

CONQUERING COMPREHENSION

Grade Level or Special Area: Second Grade

Written by: Erin Argie, Annmarie LaConte, Jennifer Litten, Tammy Neitch, Challenge Charter School

Length of Unit: 8 Lessons

I. ABSTRACT

This unit provides students with the opportunity to hear, read, write, speak, and think about quality literature, in order to practice and improve upon comprehension skills. Through hands on projects and a focus on Core Knowledge stories and poetry, students will work on analyzing characters, identifying story elements, sequencing events, drawing conclusions, making personal connections, and building vocabulary. This reading unit also integrates writing, art, social studies, science and math topics including life cycles, seasons, and money. Lessons can be taught consecutively or can be taught one at a time as they can be integrated with other appropriate Core Knowledge topics (i.e., Lesson One – The Blind Men and the Elephant can be taught when studying India; Lesson Seven – Smart can be taught when teaching money concepts).

II. OVERVIEW

A. Concept Objectives

1. Students will improve their understanding of oral stories and written text through the exploration of and opportunity to listen to, read, speak and write about a variety of literature.
2. Students will gain a sense of awareness and appreciation for different cultures through exposure to short stories from around the world. (AZ – Reading – S2C2PO1)
3. Students will understand that poetry can be used to communicate information for a variety of reasons.

B. Content from the *Core Knowledge Sequence*

1. Reading Comprehension and Response p. 43
 - a. Reread sentences when he or she does not understand the text. p.43
 - b. Recall incidents, characters, facts, and details of stories and other texts. p.43
 - c. Discuss similarities in characters and events across stories. p.43
 - d. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs. p.43
 - e. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction. p. 43
 - f. Explain and describe new concepts and information in his or her own words. p.43
 - g. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings. p.43
2. Fiction – Stories p. 45
 - a. The Blind Men and the Elephant (a fable from India) p. 45
 - b. The Emperor’s New Clothes (Hans Christian Andersen) p. 45
 - c. The Fisherman and His Wife (Brothers Grimm) p. 45
 - d. How the Camel Got His Hump (a “Just-So” story by Rudyard Kipling) p. 45
3. Poetry p. 44
 - a. Bed in Summer (Robert Louis Stevenson) p. 44
 - b. Caterpillars (Aileen Fisher) p. 44
 - c. Smart (Shel Silverstein) p. 44

4. Cycles in Nature p. 59
 - a. Seasonal Cycles – The four seasons and earth’s orbit around the sun (one year) p. 59
 - b. Life Cycles – Reproduction in plants and animals: From butterfly to butterfly p. 59
5. Money p. 56
 - a. Recognize relative values of a penny, nickel, dime, quarter, and dollar. p. 56
 - b. Write amounts of money using \$ and ¢ signs, and the decimal point. p. 56

C. Skill Objectives

1. Students will write sentences and illustrate connections comparing characters and events in *The Blind Men and the Elephant* with stories they have read and events in their own lives. (AZ – Reading – S1C6PO4, S2C2PO1)
2. Students will be able to recall facts from the story, *The Blind Men and the Elephant*. (AZ – Reading – S2C1PO1)
3. The students will orally answer questions relating to characters and events from the story, *The Emperor’s New Clothes*. (AZ – Reading – S2C1PO1, S2C1PO2)
4. Students will respond to literature by creating a character analysis. AZ – Reading – S2C1PO2)
5. Students will retell the story, *The Fisherman and His Wife*, in their own words. (AZ – Reading – S2C1PO1)
6. Students will create a book in order to sequence important events from the story, *The Fisherman and His Wife*. (AZ – Reading – S2C1PO3)
7. Students will actively participate in a class discussion, recalling and restating facts from the story, *How the Camel Got His Hump*. (AZ – Reading – S1C6 PO1, S2C1PO1)
8. Students will create a brochure that highlights new vocabulary and story elements of the story, *How the Camel Got His Hump*. (AZ – Reading – S2C1PO1)
9. Students will actively listen to the story, *Sunshine Makes the Seasons*.
10. Students will participate in a demonstration to show how the orbit of the earth around the sun creates the seasons.
11. Students will summarize and compare content taught in *Sunshine Makes the Seasons* and *Bed in Summer*. (AZ – Listening & Speaking – 3LS-F1)
12. Students will write a poem based on *Bed in Summer* (AZ – Writing – S3C1PO2).
13. The students will use their background knowledge of life cycles to construe meaning from the poem, *Caterpillars*. (AZ – Reading S3C1PO1)
14. The students will actively participate in choral reading of the poem, *Caterpillars*. (AZ – Reading – S1C5PO1, S1C5PO2, S1C5PO3)
15. The students will create a flip book that illustrates the poem and life cycle of a butterfly.
16. The students will take turns acting out the story told in the poem, *Smart* by Shel Silverstein. (AZ – Listening & Speaking – 3LS-F1)
17. The students will compare amounts of money in order to aid in their understanding of the poem, *Smart*. (AZ – Math – S1C1PO19)
18. Students will be able to explain the meaning of the poem, *Where Go the Boats?* in his or her own words. (AZ – Listening & Speaking – 3LS-F1)
19. Students will be able to discuss unknown vocabulary and use learned

strategies such as context clues to improve comprehension. (AZ – Reading – S1C4)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Hirsch, E.D. Jr., *What Your Second Grader Needs to Know*. New York, NY: Dell Publishing, 1998. ISBN 0-385-31843-X
 - 2. Hirsch, E.D. Jr. and Wright, Souzanne A., *Core Knowledge Teacher Handbook Series Grade 2*. Charlottesville, VA: Core Knowledge Foundation, 2005. ISBN 1-890517-74-7
 - 3. Hitchcock, Susan, *Listen, My Children: Poems for Second Graders*. Charlottesville, VA: Core Knowledge Foundation, 2001. ISBN: 1-890-51730-5
- B. For Students
 - 1. Students should have basic reading/decoding skills.
 - 2. Students should be familiar with the writing process.

IV. RESOURCES

- A. Backstein, Karen, *The Blind Men and the Elephant*
- B. Saxe, John Godfrey, *The Blind Men and the Elephant*
- C. Hirsch, E.D. Jr., *What Your Second Grader Needs to Know*
- D. Littledale, Freya, *The Magic Fish*
- E. Branley, Franklin M., *Sunshine Makes the Seasons*
- F. Hitchcock, Susan, *Listen My Children: Poems for Second Graders*

V. LESSONS

Lesson One: The Blind Men and the Elephant

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will improve their understanding of oral stories and written text through the exploration of and opportunity to listen to, read, speak and write about a variety of literature.
 - b. Students will gain a sense of awareness and appreciation for different cultures through exposure to short stories from around the world.
 - 2. Lesson Content
 - a. Reading Comprehension and Response
 - 1) Recall incidents, characters, facts, and details of stories and other texts.
 - 2) Discuss similarities in characters and events across stories.
 - b. Stories – Blind Men and the Elephant (p. 19 in *What Your Second Grader Needs to Know*)
 - 3. Skill Objectives
 - a. Students will write sentences and illustrate connections comparing characters and events in *The Blind Men and the Elephant* with stories they have read and events in their own lives.
 - b. Students will be able to recall facts from the story, *the Blind Men and the Elephant*.
- B. *Materials*
 - 1. Copy of *The Blind Men and the Elephant*, for the teacher to read aloud

