>• <i>Now the fairy in Prince Cinders falls out of the chimney and the fairy in Cinderella appears from a burst of light...these are differences...so I will write them under each character's name.</i></li> <li>•</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Readers, now I want you to think about these two stories...what else would you write here on this chart to compare the fairy godmother from Cinderella and the fairy from Prince Cinders?</i></li> <li>• <i>Turn and talk to your partner and I will listen to see if there is more I can add to our chart.</i></li> <li>• Listen in and coach.</li> <li>• Add to the chart based on what you hear readers saying.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Readers I heard you telling your partners... (Restate some of what is written, now on the chart)</i></li> </ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

	<ul style="list-style-type: none"><li>• <i>Today, you will have the chance to either draw an organizer in your notebook or use one like this. I want you to think about characters from your reading that have had similar roles and use your writing and jotting to compare them.</i></li><li>• <i>I will confer with readers and meet with small groups as you are working.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Share a couple of readers comparisons and encourage all readers to find the details that are similar and different between the two like-typed characters.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• Remind readers to share their comparisons. Share the coaching you implement from partnerships,</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• Debrief the coaching you heard during that work time and talk about how the coaching improved the work of that partnership.</li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

<b>Session</b>	16
<b>Concept</b>	Readers interrupt the author's purpose, lessons and morals.
<b>Teaching Point</b>	Readers know stories often include a lesson to be learned.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in partnerships by reading levels</li> <li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-its: numerous sizes and some cut in strips like tiny flags</li> <li>• <b><u>The Emperor's New Clothes</u> by Michele Dufresne</b></li> <li>• <b><u>The Princess and the Pea Retold</u> by Rose Lewis</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• In thinking about lessons learned with examples from <i>The Emperor's New Clothes</i>...Some readers will easily see lessons beyond the literal "Don't walk around in your underwear". Other readers will see lessons part literal -part beyond the text with something like, "You can't believe people when they tell you something". Make plans to meet with small groups and use read aloud and shared and guided reading to help all readers develop strategies for uncovering the lessons learned.</li> <li>• Plan to spend more than one session on this teaching point if readers show that it is needed.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• So many of the stories we have read were written with a lesson to be learned. This lesson to be learned was part of the reason the story even came to be.</li> <li>• Today I want to teach you that readers know stories often include a lesson to be learned.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Remember when we read <u>The Emperor's New Clothes</u>? It was a funny story...the Emperor walked about in his underwear...I remember we were giggling about it.</i></li> <li>• <i>But this story actually has a lesson to be learned.</i></li> <li>• <i>I want you to listen as I think aloud and watch me as I use the book and think about possible lessons we can learn from <u>The Emperor's New Clothes</u>.</i></li> <li>• Teachers do not need to reread the entire story. Retell a bit as you flip pages establishing the story, again. Linger on the ideas that the Emperor did not want to appear that he was not clever or honest enough to see the cloth...all the towns people did not want others to think that they were not clever enough or honest enough to see the cloth...Think aloud wrestling with these ideas and showing readers how you use the phrase "In life people should..." Or "People ought to..." finish these ideas with possible lessons to be learned from the <u>Emperor's New Clothes</u>.</li> <li>• Lessons might include "In life people should be honest with them and not care what others think of them". Or "People ought to care less of what others think of them and care more about being true to themselves". Simply..."Honesty is the best policy"</li> <li>• Explain how the story helps you see that lesson through what the characters do and say and the major events or challenges.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Now, I'm going to remind you of the story we read a while ago, <u>The Princess and the Pea</u>. Remember the Princess comes to the castle but she is wet and dirty and does not look like a princess. The queen decides to test to see if she is a princess by putting a pea under a huge stack of mattresses,</i></li> <li>• <i>I want you to think about that story...what do you think the author wants us to know about people. How does the author want us to think about each other or ourselves?</i></li> </ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

