

English Language Arts
Grade Level Content Expectations (GLCE)

Genre Units

Grade Two
Unit #1



• **Macomb Intermediate School District**
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**Macomb Collaborative: Thematic Units to Teach Michigan's ELA GLCE
Grade 2 Lesson Plans**



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Included on this CD are English Language Arts Grade Level Content Expectations Units Grades 2 – 5 from the Macomb Intermediate School District Collaborative.

These units are designed to:

- **Interest** students
- **Involve** all the language arts
- **Improve** instruction
- **Implement** Grade Level Content Expectations (GLCEs)
- **Increase** test scores

These instructional units were created by:

Barbara Reed Nelson and Dr. Elaine Weber
and
the teachers in the Macomb Collaborative:

Diane Berg 2nd Independent Consultant
Sharon Charnesky 2nd Fraser Public Schools
Barb Churray 2nd Utica Community Schools
Kathy Ming 2nd Utica Community Schools
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Sandy Hudkins 4th Van Dyke Public Schools
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MISSION

Macomb Intermediate School District:
Service, Support and Leadership

VISION

We are the Macomb Intermediate School District.

We provide quality service to special education and general education students, instructional and technical support to school staff, and cutting-edge educational leadership in Macomb County.

We are committed to all the students of Macomb County. To serve them well, we are resolute in involving parents, school personnel, and the community at large, including business, government, and civic organizations as active partners in planning, delivering and evaluating our services.

We work directly with individuals with disabilities who reside in Macomb County School Districts. We serve students of all ages, from newborns to adults, meeting their unique learning needs and supporting their families all along the way.

Within the twenty-one local districts and public charter schools, we focus our efforts on building capacity with school staff. Through quality training and instructional support, we increase their knowledge, skills and abilities, so all students receive a rigorous and effective educational experience.

We promote all aspects of the educational process through our development and support of technology. We provide training in the use of essential technology tools that enhance curricular, instructional and administrative services in our schools and, as a result, opportunities are expanded for all.

We work collaboratively with colleges and universities and are leaders in state and national programs. We anticipate needs and opportunities, all with the single purpose of identifying, developing and implementing programs and practices that, through education, improve the quality of life in Macomb County.

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Introduction

The lesson plans that follow for the unit selections on the theme **doing the right thing** are designed to be a framework for discussing the selections and will help teachers model for students how to think about, discuss, and respond to literature. Students will also be taught strategies that will improve their word study abilities, fluency, reading comprehension, and writing skills. By using these word study and comprehension strategies, models, and discussion questions, teachers will be teaching to the Michigan English Language Arts Standards, the new Grade Level Content Expectations (June, 2004) and helping students prepare for success on the ELA MEAP and the No Child Left Behind tests. The coding in the left hand column makes reference to the June 2004 version of the ELA 2nd Grade Level Content Expectations (GLCE's) on which the new MEAP/NCLB tests will be based. The "C" indicates "CORE" meaning a MEAP-assessable GLCE. The best reason to use these methods, models, and materials is that doing so will facilitate students' delving more deeply into text. It will make text more interesting and challenging to students, as well as, improve their skills and strategies.

As teachers we often assume that if students have read or listened carefully to a story or book they will be able to give effective and complete answers to questions. This is simply not the case. Students need to be explicitly taught through a **TO** (teacher models), **WITH** (students work with teachers), and **BY** (students work independently) method.

So what does this mean for discussing, teaching and assessing the selections about doing the right thing in this unit? The plans can be used to set up discussion about and learning from the books toward a deeper understanding of the issues and content of each book and of narrative text and author's craft. If students are guided through these books, they will be more ready to have effective discussions and to answers similar questions on other books. The books included in this unit are:

The Teddy Bear, David McPhail, 2002, Henry Holt (Fantasy) (**T**)

The Giraffe and the Pelly and Me, Roald Dahl, 1985, Puffin (Fantasy) (**S**)

"Super Scoopers" Claire Miller, Ranger Rick, July, 1999 (Magazine Article) (**T**) (See **Appendix #17a-b.**)

The Star Money, The Brothers Grimm, traditional (Fantasy) (**T**) (See **Appendix #18.**)