2. Copy of Make the Connection worksheet, for each student (Appendix A)
 3. Selection of collage supplies, that students can cut and glue, which can be used to represent tree trunks, a brick wall, and snake skin (e.g. wallpaper samples, scrap booking paper, textured paper etc.)
 4. Selection of construction paper
 5. Piece of tag board or construction paper for each student
 6. Copy of *Blind Men and the Elephant* by John Godfrey Saxe, for the teacher (Appendix B – two pages)
 7. Copy of *The Blind Men and the Elephant* Assessment (Appendix C)
- C. *Key Vocabulary*
1. comprehension – an ability to understand the meaning of something
 2. connection – an association or relationship
 3. fiction – a piece of literature that is based on imagination, not necessarily fact
 4. non-fiction – literature that is factual and/or includes true events
 5. illustration – a picture, or artwork that makes something clear
- D. *Procedures/Activities*
1. Ask the students what “connect” means. Have them use the word in various forms in sentences (connect, connects, connections, connected).
 2. Show them the cover of the book, *The Blind Men and the Elephant* and tell them you are going to read it to them, and you will be pausing to discuss what connections the class can make to other books they have read or events that may have occurred in their lives where they may be able to identify with one or more of the characters of the book (e.g., a time in which they have jumped to a conclusion without having all the information).
 3. Read the book and ask students to share their answers aloud as you go through the book.
 4. Give each student a copy of the Make the Connection worksheet (Appendix A). Encourage them to write a few sentences describing a connection they made in the book. They can illustrate the part of the book that encouraged that connection for them.
 5. Tell the students that there is a poem about this story that you want to read to them. Ask them to use their knowledge of the story to fill in the last word of each stanza.
 6. Read the poem aloud, pausing when you get to the last word of each stanza, and wait for them to chorally say the answer.
 7. Discuss how the poem and story are alike and how they differ. Take a vote to see which one the class likes best. Encourage them to give you reasons why.
 8. Explain the collage materials you have gathered together. Pass out a piece of construction paper to each child and have them construct, using only scissors, glue, and collage materials (no pencils, markers, or crayons), their own version of the elephant as the blind men had described it.
- E. *Assessment/Evaluation*
1. Collect Appendix A and check for understanding of connections and appropriate illustrations to accompany them.
 2. Use *The Blind Men and the Elephant* Assessment (Appendix C) to evaluate the students’ elephants.

Lesson Two: The Emperor’s New Clothes

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will improve their understanding of oral stories and written text through the exploration of and opportunity to listen to, read, speak and write about a variety of literature.
 - b. Students will gain a sense of awareness and appreciation for different cultures through exposure to short stories from around the world
 2. Lesson Content
 - a. Reading Comprehension and Response: Recall incidents, characters, facts, and details of stories and other texts.
 - b. Stories: *The Emperor's New Clothes* (p. 24-25 in *What Your Second Grader Needs to Know*)
 3. Skill Objectives
 - a. The students will orally answer questions relating to characters and events from the story, *The Emperor's New Clothes*.
 - b. The students will respond to literature by creating a character analysis.
- B. *Materials*
1. Copy of the story, *The Emperor's New Clothes*, for each student
 2. Large construction paper for each student
 3. Copy of the Emperor pattern for each student (Appendix D)
 4. Material scraps
 5. Crayons or markers for each student
 6. Glue for each student
 7. *The Emperor's New Clothes* Assessment Rubric (Appendix E)
- C. *Key Vocabulary*
1. emperor – the male ruler/leader of an empire
- D. *Procedures/Activities*
1. Prior to beginning the lesson, prepare a beach ball by blowing it up and writing at least five comprehension questions related to the story on the ball. The questions should check students' understanding of the five W's of the story (Who, What, When, Where, and Why).
 2. Introduce the lesson by asking the students how many of them like to get new clothes. Discuss reasons why or why not and transition into the story.
 3. Read the story to the students while the students follow along with their copy.
 4. Ask the students to stand. Toss the beach ball around the classroom. When a student has received the ball, ask them to answer a question on the ball and if their answer is correct they may sit down. Each child should have a chance to answer a question.
 5. Pass out the materials needed to make their Emperor's New Clothes Project and show the students a sample project while giving directions.
 6. Have students glue the emperor cut out in the center of the construction paper.
 7. Have students fold their construction paper so that the sides of the paper are folded into the middle to create two side flaps that act as "closet doors". The emperor should be inside, covered by the two doors.
 8. The children will then use the material scraps to dress the emperor in his new clothes.
 9. On the left door, have the children list words that they feel describe the character of the emperor, as well as the important actions of the emperor, that support their choice of words.

10. On the right door, have children list words that they feel describe the supporting characters, as well as the actions/reactions of those characters, that support their word choices.
- E. *Assessment/Evaluation*
1. Informally assess the children’s comprehension during the “five w” questioning portion of the lesson.
 2. Evaluate the students’ projects using the *Emperor’s New Clothes* Assessment Rubric (Appendix E)

Lesson Three: The Fisherman and His Wife

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will improve their understanding of oral stories and written text through the exploration of and opportunity to listen to, read, speak and write about a variety of literature.
 - b. Students will gain a sense of awareness and appreciation for different cultures through exposure to short stories from around the world.
2. Lesson Content
 - a. Reading Comprehension and Response
 - 1) Recall incidents, characters, facts, and details of stories and other texts.
 - 2) Explain and describe new concepts and information in his or her own words.
 - 3) Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 - b. Stories – *The Fisherman and His Wife* (p. 20-22 in *What Your Second Grader Needs to Know*)
3. Skill Objectives
 - a. The students will retell the story, *The Fisherman and His Wife*, in their own words.
 - b. The students will create a book in order to sequence important events from the story, *The Fisherman and His Wife*.

B. *Materials*

1. Copy of the story *The Fisherman and His Wife* or *The Magic Fish* (*The Magic Fish* is a very close retelling of *The Fisherman and His Wife* and may be easier to find multiple copies of if you want all of your students to have their own copy).
2. Copy of the Retelling Checklist for each student (Appendix F)
3. Copy of the Sequencing Sentences (Appendix G) – one copy for each student or a copy displayed on overhead or chart paper
4. Copy of Fish Pattern (Appendix H) – each student will need 3 copies.
5. Scissors for each student
6. Crayons or colored pencils
7. Construction paper (optional)

C. *Key Vocabulary*

1. fable – a short story that teaches a lesson; characters in the story are usually animals
2. sequence – the order in which events happen
3. moral – a conclusion about how to behave

D. *Procedures/Activities*

1. Ask the students to share information about a time they made a wish. Encourage them to share their wish and whether it came true or not. Discuss how they felt about receiving or not receiving what they had wished for.
 2. Read the story, *The Fisherman and His Wife* or *The Magic Fish*. As you read, discuss what is happening in the story, paying attention to the sequential order of events as well as the traits of each of the characters.
 3. At the conclusion of the story, help children to discover/discuss the moral that they the author was trying to teach.
 4. Pass out the Retelling Checklist (Appendix F) to each student. Have students take turns retelling the story to a partner. Monitor students as they complete the retelling checklist and provide their partner with feedback about how well they did. (Did they include all important events?; Could they identify the main characters, setting, etc.?)
 5. Provide each student with a copy of the Sequencing Sentences or display the sentences on an overhead or piece of chart paper. Explain that the sentences are out of order and need to be rearranged in the order in which the events happened in the story.
 6. Have students copy each sentence onto a fish pattern (Appendix H), cut out the fish and arrange them in the correct order.
 7. Students can trace one of their fish onto a piece of construction paper to create a front and back cover for their book if they desire.
 8. Have students write the moral of the story, in their own words, on the back of their fish book.
- E. *Assessment/Evaluation* – Collect and grade the children’s fish books. Check to be sure they have placed the story events in the correct order and have written the moral of the story on the back of their book.