	<ul style="list-style-type: none"><li>• You might begin the lesson learned with “People should....” Or “In life we should...”</li><li>• Let partners talk over possible lessons.</li><li>• Listen in and coach as needed.</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• Readers, we will spend more time in small groups and in partnerships thinking about the lessons to be learned from our reading.</li><li>• Today, see if you can reread and read your fiction, traditional literature and think beyond the events and characters...think about why the author wrote the story...why has the story lasted hundreds of years? Jot a quick note of the possible lessons and leave them on the cover of your stories.</li><li>• I’d like to read them as I’m conducting conferences and meeting with groups.</li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Read some of the lessons learned and encourage readers to think about their own lessons inside their texts.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• Highlight the ways partners have decided to work. Compliment reader’s inventive thinking to work together in diverse ways.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• Read aloud <i>Princess Smartypants</i> by Babette Cole and think aloud about the lessons she teaches readers.</li><li>• Give readers the opportunity to turn and talk about their own ideas.</li></ul>

# Reading Unit of Study

## Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

### Unit 6

#### Lesson Plan

<b>Session</b>	17
<b>Concept</b>	Readers interrupt the author's purpose, lessons and morals
<b>Teaching Point</b>	Readers talk with others about the morals characters show us.

<b>Materials</b>	
<ul style="list-style-type: none"><li>• Readers grouped in partnerships by reading levels</li><li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li><li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes</li></ul>	<ul style="list-style-type: none"><li>• Post-its: numerous sizes and some cut in strips like tiny flags</li><li>• <b>Gather stack of read alouds from traditional literature genres.</b></li></ul>

<b>Tips</b>	<ul style="list-style-type: none"><li>• This session is meant to quickly show readers how they can use their morals (the principals of what is right and wrong) to think about the way characters behave.</li><li>• Morals are based on cultural, personal, and social values. What one reader finds right another may find wrong based on their cultural, personal and social values.</li><li>• Teachers will facilitate the demonstration of how we use our morals to think about what is right or wrong for us as an individual, but will also encourage readers to see other's opinions with an open mind.</li></ul>
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<b>Connection</b>	<ul style="list-style-type: none"><li>• <i>Readers, I bet there have been times when you've been reading your fairy tales or fables or folk tales and you have thought...why is he doing that? That is so mean!</i></li><li>• <i>Or maybe you have thought...I would never act like that!</i></li><li>• <i>Or maybe you have thought...this character is kind of like me...I would do that too.</i></li><li>• <i>When we think alongside our characters and think about what they are doing as either right or wrong we are using our morals to understand them.</i></li><li>• <i>Your morals are the ideas you have about what is the right way to act or the wrong way to act.</i></li><li>• <i>We all have different opinions about the way to act or behave and so do our characters.</i></li><li>• <i>Today, I want to teach you that readers talk with others about the morals characters show us.</i></li></ul>
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<b>Teach</b>	<ul style="list-style-type: none"><li>• <i>Remember when we were reading Anansi the Spider and the Turtle...I could not believe the way that Anansi the Spider was acting toward turtle...remember turtle was hungry. Anansi told him he would share his food...but then he made turtle go wash his hands and while he was gone he ate all the food! As a reader I need to think to myself...Is that the right way to behave or act? Or the wrong way? If I use MY morals I would have to say that it was the wrong way to act.</i></li><li>• <i>Let me think about that story a little more...Turtle decides to have Anansi over for dinner next...He goes under the water and tricks Anansi into taking the rocks out of his pockets so that Anansi cannot eat the leafy greens...Part of me thinks that Turtles actions were the right thing to do because of what Anansi did to him...but part of me thinks he's actions were wrong because he was just as mean as Anansi...and I think just because someone is mean to me...doesn't mean that I have to be mean to them...so I'd have to say I think turtle's behavior was wrong, too.</i></li><li>• <i>Readers, are you listening to how I am thinking about whether the way the characters have acted or behaved in their stories is right or wrong based on my own ideas?</i></li></ul>
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## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• <i>Let's just try this work for a moment. Remember Princess Smartypants...we thought she was pretty funny...but do we think her actions or behavior was right? Or wrong?</i></li><li>• Retell the story a little while flipping pages...talk about what Smartypants was doing and probably why she was doing it.</li><li>• Readers I want you to think just for yourself about Princess Smartypants. What do you think was right about the way she behaved? What do you think was wrong about the way she behaved or acted?</li><li>• <i>Turn and talk and talk to your partner about Princess Smartypants behavior and use your own morals. You and your partner may not agree with each other...because we all come with different morals.</i></li><li>• Listen in and coach without placing individuals' morals on others.</li><li>• Share some of the talk overheard</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Readers, you have a lot of reading and thinking to do today. I want you to spend some time rereading and thinking about the actions and behavior of your characters. Do you think they behaved in the right way or the wrong way? Also think about why you think what you think. You can jot this thinking on a post-it and flag pages so that you can talk with your partner about your thinking.</i></li></ul>
<b>Mid Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Remind readers that they are preparing to talk in their partnerships.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• Remind partners to keep an open mind about the each other's thinking whether they agree or disagree with their partner.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Choose another read aloud text and pose some thought about whether the characters actions and behaviors were right or wrong.</i></li><li>• <i>Lift different opinions if possible to show how there are many ideas about the way characters and people behave.</i></li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

