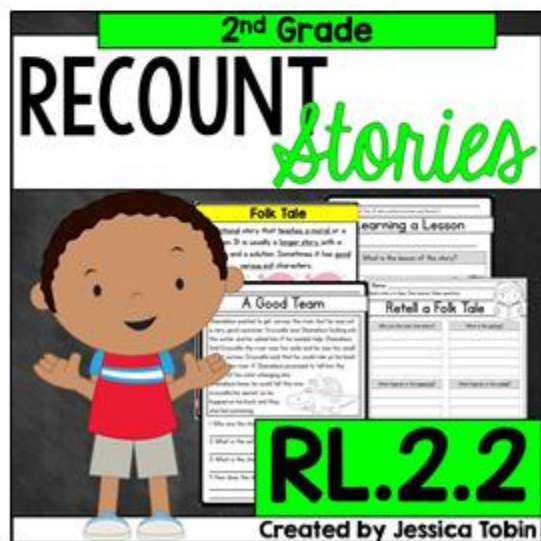


RL.2.2

This ELA unit provides resources to use while teaching the standard **RL.2.2**, which states that students will be able to **"Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral"**.



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

2nd Grade Reading: Literature Lesson

PL.2.2- Lesson

I can recount a story, folk tale, or fable and identify the central message, lesson, or moral.

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

Mini-Lesson Focus: What are Folk Tales & Fables

Activities to Teach:

Step 1: Teacher will guide class discussion of fables, fairy tales and folktales, recording students prior knowledge on a class KWL chart.


Step 2: Teacher will create anchor for folk tales and fables. Students can participate in the creation of the anchor chart through teaching questioning and discussion or display new pictures and discuss.

Step 3: Teacher will read a fable and a folktale aloud to the class. Use one of your favorite fables/folktales. Off one from the suggested text list.

Step 4: Students will record the elements that make the story/folktale or fable an a story/fable.

Folk Tale

A fictional story that teaches a lesson. It is usually a longer problem and a solution. Sometimes **versus evil character**.



Fable

A fictional story that teaches a lesson. It is usually a shorter problem and a solution. Most of the time, it

Folk Tale

Suggested read-alouds:

- The Three Little Pigs
- Goldilocks and the Three Bears
- Little Red Riding Hood
- Jack and the Beanstalk
- The Three Billy Goats Gruff

2nd Grade Reading: Literature Lesson

PL.2.2- Lesson

I can recount a story, folk tale, or fable and identify the central message, lesson, or moral.

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

Mini-Lesson Focus: How to Recount

Activities to Teach:

Step 1: Teacher will create anchor for recounting. Students can participate in the creation of the anchor chart through teaching and discussion or display new pictures and discuss.

Step 2: Teacher will read a fictional text from the classroom library. The read-aloud should be one that is simple to comprehend. Throughout the book teacher will pause and ask questions that help them recount at the end.

Step 3: Teacher will read the story and ask students to identify the central message, lesson, or moral.

How Do I Recount?

There are FIVE steps to recounting:

- Characters:** Who are the characters in the story?
- Setting:** Where does the story take place?
- Events:** What happens in the story?
- Problem:** The trouble the characters face.
- Solution:** How the characters solve the problem.


Suggested Read Aloud

1st Grade FOCUS: RETELLING A STORY & MORALS

The Magic Hat by Mem Fox	A Bad Case of Stomachaches by David Shannon
The Ant and the Grasshopper by Lull Gray	Lilly's Purple Plastic Purse by Kevin Henkes
Tops and Bottoms by Janet Stevens	Aesop's Fables Collection of Stories by David Shannon
A Chair for My Mother by Vera B. Williams	David Gets in Trouble by David Shannon

Story Card

"I Want the Ball"



Fred and Ted were playing ball. Fred grabbed the ball and started to leave with it. Ted ran over and grabbed the ball in his hands. The boys started the argument. Fred had run to the park and happened she walked outside and over to the boys to let go and they would figure out the ball. She thought for a moment and thought that they would keep the ball next to her. He could just grab it once they had run to play together about every weekend. He said it did not matter who owned the ball. It was just a ball.

Card 1	Card 2
Who are the characters in the text?	Where does the text take place?
Card 3	Card 4
What is the problem in the text?	How do the characters solve their problem?

Use your **RED** crayon to highlight who the characters are.

Use your **ORANGE** crayon to highlight what the setting is.

2nd Grade Reading: Literature Lesson

PL.2.2- Lesson 3

I can recount a story, folk tale, or fable and identify the central message, lesson, or moral.

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

Mini-Lesson Focus: What are Folk Tales & Fables

Activities to Teach:

Step 1: Teacher will create anchor for folk tales and fables. Students can participate in the creation of the anchor chart through teaching questioning and discussion or display new pictures and discuss.