Lesson Four: How the Camel Got His Hump

A. *Daily Objectives*

1. Concept Objectives
 - a.. Students will improve their understanding of oral stories and written text through the exploration of and opportunity to listen to, read, speak and write about a variety of literature.
 - b. Students will gain a sense of awareness and appreciation for different cultures through exposure to short stories from around the world.
2. Lesson Content
 - a. Reading Comprehension and Response
 - 1) Reread sentences when he or she does not understand the text.
 - 2) Recall incidents, characters, facts, and details of stories and other texts.
 - 3) Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and non-fiction.
 - b. Stories – How the Camel Got His Hump (p. 35-37 in *What Your Second Grader Needs to Know*).
3. Skill Objectives
 - a. Students will actively participate in a class discussion, recalling and restating facts from the story, *How the Camel Got His Hump*.
 - b. Students will create a brochure that highlights new vocabulary and story elements of the story, *How the Camel Got His Hump*.

- B. *Materials*
1. A copy of *How the Camel Got His Hump* – one for each student.
 2. Yellow, orange, or brown construction paper
 3. Copy of camel (Appendix J) - one for each student
 4. *How the Camel Got His Hump* Brochure Rubric (Appendix K)
- C. *Key Vocabulary*
1. Djinn- genie in charge of all the deserts
 2. indaba- a matter for discussion; conference
 3. punchayet- self government of an Indian caste, consisting of five members
 4. palaver- discussion
 5. caste- any class or group of society sharing common cultural features
- D. *Procedures/Activities*
1. Read out loud, *How the Camel Got His Hump*, while the students follow along.
 2. Stop after each paragraph and have students summarize what happened in each passage that is read. Allow students opportunities to predict what might happen to the camel throughout the story.
 3. Have the students identify the main character and supporting characters within the story.
 4. After reading the text out loud, have the students summarize what happened in the story. Encourage students to go back to reread challenging parts of the story and help clarify any parts of the story that may be confusing to them.
 5. Ask the students what the camel's consequence was for not working. Have them explain why the Djinn chose that consequence for the camel's "punishment".
 6. Model use of the graphic organizer (Appendix I) on the board. Have the students identify the main character, supporting characters, and the main events of the beginning, middle, and end of the story (What important facts/events are important for understanding the story?). Ask students to share, in their own words, the lesson the camel learned. List, the vocabulary terms and review their meanings. Talk about how they help clarify the story.
 7. Pass out an 8 ½ x 11 sheet of construction paper. Starting with the paper horizontally, tri-fold the paper to meet in the middle so it looks like a brochure.
 8. Have students use the graphic organizer (Appendix I) as a template to create the inside of the brochure. For example, the right hand side of the paper should include the setting at the top and key vocabulary at the bottom.
 9. Ask students to fill out all the information on the brochure using the graphic organizer as a guide, and then draw pictures to complete the brochure about the story. Make sure they put a title on the front cover of their brochure.
 10. Glue the picture of the camel (Appendix J) to the front cover. Have the students cut the camel down the middle where the tri-fold meets.
- E. *Assessment/Evaluation*
1. During the discussion, informally assess students' comprehension of key vocabulary and content of the story.
 2. Use the rubric (Appendix K) to evaluate students' story brochures.

Lesson Five: Bed in Summer – Day One – Seasonal Changes

This portion of the lesson is intended to introduce the concepts necessary for comprehension of the poem that will be focused on in Lesson Five – Day Two.

- A. *Daily Objectives*
1. Concept Objectives

- a. Students will improve their understanding of oral stories and written text through the exploration of and opportunity to listen to, read, speak and write about a variety of literature.
 - b. Students will understand that poetry can be used to communicate information for a variety of reasons.
2. Lesson Content
- a. Reading Comprehension and Response
 - 1) Recall incidents, facts, details of stories and other texts.
 - 2) Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.
 - 3) Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
 - 4) Explain and describe new concepts and information in his or her own words.
 - b. Seasonal Cycles – The four seasons and earth’s orbit around the sun (one year)
3. Skill Objectives
- a. Students will actively listen to the story, *Sunshine Makes the Seasons*.
 - b. Students will participate in a demonstration to show how the orbit of the earth around the sun creates the seasons.

B. *Materials*

- 1. Large flashlight (or lamp)
- 2. Globe
- 3. Four signs each labeled with the name of a season. (Appendix L)
- 4. Copy of the book, *Sunshine Makes the Seasons*
- 5. Understanding the Seasons diagram (Appendix M)

C. *Key Vocabulary*

- 1. axis – a straight line on which a geometric shape rotates
- 2. tilt – to move or shift so as to lean or incline
- 3. orbit – the path in space that one celestial body circles around another

D. *Procedures/Activities*

- 1. List, on the board, key vocabulary terms found in the reading.
- 2. Take a picture walk before reading out loud, *Sunshine Makes the Seasons* by Franklyn M. Branley. Point out items such as the author, illustrator, and title.
- 3. During reading, pause after new vocabulary terms and discuss definitions and check for understanding.
- 4. Demonstrate each vocabulary term by using the globe so students can observe it. Discuss the spinning of the earth in a 24 hour time frame.
- 5. Turn on the flashlight and let the class know this represents the sun shining on the earth every day.
- 6. Ask for a volunteer and have them hold on to the flashlight. Continue to hold the globe for this part of the demonstration.
- 7. Position the globe so that the light is shining on North America. Show students how it is facing the sun. Discuss with the students whether they think it represents that it is now day or night time. Have them explain how they know.
- 8. Start spinning the globe in a 180 degree rotation, so that North America will not be facing the sun any longer.
- 9. Ask the students again whether they think it is now day or night time on North America. Discuss with the students why it is now night time – since North America is no longer facing towards the sun.

10. Repeat this demonstration several times until you are sure students understand and can explain it in their own words.
11. Explain to the students how the earth also rotates in an orbit around the sun. It is important for the students to realize the sun does not move; rather it is Earth that revolves around it.
12. Ask the volunteer holding the globe to move (orbit) around the earth in slow motion. Explain that the earth's orbit takes one year. Make sure that the volunteer keeps the earth tilted on its axis while they orbit the sun. Point out to students that the position of the globe creates times in which North America is closer to the sun than others. Once finished, have the volunteer sit back down.
13. Ask for five additional volunteers. Four of them will act as different points on the path in which the earth travels. Each point represents the four seasons and will show the earth's relationship to the sun at that point in its orbit. The fifth volunteer will hold onto the globe.
14. Give each student a sign stating the season they represent (Appendix L). Have the students hold the sign in place for the rest of the audience to see. Position students according to the "Understanding the Seasons" diagram (Appendix M).
15. Ask the volunteer holding the globe to stand between the sun and the "Summer" sign. Explain to the students how this position of the earth represents summer in the Northern Hemisphere. Because the earth is tilted on its axis, there are more hours in the day when the Northern Hemisphere is facing the sun.
16. Have the globe volunteer start spinning the earth on its axis while also moving around the sun. Have them stop when they reach "Fall".
17. Explain to the student why it is now Fall. Look at the flashlight and globe. How much light is shining on the globe now in comparison with summer?
18. Continue to have the globe volunteer orbit around each point. Talk about the position of the globe during each season. Discuss how the tilt of the earth and position it is in orbit affects the weather and amount of daylight hours in each hemisphere.

E. *Assessment/Evaluation*

1. Check for active listening and comprehension throughout the demonstration.
2. Check for understanding of vocabulary terms in relation to the demonstration.
3. Informally assess students' comprehension of the new concepts through their ability to restate and describe it in their own words.