#### Lesson Plan

<b>Session</b>	18
<b>Concept</b>	Readers interrupt the author's purpose, lessons and morals
<b>Teaching Point</b>	Readers talk with others about the morals of the stories.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in partnerships by reading levels</li> <li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> <li>• Post-its: numerous sizes and some cut in strips like tiny flags</li> <li>• <b>Gather stack of read alouds from traditional literature genres.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Cleaver Jack Takes the Cake</u> by Candace Fleming</b></li> <li>• <b><u>Rapunzel</u> Miles Kelly</b></li> <li>• <b>On chart paper write lessons from the <u>Emperor's New Clothes</u> "In life people should be honest with themselves and not care what others think of them". Or "People ought to care less of what others think of them and care more about being true to themselves" or Simply..."Honesty is the best policy"</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• This session is meant build on session 17 to show readers how they can use their morals (the principals of what is right and wrong) to think about <u>messages or lessons</u> from the stories.</li> <li>• This last concept lifts the level of rigor for understanding by interrupting. Teachers should feel free to add additional teaching to this string of lessons based on the success they observe in student behavior.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Readers, there have been times while we've been reading our folk tales, fairy tales and fables when I have been talking back to the story saying...OMG! That is so wrong! Or I have thought...that is so unfair! But there have been other times when I have said Yes! That's just as it should be!</i></li> <li>• <i>When I was talking back to the stories in this way I was using my morals again...or the ideas I have in my mind as to what is the right act or be or what is the wrong way to act or be.</i></li> <li>• <i>Today I want to teach you how readers talk with other about the morals of the stories.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>So, Let's talk! I have our stack of read aloud books here in my lap.</i></li> <li>• <i>Let's me talk about Cleaver Jack Takes the Cake...when I think about Jack I think he teaches me to be creative when there is a problem and to never give up. He was creative when he thought to make the cake and he never gave up on delivering a birthday present to the princess. Now I have to think about whether I think what he taught me was right for me or wrong for me. Hum? Well...I'd say that it's right for me. I agree with being creative when there is a problem and I agree with never giving up.</i></li> <li>• <i>Readers, I am using my morals...or what I think is right or wrong in life to talk about the story.</i></li> <li>• <i>Let's talk about another story. How about Rapunzel...well...Rapunzel taught me to never give up on true love...Rapunzel was sent away from the prince with her long hair cut off...the prince was made blind by the witch and yet they still found each other and Rapunzel's tears healed the prince. I think this story is teaching me that true love heal people and can last a long, long time...Well...now let me think about that? Hum? Can love heal and last forever? Do I think that is right? Or wrong? Huh? I think I need to think about that one a little bit more...I'm not sure what I think of that yet.</i></li> <li>• <i>Readers, the interesting part of this lesson today is that some of us will think that the lessons learned in stories are right for us. And there will be others who will think that same lesson is wrong for us. People come with their own thinking and build different morals over their lifetime. So it's even possible that today I think the lesson is right for me...but maybe next year...I will think differently about that same lesson. This is tricky!</i></li> </ul>
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## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• <i>Let's just try this work for a moment. Remember our recent lesson using the Emperor's New Clothes...we were practicing lessons learned... Lessons might include "In life people should be honest with themselves and not care what others think of them". Or "People ought to care less of what others think of them and care more about being true to themselves" or Simply..."Honesty is the best policy".</i></li><li>• <i>I wrote them here on our chart paper</i></li><li>• <i>I'd like you think about these lessons. Use your morals...or what you believe is the right way to act or what you think is the wrong way to act and then talk with your partner about how you feel about these lessons learned.</i></li><li>• <i>Do you agree that the lessons are right for you? Or do you think the lessons are wrong for you? Sometimes you might think part of the lesson is right but part of it is wrong...</i></li><li>• <i>Turn and talk</i></li><li>• Listen in and coach without placing individuals' morals on others.</li><li>• Share some of the talk overheard</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Readers, you have a lot of reading and thinking to do today. I want you to spend some time rereading and thinking about the lessons to be learned from our stories...but I also want you to think about whether these lessons are the right way to be or the wrong way to be FOR YOU.</i></li><li>• <i>Today you might jot on post-its and flag pages to remind you to talk to your partner about the lessons learned and whether you feel the lesson is right or wrong for you.</i></li></ul>
<b>Mid Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Remind readers that they are preparing to talk in their partnerships.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>• Remind partners to keep an open mind about the lessons learned and their partner's opinions about whether the lessons learned are right or wrong for that individual.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Readers, I was working with Reagan's partnership today ...</i></li><li>• Share insight on the way the partnership was working that helps promote the many teaching point.</li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