T = One copy needed for Teacher Read Aloud

S = Provide a copy for each student

A critical literacy skill developed through the lessons in each genre unit, is fluent oral reading. Many activities are included which help teachers and students become increasingly more proficient in oral reading for an audience. The inclusion of the reader's theater, choral reading and paired reading are intentional; it is expected that time will be spent practicing and perfecting oral reading skills. Students need opportunities to read text like the author intended it to be read. They should be taught to pay close attention to punctuation, dialogue, sentence rhythm, etc. so they can read with proper intonation, pace, and emphasis. Students should also hear oral reading only when it has been practiced and reflects the author's message. For all of these reasons, teachers and students should practice reading any text before reading to an audience. Cold reads for either students or teachers are not appropriate.

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These plans were written by a group of grade level educators who all know that as teachers we take lesson plans like these and add our own special touches to make them better, and better suited to our students. The reading selections and writing assignments were chosen by grade level educators for their appeal to students' interests. (R.AT.02.01, R.AT.02.02, W.AT.02.01) **The times given are suggestions, as is everything else in these lesson plans.**

Permission is granted only to teachers in the district purchasing these documents to reproduce pages from this teaching plan and appendix for classroom use.

**Macomb Collaborative: Thematic Units to Teach Michigan's ELA GLCE
Grade 2 Lesson Plans**

Day 1

<p>Reading (25 minutes) R.NT.02.01 C</p>	<p>Introduce this unit by telling students that together, you will be talking, reading and writing about doing the right thing. Ask them what they think doing the right thing means.</p>
<p>R.CM.02.01</p>	<p>Ask a question like, "What does doing the right thing look like?"</p>
	<p>Use the following procedure for brainstorming:</p>
	<p>Set up class in a circle for partner work and whole class discussion. <u>Encourage drawing</u>, then writing words/sentences to go with the ideas in the drawing(s). It is important to supply students with paper that encourages drawing and writing.</p>
	<p>TOPIC:</p>
	<p>Doing the right thing</p>
	<p><u>Discussion of the topic/Brainstorming</u></p>
	<p>Read and discuss the following:</p>
<p>R.CM.02.01 R.CM.02.02 C</p>	<p>"In our circle, we will talk about doing the right thing. What does doing the right thing mean? Answers might include: "Doing what parents and teachers tell you to do." "Following the rules." "Telling the truth, not lies." "Being nice and polite to people, even when you might not want to be." "Helping a friend." "Not doing anything to hurt others." etc. Record and discuss student answers.</p>
	<p>"Think about doing the right thing."</p> <ul style="list-style-type: none"> ➤ Tell about a time you did the right thing, even though you might not have wanted to do it or it was hard to do. ➤ Tell about a time someone you know did the right thing."
<p>W.PR.02.01 C W.PR.02.08 W.PR.02.10 C W.PR.02.11 C</p>	<p>Have students think, then share ideas with a partner. Tell students to be sure to answer these questions when sharing with their partner:</p> <ul style="list-style-type: none"> • What did you do that was right? • When and where did you do it? • Give details about the situation? • Why did you do it? and/or How did it make you feel?
	<p>Briefly share ideas around the circle until students have sufficient ideas from which to draw and write. Teacher should write examples/ideas on chart paper, blackboard, or overhead as students generate ideas. Then the teacher should review/reread ideas.</p>

