

Unit 9: Fairy Tales *Important Resource- Poster on Elements of a Fairy Tale found on Benchmark online

Length: 1 Week

Grade 2

Required Texts:

1. Jack and the Beanstalk (Benchmark- Unit 4)

Text Dependent Questions:

After reading the story, retell the story in order. What happened first, next, then, and finally?

What are three examples from Jack and the Beanstalk that make it a fairy tale?

Possible Student Outcomes:

Students should practice using transitional words to help with retelling of important events in the story.

Magical beans, Ogre as evil character, setting in a castle, happy ending

2. The Ugly Duckling (Benchmark- Unit 7)

Text Dependent Questions:

After reading up to page 11, what happened to the duckling when the season turned into spring?

How would you have handled being bullied for looking different as the Ugly Duckling was in the story?

Possible Student Outcomes:

Students will evaluate how the character acted in the text and make connections with their personal experiences.

3. Hansel and Gretel (YouTube- "Hansel and Gretel Read Aloud")

Text Dependent Questions:

Stop the video at 4:38. Gretel asks Hansel how they will get home after waking up. Make a prediction of how Hansel and Gretel may get home.

The witch tricked Hansel and Gretel by being nice to lure them in to eat since they were hungry. How did Hansel and Gretel trick the witch later in the story?

Possible Student Outcomes:

Hansel putting a chicken bone out instead of his finger to see how fat he was getting. Gretel pretended to not know how to work the oven so she witch showed her and

Gretel pushed the witch in the oven.

4. The True Story of the Three Little Pigs (Interactive Read-Aloud and on YouTube)

Text Dependent Questions:

Who is narrating the story? Why does the voice portray this character?

After reading the story, what are two ways that the author tried to persuade you the reader to believe that the wolf was innocent?

Possible Student Outcomes:

This would be a time to introduce inflection and intonation when reading with expression and various characters' voices. These terms can be found in the Benchmark resource books.

Relate this to students' own opinion writing and how you use valid reasons and examples to persuade your reader.

Suggested Texts:

1. Jim and the Beanstalk (Interactive Read Aloud and YouTube)
2. The Three Little Pigs (BookFlix by James Marshall)
3. Lon Po Po (Interactive Read-Aloud)
4. Little Red Riding Hood
5. Red Riding Hood (BookFlix)
6. Cinderella
7. Mufaro's Beautiful Daughters (Interactive Read-Aloud)
8. Sleeping Beauty
9. Sleeping Ugly (Interactive Read-Aloud)
10. Rumpelstiltsin (Interactive Read-Aloud)
11. Goldilocks and the Three Bears (BookFlix)
12. Beauty and the Pea (EPIC Books)
13. Cinderella and the Beanstalk (EPIC Books)
14. Hansel and Gretel and the Ugly Duckling (EPIC Books)
15. Little Red Riding Hood Rides Again (Benchmark Poster Unit 2)
16. Rapunzel and the Billy Goats (EPIC Books)
17. The Three Little Pigs and the New Neighbor (EPIC Books)
18. Puss and Boots (Interactive Read-Aloud)
19. The Frog Prince Continued (Interactive Read-Aloud)
20. The Paper Bag Princess (Interactive Read-Aloud)

Reading Groups: [DRA Support Document](#)

DRA _____	DRA _____	DRA _____	DRA _____
Text:	Text:	Text:	Text:
Target:	Target:	Target:	Target:

--	--	--	--

Writing: [Writing Expectations](#)

Week 1- Narrative- Read the book entitled How to Write a Fairy Tale on EPIC Books and review the elements from the Benchmark poster (anchor chart) of what makes a good fairy tale. Then, have students write their own fairy tale using these elements.

***Use narrative plan from KCSTeachLearn.**

Spelling/Phonics: Words Their Way

Language:

FOCUS: Past Tense Verbs

*Mentor text taken from The Ugly Duckling (Benchmark).

Week 1- Slowly the duckling ruffled his feathers.

Monday- Read the sentence; discuss what it means; ask questions

Tuesday- Note the focus by circling or highlighting. **Slowly the duckling ruffled his feathers.**

Wednesday- Revise the sentence

Thursday- Imitate the sentence by creating their own

Friday- Share sentences from Thursday

Standards:

RL.2.1- Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3- Describe how characters in a story respond to major events and challenges.

RL.2.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9- Compare contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.2.4- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.6- Identify the main purpose of a text (author's purpose/message).

RI.2.8- Describe how reasons support specific points the author makes in a text.

RF.2.3- Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4- Read with sufficient accuracy and fluency to support comprehension.

W.2.3- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, using temporal words to signal event order, and provide a sense of closure.

W.2.5- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8-Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1- Participate in collaborative conversations with partners about grade 2 topics and texts with peers and adults, small and larger groups.

SL.2.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6- Produce complete sentences when appropriate to task and situation in order to provide

requested detail or clarification.

L.2.1- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (past tense verbs).

L.2.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.