Session	19
Concept	Readers interrupt the author's purpose, lessons and morals.
Teaching Point	Readers find lessons and talk about morals in all types of fiction.

Materials	
<ul style="list-style-type: none"> <li>Readers grouped in partnerships by reading levels</li> <li>Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes</li> </ul>	<ul style="list-style-type: none"> <li>Post-its: numerous sizes and some cut in strips like tiny flags</li> <li><b>Gather stack of read alouds from traditional literature genres and a stack from the Series Book Unit of Study.</b></li> <li><b>Have students bring a fictional book to the minilesson from their book bag/bin.</b></li> </ul>

Tips	<ul style="list-style-type: none"> <li>Session 21 requires that readers have access to two different versions of the same story either by two different authors or from two different cultures. Plan to organize books for that session if the supply within the current classroom library does not support this independent work.</li> <li>A second option, with the need for fewer books, would be to allow readers to work in partnerships to compare two different versions of the same story. Only half as many books would be needed.</li> </ul>
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Connection	<ul style="list-style-type: none"> <li>Readers, we have been reading a lot of fairy tales, fables and folk tales, but these stories are all fiction just like the fiction stories we read during our series book reading and character study.</li> <li>Today I want to teach you that readers find lessons and talk about morals in all types of fiction.</li> </ul>
Teach	<ul style="list-style-type: none"> <li><i>No matter what type of fiction you are reading you have the opportunity to think about the author's purpose. I usually ask myself, "What did the author want me to learn?" I can usually find more than one lesson to be learned when I think about the different characters actions and behaviors or their morals.</i></li> <li><i>Readers do this work in traditional literature like fairy tales, folk tales and fables but also in mysteries, realistic fiction and fantasy.</i></li> <li>Pull out a read aloud book from traditional literature and explain the lessons found in it and talk about the morals of the characters and how you agree with or disagree with their behaviors.</li> <li>Pull out a read aloud book from either the series book unit or the character unit and do the same thinking aloud about lessons to be learned, behaviors of characters, and whether you agree or disagree with the characters morals.</li> <li><i>Readers, do you see how no matter what kind of fiction I am reading I am always aware that there are lessons to learn and morals to think about?</i></li> </ul>
Active Engagement	<ul style="list-style-type: none"> <li><i>Readers, now I want you to think about the book you brought to the meeting area today. I want you to think about the morals of the characters. Do you agree with or disagree with the way they behave? Also think about possible lessons to be learned. Even if you have just started reading a new book...you might make a theory about what you might learn from the characters in the end.</i></li> <li><i>Think about your book first.</i></li> <li><i>Then turn and talk to your partners about the lessons or morals you have already uncovered.</i></li> </ul>
Link	<ul style="list-style-type: none"> <li><i>It's important to know that for the rest of your life when you are reading any kind of fictional text that one of your jobs is to be on the lookout for the characters morals and the lessons the author is trying to teach through the characters' behavior.</i></li> <li><i>Today as you are reading, I'd like you to jot a not about what you think of your characters behavior. Is it right? Wrong? Do you agree with the way they are acting? Talking? And also be open to see the possible</i></li> </ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