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<p>Writing (20 minutes)</p> <p>W.PR.02.06 C</p> <p>.PR.02.03 C</p> <p>W.PR.02.10 C</p> <p>W.PS.02.01 C</p> <p>W.PR.02.07 C W.SP.02.01 C W.GR.02.01 C W.PS.02.01 C W.HW.02.01 C</p>	<p>Remind students that when we write, we go through steps known as the writing process:</p> <p>Brainstorming Brainstorming is thinking and talking about the topic or theme of the writing and relating it to your own personal life. Brainstorming is asking questions like: When have I or someone I know done the right thing? Which time could I write about? What interesting details can I choose to tell about doing the right thing? (Help students narrow their topic so they develop one idea well.)</p> <p>Drafting Drafting is getting ideas down on paper, trying to organize as the writer is drafting. Drafting is asking questions like: “How will I start my writing to get my reader to want to read it? What details, examples, anecdotes, and/or explanations should I write to show my reader about doing the right thing? How shall I end my writing?” (The teacher might suggest that the students end with, “How did it make me feel?”)</p> <p>Revising Revising, the real work of writing, begins when the writer makes sure that the writing has everything it should have, that it will appeal to the reader (audience) and tell or prove what it is supposed to do (accomplish the purpose). Revising is asking questions like: “Will my reader (audience) know what I’m trying to say? Is my point or central idea, clear and connected to the theme or topic? Have I given important and relevant details and examples for support? Is my writing well organized with a beginning that makes my audience want to read on, a middle that gives details, and an end that shows how I feel? Have I used interesting words and varied my sentences to make my reader want to read what I have written?”</p> <p>Proofreading and Editing Proofreading and editing mean making sure that the reader can read and understand the words and my message. Proofreading and editing involves asking questions like: “Have I checked and corrected my spelling, punctuation, and capitalization to help my reader understand what I have written? Have I read my work to a friend or myself to make sure it sounds good? Have I looked my writing over to make sure that it’s neat?”</p> <p>Publishing Publishing is putting writing in its final form for readers/audience. Publishing involves asking: “Is my final copy just the way I want my readers/audience to see it?”</p> <p>As you guide students through each step of the writing process, remind students of the steps and the questions to ask.</p>
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R.CS.02.01 C R.CS.02.02	If time permits in this session and students have had enough brainstorming time, have students begin their drawings and drafts. Go over the writing prompt with students (See Appendix #1.) and, if you choose, the rubric – choose either the 4-point (See Appendix #2a.) or the 6-point (See Appendix #2b.).
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Day 1

<p>Writing (continued)</p> <p>W.PR.02.08 W.PR.02.11 C</p> <p>R.CS.02.01 C R.CS.02.02</p>	<p><u>Prewriting</u> (See Appendix #1.)</p> <p>“To get ready to write, draw or web your ideas.</p> <p>Write about doing the right thing. Do one of the following:</p> <ul style="list-style-type: none"> ➤ Tell about a time you did the right thing, even though you might not have wanted to do it or it was hard to do. <p align="center">OR</p> <ul style="list-style-type: none"> ➤ Tell about a time someone you know did the right thing.” <p>“Use examples from real life. Try to add details so your readers will better understand your example of doing the right thing.”</p> <p>Have students share with a partner what they have drawn, listed and/or drafted.</p> <p>As time permits, go over the rubric after choosing either the 4-point (See Appendix #2a.) or the 6-point (See Appendix #2b.) focusing on scorepoint 3 or 4 respectively to show students what should be in a good paper.</p>
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Day 2