Lesson Five: Bed in Summer – Day Two

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will improve their understanding of oral stories and written text through the exploration of and opportunity to listen to, read, speak and write about a variety of literature.
 - b. Students will understand that poetry can be used to communicate information for a variety of reasons.
2. Lesson Content
 - a. Reading Comprehension and Response
 - 1) Reread sentences when he or she does not understand the text.
 - 2) Recall incidents, characters, facts, and details of stories and other texts.

- 3) Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
- b. Poetry – *Bed in Summer* (p. 7 in *What Your Second Grader Needs to Know*)
3. Skill Objectives
 - a. Students will summarize and compare content taught in *Sunshine Makes the Seasons* and *Bed in Summer*.
 - b. Students will write a poem based on *Bed in Summer*
- B. *Materials*
 1. large flashlight (or lamp)
 2. globe
 3. four signs each labeled with the name of a season. (Appendix L)
 4. Copy of the book, *Sunshine Makes the Seasons*
 5. Understanding the Seasons (Appendix M)
 5. Copy of the poem, *Bed in Summer*
- C. *Key Vocabulary*
 1. imagery – words that help create mental images
 2. quatrain – a stanza or poem with four lines
- D. *Procedures/Activities*
 1. Review key vocabulary and the main idea from day one. Discuss key points from *Sunshine Makes the Seasons*.
 2. Review the demonstration from day one and review the position of the earth, in relation to the sun, during each season.
 3. Pass out a copy of *Bed in Summer* by Robert Louis Stevenson and introduce new vocabulary words.
 4. Read the poem aloud while the students follow along.
 5. Have the students chorally read the poem after the teacher finishes.
 6. Ask students what the author is trying to describe in this poem. How does it relate to the story *Sunshine Makes the Seasons*?
 7. Write the four different seasons up on the board. Allow time for the students to brainstorm activities and feelings that they feel represent each season. Use this as a guide during the next activity.
 8. Tell the students they are to write their own poem based on the Sun and the changing of seasons by using *Bed in Summer* as a guide.
 9. Each student may use the first two to three words in each sentence to create a new poem about sunlight and the seasons.
 10. After all of the students finish their poems, ask for volunteers to share their piece.
- E. *Assessment/Evaluation*
 1. Teacher will check for comprehension of material during discussion.
 2. Teacher will informally assess students’ ability to talk about the poem and the book in reference to each other stating how both are related.
 3. The teacher will collect the individual poems created by each student and assess them using the rubric (Appendix N).

Lesson Six: Caterpillars

- A. *Daily Objectives*
 1. Concept Objectives

- a. Students will improve their understanding of oral stories and written text through the exploration of and opportunity to listen to, read, speak and write about a variety of literature.
 - b. Students will understand that poetry can be used to communicate information for a variety of reasons.
2. Lesson Content
- a. Reading Comprehension and Response
 - 1) Recall incidents, characters, facts, and details of stories and other texts.
 - 2) Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 - b. Poetry – *Caterpillars* (p. 8 in *What Your Second Grader Needs to Know*)
 - c. Life Cycles – Reproduction in plants and animals: From butterfly to butterfly
3. Skill Objectives
- a. The students will use their background knowledge of life cycles to construe meaning from the poem, *Caterpillars*.
 - b. The students will actively participate in choral reading of the poem, *Caterpillars*.
 - c. The students will create a flip book that illustrates the poem and life cycle of a butterfly.
- B. *Materials*
- 1. Copy of the poem, *Caterpillars*, for each student.
 - 2. Copy of the poem, *Caterpillars*, on chart paper.
 - 3. Construction paper
 - 4. Butterfly Life Cycle handout for each student (Appendix O)
 - 5. Scissors for each student
 - 6. Glue for each student
 - 7. Crayons or markers for each student
 - 8. Flip Book Assessment Rubric (Appendix P)
- C. *Key Vocabulary*
- 1. caterpillar – larva or the baby insect
 - 2. imagery – words that help create mental images
- D. *Procedures/Activities*
- 1. In order to create student interest in the lesson hold up a butterfly in a jar or a butterfly picture, etc. and ask the students if they know what is inside the jar. Ask the students if they know what the butterfly starts out its life as. This will lead into the introduction of the poem *Caterpillars* by Aileen Fisher.
 - 2. Each student will have a copy of the poem to read along with. First, read the poem to the class instructing them to listen with their eyes closed. Inform the students that they should be creating a mental picture of the poem in their head.
 - 3. Ask guiding questions: What is this poem about? What could you see happening in your mind? Did you enjoy the poem? Why or why not?
 - 4. Have the class chorally read the poem together discussing what a stanza is, if there is any rhyming, and where in the poem they can identify the rhyming.
 - 5. Ask what the poem tells the reader. You will be able to identify the children’s background knowledge of life cycles and how they apply it to a piece of literature.

6. Model how to make the butterfly flip book.
 - a. Fold the construction paper in half long ways.
 - b. Cut four slits evenly spaced along the length of the paper up to the fold creating four flap pages.
 - c. The outside pages will be labeled with the butterfly life cycle stages (i.e., egg, larva/caterpillar, pupa/chrysalis and adult).
 - d. The pictures (Appendix O) will be glued in order on the inside of the flap so that when a flap is lifted the picture is visible.
 7. The children will use what they know from the poem in order to sequence the pictures of a butterfly life cycle and label them accordingly.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation during lesson.
 2. Evaluation of flipbook using rubric (Appendix P).

Lesson Seven: Smart

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will improve their understanding of oral stories and written text through the exploration of and opportunity to listen to, read, speak and write about a variety of literature.
 - b. Students will understand that poetry can be used to communicate information for a variety of reasons.
2. Lesson Content
 - a. Reading Comprehension and Response
 - 1) Reread sentences when he or she does not understand the text.
 - 2) Recall incidents, characters, facts, and details of stories and other texts.
 - 3) Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
 - b. Poetry – *Smart* (p. 16 in *What Your Second Grader Needs to Know*)
 - c. Money
 - 1) Recognize relative values of a penny, nickel, dime, quarter, and dollar.
 - 2) Write amounts of money using \$ and ¢ signs, and the decimal point.
3. Skill Objectives
 - a. The students will take turns acting out the story told in the poem, *Smart* by Shel Silverstein.
 - b. The students will compare amounts of money in order to aid their understanding of the poem, *Smart*.

B. *Materials*

1. Copy of the poem, *Smart*, for each student.
2. Copy of the poem, *Smart*, on chart paper.
3. Play money (dollars, quarters, dimes, nickels, and pennies)
4. “Was He Really Smart?” handout (Appendix Q)

C. *Key Vocabulary*

1. greater than (>) – more in size, quantity, or amount
2. less than (<) – smaller in size, quantity, or amount

D. *Procedures/Activities*

1. Put different amounts of money into a few sealed envelopes and pass them out to students in the class. Allow students to trade envelopes if they'd like. Then, have the students take turns opening the envelopes and ask them to determine who ended up with the "best" and "worst" envelope and ask them to tell you why.
 2. Review the values of a dollar, quarter, dime, nickel and penny.
 3. Tell students that you are going to read them a poem about a child whose dad gave them a dollar. Ask them to listen to the poem carefully to see if they think that the child "used" their money well.
 4. Read the poem to the students and poll the class to see who thinks the child's father is really proud as the poem suggests.
 5. Have several volunteers take the role of each character in the poem, and then reread the poem aloud as a class. Each time an exchange is made in the poem, pause and ask the students who are portraying those characters to act out the trade using play money. Discuss with students if each trade is a good trade or a bad trade. Help them to determine why the child in the story thinks that he/she is making a good trade even though he/she isn't. Discuss the ending of the poem. Ask students to use the conclusions they have come to, in order to determine why the child's father "closed his eyes and shook his head", if it really wasn't because he was "too proud...to speak".
 6. After the second reading, ask a couple of students to summarize the main idea of the poem.
 7. Pass out some play money, a copy of the poem, and the "Was He Really Smart" worksheet (Appendix Q) to each student.
 8. Ask students to reread the poem to themselves and complete the worksheet on their own. Tell them that they can use the money, if needed, to help them with the worksheet.
- E. *Assessment/Evaluation*
Formally assess students' worksheets. Check students' drawings and equations to see if they correctly reflect what happened in the poem. Check their "conclusions" to see if they match the main idea of the poem.