	<p><i>lessons the author may be trying to teach you through those characters. You can jot lessons, too.</i></p> <ul style="list-style-type: none"><li>● <i>This way you will be ready to talk with your partner about your thinking.</i></li></ul>
<b>Mid Workshop</b>	<ul style="list-style-type: none"><li>● Share some of the jots and ideas you have had the chance to talk about and read with readers.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>● Remind readers of all the talk that is possible with their partner as you are conferring and meeting with small groups.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers, the work we are doing in this unit of study will be work you can use for the rest of your life. You will study characters in third grade and fourth grade all the way through the fifth grade and beyond!</i></li><li>● <i>I'm hoping whenever you are reading stories with characters you will remember the strategies you are learning here!</i></li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

<b>Session</b>	20
<b>Concept</b>	Readers interrupt the author's purpose, lessons and morals.
<b>Teaching Point</b>	Readers match books that share similar ideas.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in partnerships by reading levels</li> <li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> <li>• Post-its: numerous sizes and some cut in strips like tiny flags</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gather stack of read alouds from traditional literature genres and a stack from the Series Book Unit of Study that share similar ideas (character types, settings, scenes, language, lessons, morals etc.)</b></li> <li>• <b>Lesson uses <u>Thumbelina</u>, <u>Cinderella</u>, and <u>The Princess and the Pea</u>.</b></li> <li>• <b>Have students bring two fictional books to the minilesson meeting that they have been reading from their book bag/bin.</b></li> <li>• <b>Chart 5: Comparing Books –Resource Packet</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Chart 5 is a simple graphic organizer for collecting similarities and differences. Feel free to use an alternative organizer; T-chart, double bubble/web or a simple list in readers' notebooks. Just make sure to demonstrate the expectation alongside the thinking throughout the lesson.</li> <li>• Collect a couple organizers to share during session 21's Connection</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• Readers, I think throughout this study you have already noticed that many of the books we read deal with similar characters, events and challenges. Many of the books we have read in our traditional literature study have similarities...they are the same in some way.</li> <li>• Today I want to show you how readers match books that share similar ideas.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Chart 5 on easel or document camera. <i>It would be really easy for me to say that <u>Cinderella</u>, <u>The Princess and the Pea</u> and <u>Thumbelina</u>, all start with "Once upon a time" and that is why they are similar. This is just one way these three books are similar or match in ideas. But today I want to show you how I push myself to find all the ways two books might be similar with many ideas.</i></li> <li>• Think aloud about the similarities of two read aloud books</li> <li>• <u>The Princess and the Pea</u> and <u>Cinderella</u>: main characters are princesses, princesses get a prince in the end, begin with once upon a time, princesses start off dirty and tattered, scenes in a castle, magic of the fairy and magic of feeling a pea under so many mattresses, happy ending, princes could not find their princesses.</li> <li>• Also note quickly some distinct differences</li> <li>• <i>Readers, we care more today about finding books that have similarities. I did a lot of thinking about what was similar in the story but I forget to think about whether the lessons were a match...let me think about this...I do think there are lessons that are similar...for example, you can't tell a person's true self just by looking at them – in the beginning we don't know that each girl will be a princess in the end. Another shared lesson might be People can find happiness even if there life has been hard in the past. I bet there are even more lessons to think about.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>But now I want you to think about the two books you brought to the minilesson. If you were to use our organizer and think about similarities...would you say that your two books match or don't match.</i></li> </ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