<p>Reading (25 minutes)</p> <p>R.NT. 02.02 C R.NT. 02.03 C R.NT. 02.04 R.MT. 02.05</p> <p>L.RP.02.01</p> <p>R.CM. 02.01 R.CM. 02.02 C R.CM. 02.04 C R.MT. 02.08 L.CN. 02.04 L.CN. 02.05 L.RP. 02.01</p> <p>R.WS. 02.01 R.WS. 02.02 R.WS. 02.03 R.WS. 02.04</p>	<p>Introduce the rest of the unit by saying something like, “You have just talked, drawn pictures, and written about “doing the right thing.” Now you will be reading and listening to stories about “doing the right thing.”</p> <p>“As in all stories, there is a lesson or lessons to be learned –this time it is about ‘doing the right thing.’ It will be important to think about what we can learn from the characters and situations in each story.</p> <p>“The first story we will be reading together is a story called <u>The Teddy Bear</u> written by David McPhail. I’ll read the story while you listen, look at the pictures and think about sharing.” (Focus for listening.)</p> <p>Read <u>The Teddy Bear</u> aloud with expression at least once. Read it again if it seems the students would like that.</p> <p>Have a discussion about:</p> <ul style="list-style-type: none">❖ What lesson(s) about “doing the right thing” might we learn from this book? <p>Student answers might include:</p> <ul style="list-style-type: none">❖ When you care about others it makes you feel good inside❖ Sometimes you have to give up things that are dear to you❖ Always do what your heart feels is right <p>Word Study Suggestion</p> <p>Today we are going to develop our understanding of digraphs. A consonant digraph is two letters that make a new sound or a single sound. The word digraph ends with a digraph. Some common consonant digraphs include sh, ch, wh, and th.</p> <ul style="list-style-type: none">❖ “I am giving you a list of words from the story that have digraphs: where short, search, lunch, chill, each, bench, approaches, change, while, that, and the.” (See Appendix #5 for cards.)
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	<ul style="list-style-type: none"> ❖ “I want you to do an open sort to categorize the words into groups based on similarities.” (In an open sort, the teacher provides only the words and the student decide the sort categories, based on the list of words provided). <p>The teacher provides only the words and no headers (key words) for a sort. The students decide the sort categories based on what they see.</p> <ul style="list-style-type: none"> ❖ “Next I want you to sort the words according to the following:” <ul style="list-style-type: none"> Words that have the digraph ch Words that have the digraph sh Words that have the digraph wh Words that have the digraph th ❖ “Now turn and talk with a partner about the sound each digraph makes in each set of sorted words.”
<p>Writing (20 minutes)</p> <p>R.NT.02.02 C R.NT.02.03 C W.GN. 02.01 C R.CM. 02.06 C S.DS. 02.02</p>	<p>“We read together the story <u>The Teddy Bear</u> written by David McPhail. Now let’s make a chart together to share the story elements of this story.</p> <p>This organizer will help you to write a written retelling.</p> <p>The elements of a story include: (See Appendix #3.)</p> <ul style="list-style-type: none"> ❖ Characters-Who is in the story? ❖ Setting-When and where does the story take place? ❖ Problem-What problem does the main character have or what does the main character want? ❖ Events-What does the main character do to solve his/her problem or get what he/she wants? ❖ Resolution-How is the problem solved? OR How does the main character learn to deal with the problem? ❖ Theme-What is the universal theme or lesson learned?

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Suggested chart: (See **Appendix #4.**)

Characters:

Little boy (main)
Homeless man
Parents of boy

Setting:

The City Park

Problem:

Boy loses his best friend, Teddy.

Events:

Boy forgets and loses Teddy at diner.
Homeless man finds Teddy in trash.
Homeless man carries Teddy in pocket.
Homeless man leaves Teddy on park bench.
Boy finds Teddy on park bench.
Boy takes Teddy off bench.
Boy walks toward exit.
Homeless man can't find Teddy and cries.
Boy hears cries and heads back to park.
Boy gives Teddy back to man.
Homeless man hugs Teddy.
Boy hugs parents and leaves park.

Resolution:

Boy finds Teddy on park bench.
He decides to take his Teddy home.
When he hears the homeless man crying loudly for Teddy, he returns to the park.
He gives his lost but found Teddy back to the man.

Themes:

Compassion, Friendship, Sharing, Loss, Right Choices

- ❖ Now let's get to the heart of the story.
- ❖ "I want you to do a written retelling of the story. Remember to include a picture and all the story elements in your retelling."