Lesson Eight: Where Go the Boats?

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will improve their understanding of oral stories and written text through the exploration of and opportunity to listen to, read, speak and write about a variety of literature.
 - b. Students will understand that poetry can be used to communicate information for a variety of reasons.
 2. Lesson Content – Reading Comprehension and Response
 - a. Reread sentences when he or she does not understand text.
 - b. Explain and describe new concepts and information in his or her own words.
 3. Skill Objectives
 - a. Student will be able to explain the meaning of *Where Go the Boats?* in his or her own words.
 - b. Student will be able to discuss unknown vocabulary and use learned strategies such as context clues to improve comprehension.

- B. *Materials*
1. A copy of *Where Go the Boats?* by Robert Louis Stevenson for the teacher and each student
 2. A blank sheet of 11" x 17" paper for each student
 3. Crayons and colored pencils for student use
 4. *Where Go the Boats* checklist (Appendix Q)
- C. *Key Vocabulary*
1. comprehension – understanding the meaning or importance of something
 2. reread – to read again
 3. fiction – a piece of literature that is based on imagination, not necessarily fact
 4. poetry – something written in verse form
 5. rhyme – similar or the same in ending sound
- D. *Procedures/Activities*
1. Ask students if they've ever read any books or stories that didn't have pictures. Ask if they prefer stories with or without pictures.
 2. Tell students you have a poem written by an author who did not have an illustrator to make pictures for him. Ask them if they would like to help him out and be his illustrator.
 3. Introduce necessary vocabulary they will need to know in order to understand the poem and perform their illustrator duties effectively. Make a list on the board of the five vocabulary words, *comprehension*, *reread*, *fiction*, *poetry*, and *rhyme*.
 4. Ask students to define the words as best they can. Then discuss the correct answers.
 5. Read the title of the poem and ask students what they think the poem might be about. Generate some ideas, but not too many as to affect their perception of the poem.
 6. Give students their own copy of the poem. Read the poem aloud, one stanza at a time. Pause after each stanza and encourage students to discuss unknown or unfamiliar words. Encourage them to use context clues to figure out what the words might mean.
 7. Now distribute the 11" x 17" paper. Have students fold the paper into fourths, labeling each square with a 1, 2, 3, and 4.
 8. Read the first stanza aloud again.
 9. Ask students to draw what they "see" in their minds, what they picture when you read each stanza.
- E. *Assessment/Evaluation* – Assign partners. Children will partner read the poem, then take turns explaining each stanza, in their own words, using their illustrations to support the meaning. Use the *Where Go the Boats* checklist (Appendix Q) to assess students participation and understanding of the activities.

VI. CULMINATING ACTIVITY

To conclude this unit, children will participate in a reader's theater. Split students into small groups and assign each group one of the stories or poems that was studied. Have children create a list of questions that they could ask the main character(s) from their assigned story or poem. Encourage them to focus their questions on the actions and/or personality traits of the characters. Hold a mock "talk show" and assign students the roles of host and "mystery" guests. Each guest will be an unidentified character from each of the stories and poems. Take turns having each group ask the guests questions until all of the mystery guests can be identified.

VII. HANDOUTS/WORKSHEETS

Appendices A - R

VIII. BIBLIOGRAPHY

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- D. Backstein, Karen, *The Blind Men and the Elephant*. New York, NY: Scholastic, Inc., 1992. ISBN: 0-590-45813-2
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Make the Connection!



Blind Men and the Elephant by John Godfrey Saxe

It was six men of Indostan
To learning much inclined,
Who went to see the elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The first approached the elephant
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"Bless me, but the elephant
Is very like a wall!"

The second, feeling of the tusk,
Cried, "Ho! What have we here
So very round and smooth and sharp?
To me, 'tis very clear!
This wonder of an elephant
Is very like a spear!"

The third approached the animal
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the elephant
Is very like a snake!"

The fourth reached out an eager hand,
And felt about the knee.

"What most this wondrous beast is like
Is mighty plain," quoth he;
"Tis clear enough the elephant
Is very like a tree!"
The fifth, who chanced to touch the ear,
Said, "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can.
This marvel of an elephant
Is very like a fan!"

The sixth no sooner had begun
About this beast to grope,
Than, seizing on a swinging tail
That fell within his scope,
"I see," quoth he, "the elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!

Moral:

So oft in theologic wars,
The disputants, I ween,
Rail on in utter ignorance
Of what each other mean,
And prate about an elephant
Not one of them has seen!

The Blind Men and the Elephant Assessment

Name: _____

= goal was met

= goal was not met

Only collage was used (no coloring or writing)

The body is like a wall

The trunk is like a snake

The legs are like trees/tree trunks

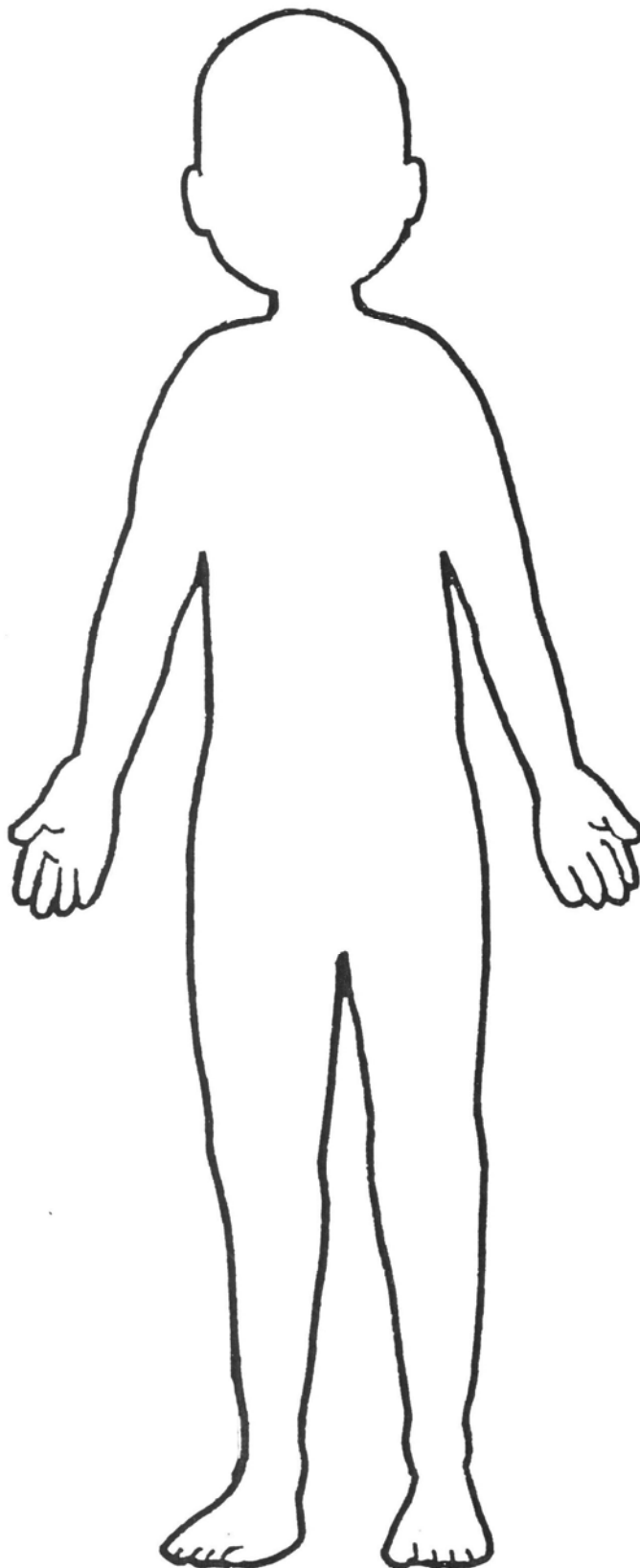
The tail is like a rope

The ear is a like a fan

The tusk is a like a spear

Comments (optional):