	<ul style="list-style-type: none"><li>● <i>Think about character types, lessons, ,morals, settings, scenes, character’s behaviors</i></li><li>● <i>Turn and talk to your partner about whether your two books match.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>● <i>Today while you have independent reading time I want you to think about the stories you have read and find at least two that you think have many similarities. I want you to nudge yourself to see all the ways they may be similar. Don’t forget to think about the lessons and the morals of the characters.</i></li></ul>
<b>Mid Workshop</b>	<ul style="list-style-type: none"><li>● <i>Share some of the notes and ideas you have had the chance to talk about and read with readers.</i></li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>● <i>Remind readers of all the talk that is possible with their partner as you are conferring and meeting with small groups.</i></li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers today we found books that shared similar ideas. Tomorrow we will work to compare two versions of the same story but use our same organizer to keep track of our thinking.</i></li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

Session	21
Concept	Readers interrupt the author's purpose, lessons and morals.
Teaching Point	Readers compare two or more versions of the same story.

Materials	
<ul style="list-style-type: none"> <li>Readers grouped in partnerships by reading levels</li> <li>Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> <li>Post-its: numerous sizes and some cut in strips like tiny flags</li> </ul>	<ul style="list-style-type: none"> <li><b>Little Red Riding Hood by Candice Ransom</b></li> <li><b>Pretty Salma: A Little Red Riding Hood Story from Africa by Niki Daly</b></li> <li><b>Chart 5: Comparing Books- Resource Packet</b></li> <li><b>Readers will need access to two versions of the same story either by two different authors or two different cultures.</b></li> <li><b>A pair of same stories, different versions, from read aloud to use during the Share Time.</b></li> </ul>

Tips	<ul style="list-style-type: none"> <li>The CCSS 2.9 focus the comparison on two versions of the same story by two different authors or from two different cultures. Teachers may want to spend more than this day exploring these comparisons based on the resources available to do the work.</li> </ul>
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Connection	<ul style="list-style-type: none"> <li><i>Readers yesterday we used our minds to find many similarities between books we were reading.</i></li> <li><i>I have a couple organizers here to show you. Share a couple student examples</i></li> <li><i>Today I want to show you how readers compare two or more versions of the same story.</i></li> </ul>
Teach	<ul style="list-style-type: none"> <li><i>There have been many times throughout our study where you have said "Look...here's another Cinderella" or "We have five different Three Little Pigs stories in our class". These stories have been told and retold by so many different authors from many different countries.</i></li> <li><i>Today I want you to watch me as I use our Comparing Books chart to compare Little Red Riding Hood by Candice Ransom and Pretty Salma by Niki Daly. We recently read Pretty Salma and we've been using Little Red Riding Hood throughout our study.</i></li> <li><i>Watch me as I think about what is similar and what is different between these two books.</i></li> <li><i>Think aloud and flip pages as you list similarities and differences between the two versions.</i></li> <li><i>Replay for readers how you were thinking about all you have learned throughout the unit to compare as much as you could. Restate how you used the book and did some rereading to make sure your listing was accurate. Remind readers that you included author's messages or lessons, actions and feelings of characters and character's morals and opinions of readers on the morals of the characters.</i></li> </ul>
Active Engagement	<ul style="list-style-type: none"> <li><i>Readers, we did work like this yesterday. So the only new piece for you to think about is making sure you have two versions of the same story. I want you to think about what you saw me doing and explain for your partner what your work will look like today.</i></li> <li><i>Turn and talk</i></li> </ul>
Link	<ul style="list-style-type: none"> <li><i>Readers, today you will use the same organizer as we did yesterday. You will use two versions of the same story and compare them. You should probably reread each story before you begin noting the similarities and differences.</i></li> <li><i>You might want to use your flags and jots as you are reading and that way you can go back to those parts. It might be helpful to code your post-it with an "S" for similar and a "D" for different as you are reading. I will leave the note taking strategies up to you. You decide.</i></li> </ul>



## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

<b>Mid Workshop</b>	<ul style="list-style-type: none"><li>● Share some of the jots and ideas you have had the chance to talk about and read with readers.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>● Readers should share the stories they were comparing and what they learned through looking for similarities and differences.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers, I have two more stories we have read during our unit that I want to talk about.</i></li><li>● <i>They are the same story but different versions.</i></li><li>● <i>Turn and talk to your partner and tell each other what you recall about them being the same and different.</i></li><li>● Listen in.</li><li>● Plan to think aloud to extend the list of similarities and differences.</li></ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales

#### Unit 6

#### Lesson Plan

<b>Session</b>	22
<b>Concept</b>	Readers interrupt the author’s purpose, lessons and morals.
<b>Teaching Point</b>	Readers perform a story with others to celebrate their learning.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in partnerships by reading levels</li> <li>• Crates/bins/bags of books organized with a priority on fiction- fables, folk tales and fairy tales</li> <li>• Crates/bins/bags contain varied genre to foster engagement across the independent reading minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-its: numerous sizes and some cut in strips like tiny flags</li> <li>• <b>Gather stack of read alouds from traditional literature genres</b></li> <li>• <b>Chart 6: Readers Choose a Story to Perform –resources packet</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Teachers will want to think about how many days to give readers to choose, practice and perform a story from the traditional literature study. Adding days for readers to prepare to showcase their story is appropriate but each day should begin with a minilesson based on the teacher’s observations of the way readers are working together and preparing. Continue to follow workshop structure even if readers are spending more time in there partnerships. Independent reading can always follow partnership work when the lessons are focused on the work of partners.</li> <li>• Teachers could also allow partnerships to join together making larger groups of characters based on the stories chosen or available.</li> <li>• Teachers could also hand select the stories based availability and groups and allow limited choice.</li> <li>• Plan to perform the stories for the class, another class or a groups of invited parents and staff members.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• Readers, we are getting ready to end our study with traditional literature.</li> <li>• Today I want to show you how readers perform a story with others to celebrate their learning.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>We have read so many fairy tales, fables, and folk tales. Maybe you have a favorite. Today you and your partners will meet after the lesson to discuss possible stories to perform. You will only be able to choose one story. So you will need to collaborate with others about the best story to perform.</i></li> <li>• <i>I want you to think about the stories that allow you to show strong action and feelings. The stories that allow us to use our imagination around scenes and settings. Some of the stories we have read will make great performances, while others may not be as interesting to someone watching.</i></li> <li>• <i>Reread a few stories and think about whether it would make an entertaining performance.</i></li> <li>• <i>When you have decided a story to perform...you will use chart 6 to let me know that you have made a decision.</i></li> <li>• Simply show readers what is expected on the form.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Readers, turn and talk to your partner about what your job is today when you go back to get into your partnerships.</i></li> <li>• <i>Readers turn and talk to your partner about what you are going to do if you both like two completely different stories.</i></li> <li>• Listen in and coach.</li> <li>• Share a couple strategies for making a decision. Flipping a coin, taking a vote, asking another partnership which story would seem more interesting to perform.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Now you will get into your partnerships and start to plan your performance. The story selection in first, followed by who will play which characters.</i></li> </ul>

## Reading Unit of Study

### Second Grade, Reading Fiction and Traditional Literature: Fables, Fairy Tales and Folk Tales Unit 6

	<ul style="list-style-type: none"><li>• <i>Then you can begin deciding if someone will read aloud certain parts or there will only be acting...it is really up to you.</i></li></ul>
<b>Partnerships/Mid Workshop</b>	<ul style="list-style-type: none"><li>• Share how readers are working together to inspire all to work collaboratively. Share strategies for compromise.</li><li>• Meet with partners that need more support.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Share what was accomplished given the partner work time.</i></li><li>• <i>Inform readers about the number of days they will have to practice their performance and for whom they will perform.</i></li></ul>