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Day 3

<p>Reading (25 minutes) R.FL. 02.01 R.CM. 02.01 R.CM. 02.02 C R.CM. 02.03 C R.CM. 02.04 C R.CM. 02.05 C R.CM. 02.08 R.MT. 02.05 R.MT. 02.06 R.MT. 02.08 R.MT. 02.09 L.CN. 02.04 L.CN. 02.05 L.RP. 02.01</p>	<p>Begin by rereading the story <u>The Teddy Bear</u>.</p> <p>“As I read this story I want you to listen for the actions the little boy does in the story. After completing the story ask, “What are the important actions the little boy does in the story?”</p> <ul style="list-style-type: none">❖ This question will address the Physical Plane of the Profundity Scale. This is where the reader is aware of the physical actions of the character.❖ Suggested Responses: The boy forgets and loses his Teddy at the diner. The boy notices and takes his bear off the park bench. The boy returns Teddy to the crying man.❖ Next talk about the actions again. <p>This time ask, “What was the little boy thinking or feeling when he did what he did?”</p> <ul style="list-style-type: none">❖ This question will address the Mental Plane of the Profundity Scale. This is where the reader is aware of the intellectual actions of the character.❖ Suggested Responses: He was sleeping and he forgot him. He was so happy to find Teddy in the park. He felt sorry for the lonely man since he had no friends or family. <p>“Now let’s chart your responses to the story.”</p> <ul style="list-style-type: none">❖ Let’s begin with a black marker.❖ “Tell me the 3 most important actions in the story that the little boy did. I will write them on the chart and place a box around each action.”❖ Suggestions: <p><u>The little boy forgets and loses his Teddy at the diner.</u></p> <p><u>The little boy takes back Teddy off the park bench.</u></p> <p><u>The little boy returns Teddy to the homeless man when he is heard crying.</u></p>
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<p>W.PR.02.01 C</p>	<ul style="list-style-type: none"> ❖ Next let’s take a red marker. ❖ “Let’s draw a red bubble coming out of each action box. I want you to think about the reasons “why” the little boy did what he did. Let’s write your responses in the bubbles.” ❖ <u>Red Bubble One</u>: “Why did the boy forget and lose Teddy at the diner?” <i>Response</i>: He was sleeping and forgot to grab him on the way to the car. ❖ <u>Red Bubble Two</u>: “What was the boy feeling when he took Teddy back off the park bench?” <i>Response</i>: He recognized his Teddy and wanted him back. ❖ <u>Red Bubble Three</u>: “What was the boy thinking and feeling when he returned Teddy to the crying homeless man?” <i>Response</i>: He realized he upset the homeless man. <p>“Now that we have finished charting I want you to take a few minutes to reflect on your reasons “why” the boy did what he did.</p> <ul style="list-style-type: none"> ❖ Write a personal reflection in your response journal.
<p>R.WS. 02.01 R.WS. 02.02 R.WS. 02.03 R.WS. 02.04 R.WS. 02.05 R.WS. 02.10 C</p>	<p>Word Study Suggestion</p> <p>Base words with inflections – “ing”</p> <ul style="list-style-type: none"> ❖ “I want you to sort this list of words into words with long vowels ending in “ing” and words with short vowels ending in “ing.” ❖ Pass out a bunch of cards to each student. (See Appendix #6.) ❖ Each bunch of cards should include the following words from the story: traveling, beginning, being, wearing, walking, looking, scooping, squeezing, standing, waiting, holding, and racing. ❖ Have students work with a partner to compare their sorts. ❖ “Next, working with your partner I want you to find the base word of each of the words. The base word is the part of the word before the “ing” was added.” ❖ “What can you tell me about changing the base words before adding “ing?”

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Day 4

<p>Reading (25 minutes) R.NT. 02.03 C R.CM. 02.01 R.CM. 02.02 C R.CM. 02.03 C R.CM. 02.04 C R.CM. 02.05 C R.CM. 02.08 R.MT. 02.05 R.MT. 02.06 R.MT. 02.08 L.CN. 02.04 L.CN. 02.05 L.RP. 02.01</p>	<p>Begin by rereading aloud the story <u>The Teddy Bear</u>.</p> <p>“Today we will continue talking about the actions of the little boy. After listening to the story I want you to think about what the little boy did. Now I want you to tell me what was right and wrong for him to do what he did? What are your reasons for thinking that way?”</p> <ul style="list-style-type: none">❖ This question goes along with the Moral Plane of the Profundity Scale.❖ It makes the reader aware of the character in light of an ethical code.❖ Have the students share their responses with the group.❖ Suggested responses: It was wrong for him to leave Teddy behind; he was forgetful. It was right for him to take Teddy back; he owned this teddy bear. It was right for him to give Teddy to the man because he had other friends he could love and the man didn’t. <ul style="list-style-type: none">❖ Now, “ Let’s talk about what the little boy got for doing the actions he did?” Share your thoughts with the group.”❖ This question goes along with the Psychological Plane of the Profundity Scale.❖ It makes the reader aware of the psychological forces influencing the character.❖ Suggested responses: Teddy meant everything to the little boy. He was his best friend. He felt lucky to find Teddy and take him back home. It made him feel good inside to know he helped the man who did not have anything besides a teddy bear to love.
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L.CN.02.04
L.CN.02.05
L.RP.02.01

Now we are going to continue our charting of the story The Teddy Bear.