Appendix D



Appendix E

The Emperor's New Clothes
Assessment Rubric

Student Name: _____

CATEGORY	4	3	2	1
Content - Accuracy	At least 6 accurate facts are displayed on the poster.	4-5 accurate facts are displayed on the poster.	2-3 accurate facts are displayed on the poster.	Less than 2 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

Appendix F

The Fisherman and His Wife
Retelling Checklist

Directions: Listen carefully as your partner retells the story of *The Fisherman and His Wife*. Fill in the checklist below and return it to your teacher.

Storyteller's name: _____

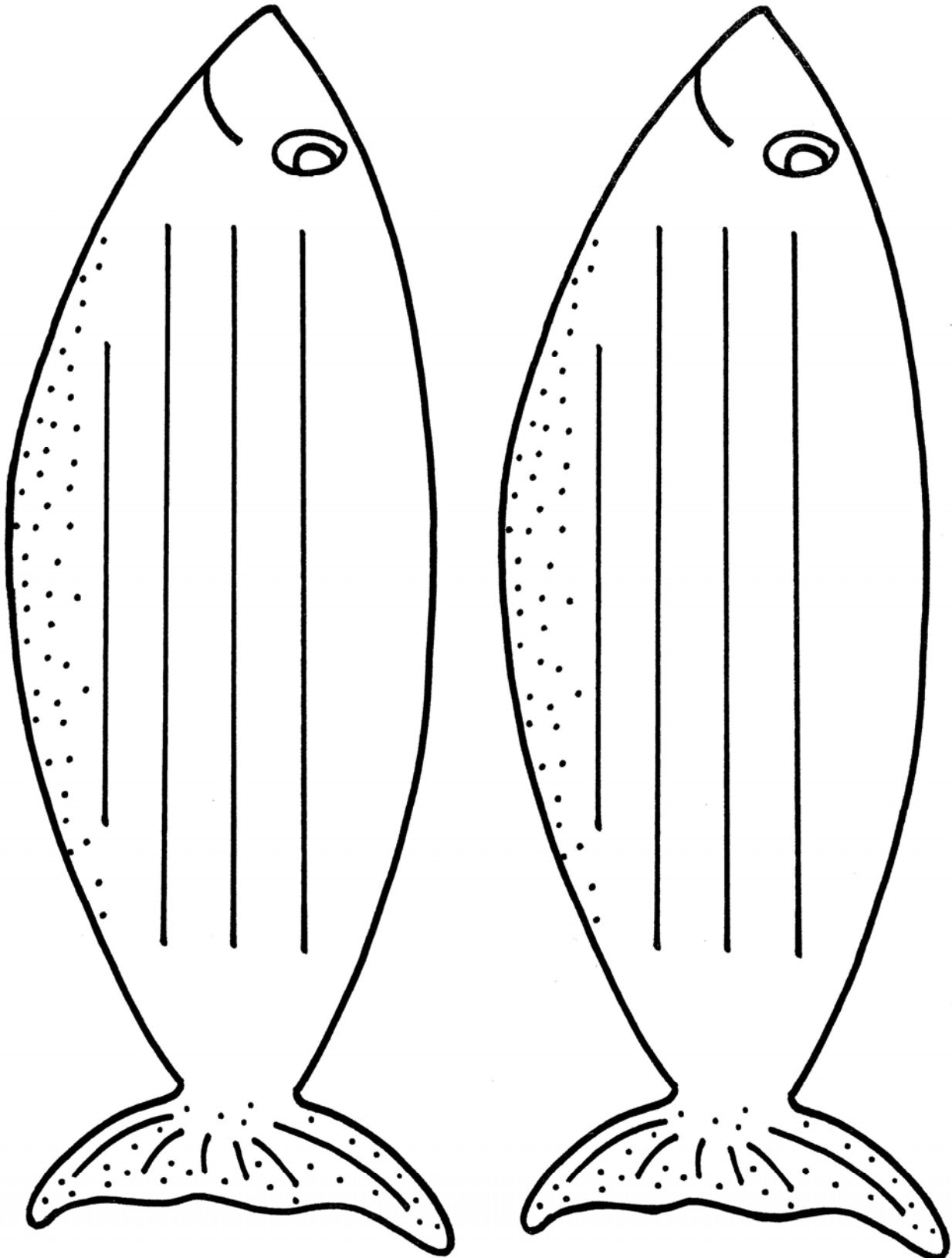
Listener's name: _____

Yes	No	Did your partner identify the main character(s) in the story? (the fisherman, fish, and his wife)
Yes	No	Did your partner identify the setting of the story? (by the sea)
Yes	No	Did your partner include the beginning of the story in his/her retelling? (The fisherman caught a fish and returned it to the sea when he found out it was a magic fish.)
Yes	No	Did your partner include the middle of the story in his/her retelling? (The fisherman's wife made him return to ask the fish to grant several wishes, all of which he did.)
Yes	No	Did your partner include the end of the story in his/her retelling? (The fish became angry because the fisherman's wife was never happy with what she had and always wanted more. He took away all the things he gave her.)
Yes	No	Was your partner able to tell the moral of the story? (You should be happy with what you have; It doesn't pay to be greedy).

The Fisherman and His Wife Sequencing Sentences

- The fisherman's wife was angry and sent him back to ask the fish for a pretty house. The fish granted her wish.
- The fisherman returned home and found his wife sitting in the run down hut. They live there to this very day.
- Then, the fisherman told the fish that his wife wanted to be queen of the sun, moon, and stars.
- One day the fisherman caught a fish. He let the fish go when he found out it was really an enchanted prince.
- When the fisherman asked, the fish also granted the wife's wishes to have a castle and be queen of the land.
- A poor fisherman lived with his wife in a small hut by the sea.