Step 2: Teacher will read a fable and a folktale aloud to the class. Use one of your favorite fables/folktales. Off one from the suggested text list.

Step 3: Teacher will read a fable and a folktale aloud to the class. Use one of your favorite fables/folktales. Off one from the suggested text list.

Step 4: Partners will read a fable and a folktale aloud to the class. Use one of your favorite fables/folktales. Off one from the suggested text list.

Step 5: Partners will read a fable and a folktale aloud to the class. Use one of your favorite fables/folktales. Off one from the suggested text list.

Suggested Read Alouds

1st Grade FOCUS: RETELLING A STORY & MORALS

The Magic Hat by Mem Fox	Lilly's Purple Plastic Purse by Kevin Henkes
The Ant and the Grasshopper by Lull Gray	Aesop's Fables Collection of Stories by David Shannon
Tops and Bottoms by Janet Stevens	David Gets in Trouble by David Shannon
A Chair for My Mother by Vera B. Williams	David Gets in Trouble by David Shannon

Story 1

Danny saw his friends playing on the playground. He knew he wanted a turn. He felt sad, but still gave Danny the entire time Danny played on the playground for telling a lie. He felt guilty for telling a lie. He told the other boys and gave them the ball and told them he was sorry, not being honest.

Story 2

Jill had homework for math, reading, and science. Her friends asked her to come to the playground. Jill knew she really needed to do her homework, but she didn't want to miss out on playing. Jill asked her mom if she could go to her friend's house. She asked if she had homework, but Jill said no. The next day at school, Jill got a detention because her homework was not finished.

Story 3

Ben knew the school rules on the playground. You were not supposed to hang from the monkey bars unless there was a teacher. Ben wanted to impress his friends, though. As soon as he reached the monkey bars, he decided to jump up and grab on to the ground. Ben heard a lot of pain in his arm. He decided to go to the nurse.

Story 4

Both tried out for the soccer team. She had tried out for years, but she had never would try again because practicing a lot. At the end of the tryouts, she was picked as a goal and defender. The next day she got called saying that she made the team. Both was so happy to be on the team.

Match the story cards

Story 1	Story 2	Story 3	Story 4
---------	---------	---------	---------

2nd Grade Reading: Literature Lesson

PL.2.2- Lesson 4

I can recount a story, folk tale, or fable and identify the central message, lesson, or moral.

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

Mini-Lesson Focus: Finding Text Evidence

Activities to Teach:

Step 1: Teacher will read the story with students. First read with the teacher alone, the second and third read, the students will read aloud and look along with her. Throughout the story, students will turn and talk about events in the story.

Step 2: Students will work with partners to pull out a task card. Students will use evidence to underline the text evidence for each question.

Step 3: Students will work together to use their own created messages to help record answers to the questions.

Jumping on the Bed

Gina loved to play inside the house. She was energetic and liked to do things by doing outdoors. Her dad she could get hurt playing that never bothered to his warnings. One Friday after school on Friday, Gina's friend Tammy Tammy told her to let her play those same because she might get hurt. Go on the bed of her house. Gina heard her father and fell off and hurt her head and got a cut too. Her dad had warned her. Now, there was no more jumping on the bed. Gina knew her dad had been right all along. She never should have been jumping on the bed. She told her dad that it would never happen again.

Use your **YELLOW** crayon to highlight what happens in the beginning of the story.

Use your **BLUE** crayon to highlight what the problem of the story is.

Question Time


Who are the main characters?

What is the setting?

What happens at the beginning of the story?

What happens at the end of the story?

What lesson did the characters learn?



Never give up!
Be a friend.
Be brave.

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

The collage features several reading passages with titles like "Star of the Show", "A Good Team", "Jealous Bird", "Who's Louder?", "Hiding", "Let's Go Swimming", "Bananas in the Tree", and "Hungry Turtle". Each passage includes a "Name:" field and a short story. There are also two story cards, "Story 1" and "Story 3", with their respective texts. A large green banner in the center reads "Task Cards for Any Text (Plus 2 texts for practice)". Below this banner are four task cards labeled "Card 3", "Card 4", "Card 7", and "Card 8", each with a specific question about the text. A green banner in the bottom left corner reads "Instructional Passages".

Task Cards for Any Text (Plus 2 texts for practice)

Who are the characters in the story?	What is the setting of the story?	What happens at the beginning of the story?	What happens in the middle of the story?
Card 3	Card 4	Card 7	Card 8
What is the problem in the story?	What is the solution of the story?	What happens at the end of the story?	What lesson does the character learn at the end?