- ❖ Let's begin with a blue marker.
"I want you to think and tell me, "what was right and wrong" about what the little boy did? I will draw a blue bubble connecting off the red bubbles we already made to come off each action box. I will write your response in the bubbles."
- ❖ Blue Bubble One: Was it right or wrong that the boy lost his Teddy at the diner?
Response: It was wrong because he should have left Teddy in the car.
- ❖ Blue Bubble Two: Was it right or wrong that the boy picked up and took Teddy back off the park bench?
Response: It was right because he found his friend Teddy and it was time to take him home.
- ❖ Blue Bubble Three: Was it right or wrong that the boy gave Teddy back to the crying man?
Response: It was right because the boy realized how much Teddy meant to the man.
- ❖ Now let's take a green marker.

"I want you to be thinking about what did the little boy get from thinking about his actions? I will draw a green bubble connecting off the blue bubbles we made to come off each action box. I will write your response in the bubbles."

- ❖ Green Bubble One: What did the little boy get when he forgot and lost his Teddy at the diner?
Response: He was lost without his friend.
Teddy meant everything to him.
- ❖ Green Bubble Two: What did the little boy get when he picked up and took Teddy back?
Response: He was relieved with a sense of safety to have Teddy back with him.
- ❖ Green Bubble Three: What did the boy get when he returned Teddy to the crying man?
Response: He was satisfied with himself because he knew he did the right thing by giving the man Teddy.
- ❖ "Now let's list the universal truths of the story.

Suggestions: Compassion, Friendship, Doing The Right Thing, Choices, Sharing and Caring

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<p>W.PR.02.01 C</p>	<ul style="list-style-type: none"> ❖ I would like you to write about a time you did something compassionate for someone or something. Tell me about your action, why you did it, was it right or wrong to do it and what did you get for doing the action.” ❖ “I would like you to write about a time you had to make a choice about something. Was it right or wrong?”
<p>R.WS. 02.01 R.WS. 02.02 R.W.S. 02.03 R.WS. 02.04 R.WS. 02.05 R.WS. 02.10 C R.WS. 02.11 C</p>	<p>Word Study Suggestion</p> <ul style="list-style-type: none"> ❖ “Let’s look for words in the story that have “ed” endings. We use the “ed” ending to show past tense. This means the action already happened.” ❖ I am going to give you a list of words from the story. Let’s look at these words: (See Appendix #7.) loved, stopped, missed, squashed, passed, saved, adjusted, started, happened, carried, placed, walked, acted, sailed, planted, yelled, waited, and rolled. ❖ “Can you tell me the base word we started with before we added ed?” Base words: love, stop, miss, squash, pass, save, adjust, start, happen, carry, place, and walk. ❖ “Let’s look at what we need to do to the base word before adding ed? Can we make some generalizations?” ❖ Generalizations: Some words we just add the consonant if it ends in a vowel. Some words we double the consonant before adding “ed.” Some words that end in a consonant we just add “ed.” Some words that end in a “y” we need to change “y” to “ I "then add “ed.”

**Macomb Collaborative: Thematic Units to Teach Michigan's ELA GLCE
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Day 5

<p>Reading (25 minutes)</p> <p>R.NT.02.02 C</p>	<p>Think about <u>The Teddy Bear</u>. Is there anything in the story that is like fantasies you have read? (Record responses.) Ask them to think about “fantasy.” What do they know and what examples can they give? (Record responses.)</p> <p>Introduce the genre of fantasy by using the following information: (See Appendix #8a.) Also introduce students to the Fantasy Student Bookmark. (See Appendix #8b.) Model the use of the bookmark with this selection, and tell students that they should refer to and fill in the bookmark as they encounter other examples of this genre.</p> <p style="text-align: center;">Genre: Fantasy</p> <p>Fantasy, like other kinds of stories, has characters, is set in a time and place, has problems, events and solutions to the problems. But in fantasy animals can talk, feel and do what humans can do.</p> <p><u>Fantasy</u> <u>Definition:</u></p> <ul style="list-style-type: none">• Fantasy: a highly imaginative story about characters, places, and events that, while sometimes believable, do not exist (from Harris, et al. <u>The Literacy Dictionary</u>, IRA, 1995) <p><u>Purpose:</u></p> <ul style="list-style-type: none">• To entertain• To take the reader into an imaginary world <p><u>Form and Features:</u></p> <ul style="list-style-type: none">• The problem in a fantasy is like in a real world story, but it is solved in an unreal way.• Animals can talk, feel, and act like people.• Fantasies have happy endings.• Fantasies often teach a lesson. <p>Discuss whether <u>The Teddy Bear</u> is a fantasy, you might include:</p> <ul style="list-style-type: none">- The teddy bear has feelings.- The problem, the loss of the teddy bear is a real life problem.- There is a happy ending.- The lesson is that you should do the right thing especially when it helps people who have less than you do. <p>Note: This lesson could also be presented as a Think Aloud using the above. (See Appendix #9.)</p>
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R.NT.02.02 C