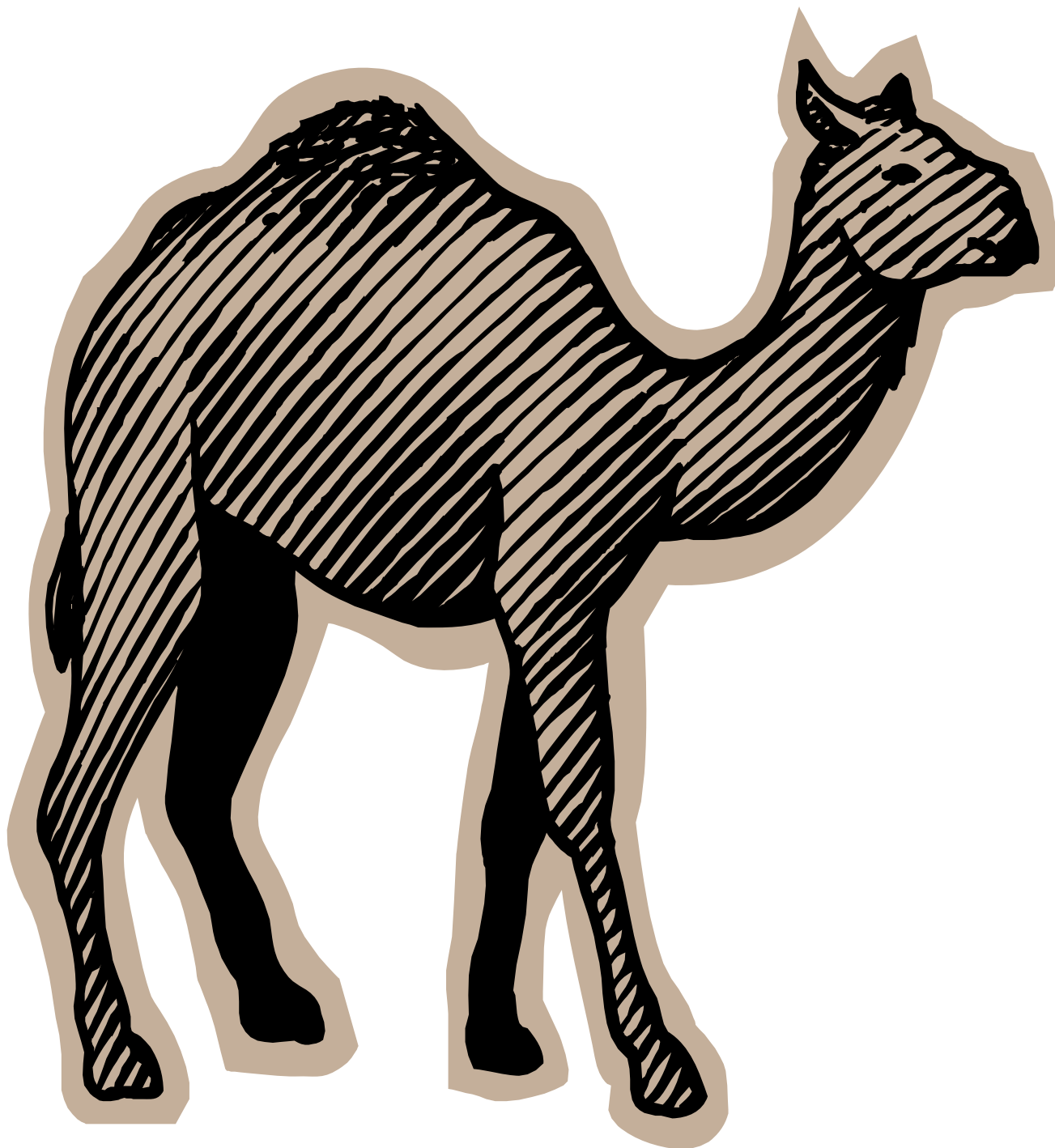
Appendix H



Appendix I

Setting	Key Vocabulary		
Beginning	Middle	Ending	Lesson Learned
Main Character	Supporting Character		

Appendix J



Appendix K

How the Camel Got His Hump
Story Brochure Rubric

<i>Levels:</i>	1	2	3	4	Score
<i>Criteria:</i>					
Brief Plot Summary	Inaccurate plot summary	Incomplete plot summary or re-telling of entire story	Adequate plot summary without drawing attention toward significant events	Complete plot summary with attention focused on significant events	
Mechanics	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors and questionable word choice	Nearly error-free which reflects clear understanding and thorough proofreading	
Main Characters	Incomplete description of main characters	Adequate description of main characters, but no sense of character comparison	Descriptions of main characters including some character comparison	Complete descriptions of main characters and full comparative analysis	
Setting	Incomplete or inaccurate description of setting	Adequate description of setting, but no apparent sense of its relation to events and/or characters	Description of setting with basic sense of its relation to events and/or character motivations	Thorough description of setting and its relation to the plot, theme, and/or character actions	