Instructional Passages

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

The collage features several educational tools:

- Graphic Organizers:** Includes forms like "Retell a Passage" (with questions: "Who are the main characters?", "What happens in the beginning?"), "Retelling Events in Order" (with sections for "First..." and "Next..."), "Story Retelling" (with sections for "Characters", "Setting", "Problem", "In the beginning...", "Solution"), "Central Message" (with questions: "What is the central message?", "What did the character learn?"), and "Proving the Lesson" (with questions: "What is the lesson?", "How does the author convey the lesson?").
- Task Cards:** Includes cards with questions like "What is the central message of the story?", "Who are the main characters?", "What is the setting?", "What is the problem?", and "What is the solution?".
- Interactive Notebook Templates:** Includes a sequence of boxes labeled "First...", "Next...", and "Last..." for retelling events.

Two large green diagonal banners are overlaid on the collage:

- Graphic Organizers**
- Interactive Notebook Templates**

©Tobin, 2018

Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:


- A Google Classroom account

What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:


- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

Central Message	
Title	Author
What is the central message?	 Graphic Organizers
How do you know it's the central message?	
What did the character learn?	

© Jessica Taylor Elementary, 2017

Who's Louder? 640L

There was only one area left in the grasslands. Elephant and Lion both arrived at the area. They were hoping to claim the land as their own. When they saw each other, they glared. Elephant and Lion both wanted to claim the land, but they just could not decide who should have it. The lion had an idea, and he had a contest to see who could make the loudest noise. The elephant needed to find a judge who could listen and decide who was loudest.



Instructional Passages

Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. In the beginning and middle of the year, I **suggest** reading the assessment aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.

The collage displays various assessment components:

- Recount Assessment Worksheets:** Two identical worksheets are shown. Each has a 'Name:' field and four questions:
 - What does it mean to retell a story?
a) to tell about the characters
b) to tell about the characters and setting
c) to tell about the characters, setting, and events
d) to ask questions about the text
 - What is the moral of a story?
a) what words the character says
b) where the story takes place
c) what places the character sees
d) what lesson the character learns
 - Look at the picture below. Write one possible problem for the character.
 - Look at the picture to the right. Write one possible problem for the character.
- Short Text 1 (Mike):** Mike the mouse lived alone in the forest. He was scared of animals with sharp teeth. He thought they were dangerous. Mike was playing outside and got his ball stuck up in a tree. He didn't know how to climb a tree. He looked around for someone who could help. He was scared of Sam and knew Sam kept looking but didn't see anyone. He yelled asking if he could help. Sam alighted over a tree. He went right up the tree and got Mike's ball back to him. Mike was so thankful and happy. He was really nice to her all.
- Short Text 2 (Jesse):** Jesse liked to be comfortable all the time. Sometimes, she leaned back in her chair at school to be more comfortable. Her teacher, Mrs. Thomas, warned her that she would fall over and get hurt if she kept leaning back like that. Jesse did it anyway because she didn't think that would ever happen. During math on Wednesday, Jesse finally learned too far back. She fell over backwards and had to go to the doctor's office. When she came back to school on Thursday, she apologized to Mrs. Thomas. She would never lean back in her chair again.
- Multiple Choice Questions:** Questions 5-10 are repeated on the worksheets and short texts. The correct answers are highlighted in red:
 - 5. Who is the main character?
a) Mike
b) A rat
c) The ball
d) The tree
 - 6. What is the setting?
a) At the beach
b) Near a river
c) At Mike's house
d) In the forest
 - 7. How does the character solve his problem?
a) Mike gets the ball down
b) Sam gets the ball for Mike
c) The ball falls down in the wind
d) Mike never gets the ball back
 - 8. What is the character's problem?
a) He can't climb a tree
b) He can't get his ball back
c) He can't get his ball down
d) He can't get his ball up
 - 9. What is the moral of the story?
a) Don't be afraid of animals
b) Don't be afraid of people
c) Don't be afraid of heights
d) Don't be afraid of falling
 - 10. How did the character learn this moral?
a) He learned from his teacher
b) He learned from his friend
c) He learned from his experience
d) He learned from his parents
- Key Provided for Assessment:** A large green callout box with white text that reads "Key Provided for Assessment".

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Literature Domain

2nd Grade RL BUNDLE
(Literature)

ASK & ANSWER Questions (RL.2.1)
RECOUNT a Story (RL.2.2)
CHARACTER Response (RL.2.3)
WORDS, PHRASES and Rhythm (RL.2.4)
STRUCTURE of a Story (RL.2.5)
POINT of View (RL.2.6)
ILLUSTRATIONS in a Text (RL.2.7)
COMPARE & Contrast Fiction (RL.2.8)

Created by Jessica Tobin

All 6 ELA Domains

ALL-YEAR ELA
2nd Grade

2nd Grade RI (Informational) BUNDLE
2nd Grade SPEAKING & Listening
2nd Grade RF Foundational Skills BUNDLE
2nd Grade RL (Literature) BUNDLE
2nd Grade Language BUNDLE
2nd Grade Common Core WRITING BUNDLE

Created by Jessica Tobin

-or-