Introduce The Giraffe and the Pelly and Me by telling students that they will be listening to, reading and performing another fantasy, The Giraffe and the Pelly and Me by Roald Dahl. In this fantasy the animals talk and have unusual talents. Tell students that just like the boy in The Teddy Bear, the characters, Billy, Giraffe, Pelly and Monkey do the right thing. Ask students to look for examples of doing the right thing as they listen to or read the book.

Teacher reads aloud pages 7-21. **Focus for Listening:** Students should listen for who are the characters, where is the story set and what the problem or goal there might be.

R.NT.02.01 C
R.NT.02.03 C

Remind students that all stories have elements:

- Characters:** Who is in the story?
- Setting:** Where does the story take place?
- Problem:** What problem does Billy have? What does he want?
- Events:** Has Billy done anything so far in the story that will get him what he wants?
- Resolution:**

After reading aloud begin to develop a chart similar to the one below, using large chart paper. (or see **Appendix #10**)

The Giraffe and the Pelly and Me	
Characters	<ul style="list-style-type: none"> ▪ The boy: Billy ▪ Giraffe ▪ Pelly (Pelican) ▪ Monkey
Setting	An old empty wooden house (building) "The Grubber Shop"
Problem	The old house that Billy wanted has been sold ("soled") to Giraffe, Pelly, and Monkey. They are going to use it as a window/cleaning company.
Events	<ul style="list-style-type: none"> ▪ Pelly wants Billy to get into his beak to take him up to the 2nd floor ▪ He is afraid

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Day 6

<p>Choral Reading (45 minutes) R.FL.02.01 R.FL.02.02 R.FL.02.03 R.FL.02.04</p>	<p>Students will do a choral reading of the poem from the Day 5 read aloud (See Appendix #11.)</p> <ol style="list-style-type: none"> 1. Text selected for use is the poem on page 18 in <u>The Giraffe and the Pelly and Me.</u> 2. The poem can be duplicated for each child using the following page. Make a transparency of the text and show it on the overhead projector or write the text on chart paper, so that all can view it. 3. Read the text aloud to students, modeling fluent reading. Tell students why you chose to read it as you did. For example, "Were there punctuation marks that gave you clues?" 4. After your modeling, invite students to follow along and read with you. Practice reading together chorally several times. 5. You may wish to vary the Choral Reading experience by having students join in chorally for different verses. You may also assign verses to different groups, with each group reading it's assigned part.
<p>R.WS.02.01 (15 minutes)</p>	<p>Word Study Suggestions Discussion of rhyming words, those spelled alike and different. Have students locate rhyming words in the poem. Other words that may need further discussion for understanding are: brass, sparkles, sea (what kind), and crew. (All words on page 18.)</p>
<p>R.FL.02.01 R.FL.02.02</p>	<p>Possible Extension Use short poem by Ogden Nash to promote fluency. Discuss with students what the poem means:</p> <p>Poem from Ogden Nash</p> <p>"A wonderful beast is the pelican His beak holds more than his belly-can!"</p>