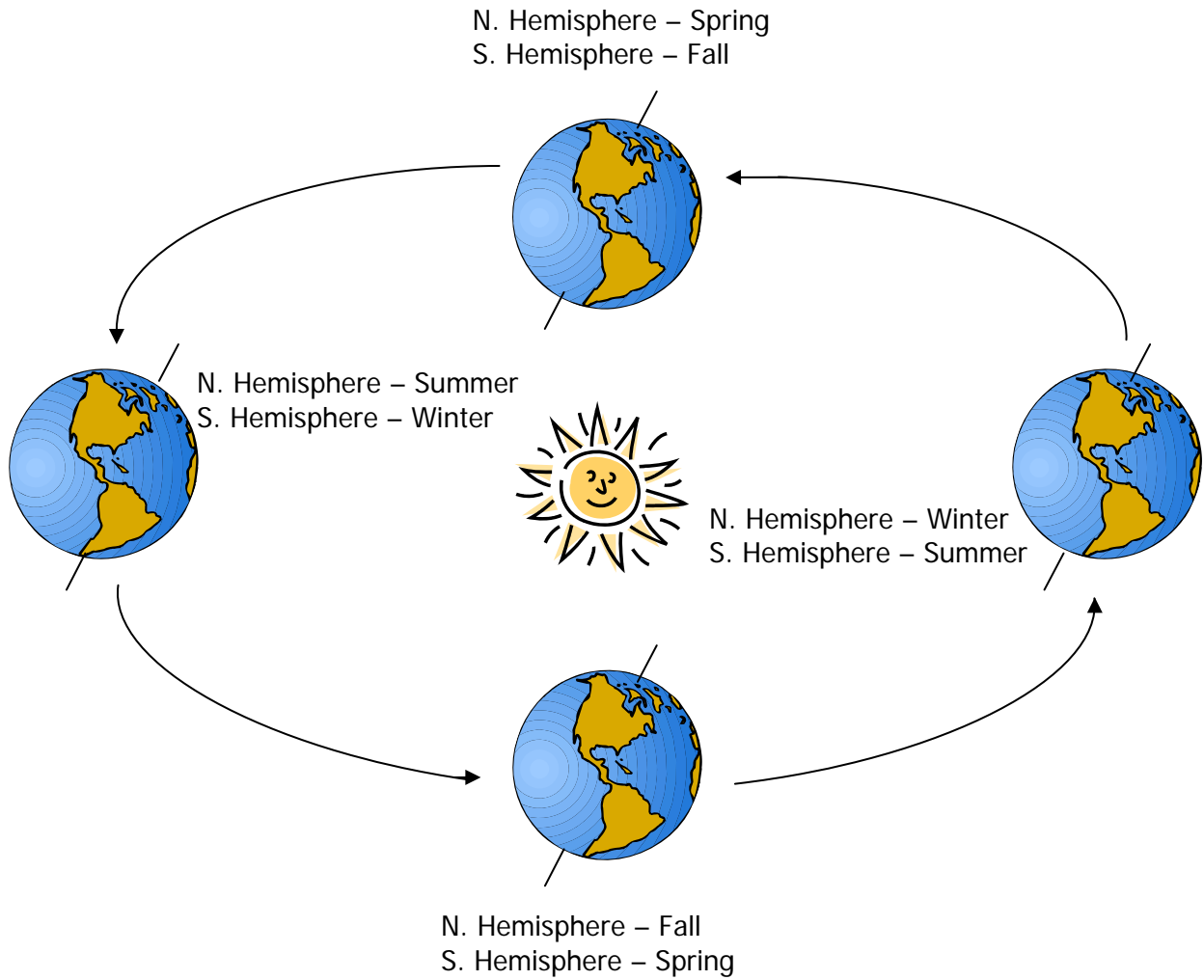
Spring

Summer

Fall

Winter

Understanding the Seasons



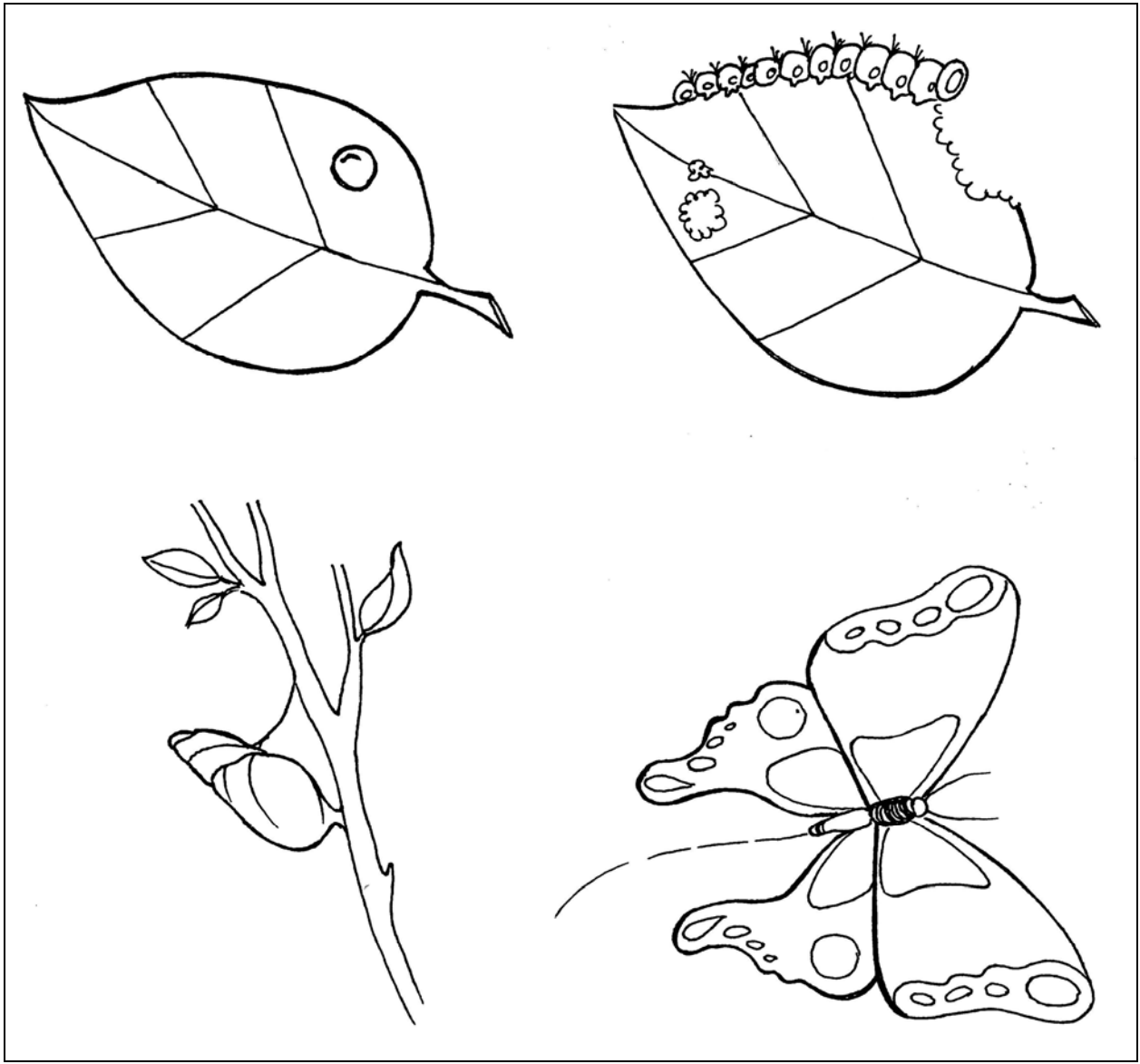
Appendix N

Bed in Summer
Poem Rubric

Core Knowledge- Bed In Summer

<i>Levels:</i>	1	2	3	4	Score
<i>Criteria:</i>					
Writing	Shows little to no understanding for rules of capitalization, punctuation, and spelling; difficulty expressing clear thoughts	Shows some understanding for rules of capitalization, punctuation, and spelling through developing sense of simple sentences; developing ability to express clear thoughts	Shows understanding for rules of capitalization, punctuation, and spelling through improved simple sentences; improved ability to express clear thoughts	Shows clear understanding for the rules of capitalization, punctuation, and spelling; clear, organized sentence structure; expresses clear thoughts	
Understanding of Task	Does not understand task	Has little understanding of task	Has clear understanding of task	Has clear and unified understanding of task	
Reading	Reads with much difficulty; struggles with understanding of text and reading aloud	Reads with some difficulty; some struggle with understanding of text and struggles a bit when reading aloud	Reads with little difficulty; usually able to comprehend basic plot of text; struggle limited to complex language when reading aloud	Reads with no difficulty; confidence when reading aloud; able to understand plot of text	

Butterfly Life Cycle



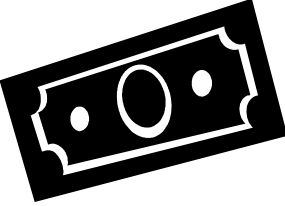

Caterpillars
Butterfly Flip Book Rubric

Student Name: _____

CATEGORY	4	3	2	1
Content-Accuracy	Every picture that needs to be identified has a label. It is clear which label goes with which picture.	Three pictures that need to be identified have labels. It is clear which label goes with which picture.	Two pictures that need to be identified have labels. It is clear which label goes with which picture.	Less than two of the pictures that need to be identified have labels OR it is not clear which label goes with which picture.
Attractiveness	The book is exceptionally attractive in terms of layout and neatness.	The book is attractive in terms of layout and neatness.	The book is acceptably attractive though it may be a bit messy.	The book is distractingly messy or very poorly laid out. It is not attractive.

Was He Really Smart?

Directions: Draw money and write an equation to illustrate each trade that was made in the poem, "Smart". The first one has been done for you. Then, answer the questions on the bottom of the page.

<p style="text-align: center;">1st Trade</p> <p style="font-size: 1.5em; text-align: center;">\$1.00 > 50¢</p>	 <p style="font-size: 1.2em;">\$1.00</p>	 <p style="font-size: 1.2em;">50¢</p>
<p>2nd Trade</p>		
<p>3rd Trade</p>		
<p>4th Trade</p>		

1. Why did the character in the poem think they were make good trades? How do you know they weren't? _____

2. How did the character's dad feel about his decision? How do you know?

Where Go the Boats? Checklist

Name: _____

- ✓ + Concept is grasped/mastered
- ✓ Concept is not mastered but recognized
- ✓ - Concept is not grasped or recognized

Comprehension

Student's illustrations are consistent with the general meaning of:

- _____ Stanza one
- _____ Stanza two
- _____ Stanza three
- _____ Stanza four

Listening/Speaking

- _____ Student was able to clearly explain his/her pictures to a partner
- _____ Student accurately read *Where Go the Boats?* aloud to a partner
- _____ Student was an active and polite listener when his/her partner read *Where Go the Boats?* aloud.
- _____ Student was an active and polite listener when his/her partner presented illustrations and their meaning

Comments (optional):