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Day 7

<p>Reading (45 minutes) R.MT.02.09 R.FL.02.01 R.FL.02.02 R.FL.02.03 R.FL.02.04</p> <p>R.WS.02.10 C R.WS.02.11 C R.WS.02.12 C R.WS.02.13</p> <p>Speaking (10 minutes) S.DS.02.01</p>	<p>Teacher does a shared reading focusing on events in the story. In shared reading the entire class or small group reads the text aloud with the teacher leading the group. The teacher's voice guides the students while they follow along with eyes on the print, joining in as they feel comfortable on familiar parts or repeated phrases. This can be done from Kindergarten through high school age students and is very effective for building fluency, vocabulary and getting meaning from text.</p> <p>Word Study Suggestions</p> <p>Introduce some vocabulary words which may include: perch (p. 22), chauffeur (p. 24), immense (p. 30), thieving (p. 32), staggered (p. 34), or patented (p. 41). Look for familiar word parts to decode and discuss the meaning. Have students locate them in the text.</p> <p>Shared Reading: Read together pages 22-42. Model decoding strategies with unfamiliar words such as: Geraneous (p. 23), savory (p. 23), possession (p. 38). (See above for description of Shared Reading.)</p> <p>Discussion: Talk about how the Giraffe, Pelly, Monkey, and Billy's actions are examples of doing the right thing to help others. For example:</p> <ul style="list-style-type: none">• Pelly and Billy picked the cherries for the Duke.• Pelly, Monkey and Giraffe cleaned the windows for the Duke.• Billy helped Pelly, Monkey and Giraffe find the Duke's house. <p>Questions for further discussion</p> <ul style="list-style-type: none">• How would you describe the Duke?• Which character do you like best? Why?• How do you think the Giraffe and Billy felt when they were picking the cherries?• What did the author mean in the sentence, "If you wish to be friends with a giraffe, never say anything bad about its neck."? (p. 38)• What did Billy mean by "Pelican's Patented Beak"? (p. 41)
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Day 8

<p>Reading (10 minutes) R.NT.02.03</p>	<p>Discussion: Add new information to the Elements of the Story chart (See Appendix # 10.) From yesterday’s reading add additional characters, new problem, setting, and events.</p> <p>Readers’ Theater: (See Appendix #12a-c.) Tell the students that they are going to do a form of a play with part of <u>The Giraffe, the Pelly, and Me</u>, called a Readers’ Theater. In a Readers’ Theater, it is important to read each character’s part with expression but they will not be acting out the parts. There will be five parts: Billy, the Duke, Monkey, Pelly, and Giraffe.</p> <p>A Readers’ Theater is a presentation of text read aloud expressively and dramatically by two or more readers (Young & Vardell, 1993). The message is expressed primarily through reader’s expressive and interpretive readings rather than through actions, costumes or props. Readers’ Theater performances add enjoyment for reading stories and books repeatedly and help build fluency.</p>
<p>Speaking (45 minutes) S.CN.02.04 S.CN.02.05 S.DS.02.04 R.FL.02.01 R.FL.02.02 R.FL.02.03</p>	<p>Modeling Fluency: Read several of the parts from the Readers’ Theater modeling good expression, prosody, and intonation.</p> <p>Read through the parts with the whole class as a choral reading.</p> <p>Divide the class into groups of five and have the students choose parts and practice reading their parts several times. Allow each group to perform for the whole class during Day 9.</p>

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Day 9

<p>Reading (30 minutes)</p>	<p>Perform Readers' Theater from Day 8. (See Appendix #12a-c for script.)</p>
<p>Writing and Speaking (20 minutes) W.PR.02.01 C W.PR.02.05 C</p>	<p>Have students do a Quick Write about what has happened in the story so far. (See Appendix #13.)</p>
<p>R.NT.02.02 C</p>	<p>As a class discuss what has happened so far in the story. Discuss characters introduced:</p> <ul style="list-style-type: none"> • Billy • The Giraffe • The Pelican • The Monkey • The Duke
<p>R.WS.02.08</p>	<p>Word Study Suggestions Language Discuss the phrases "Is that not sensible?" and "Is it not magical?" from page 20 in <u>The Giraffe and the Pelly and Me</u> and ask the class what Pelly means by these questions. You may need to clear up confusions caused by these statements.</p>
<p>R.WS.02.08</p>	<p>Vocabulary Explorations Have a discussion about the authors' use of vocabulary on page 23 with the words: scrumptious-glaumptions and flavory-savory. Ask if "galumptions" is a real word? Why did the author choose it? How about "flavory-savory?"</p>

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Day 10

<p>Reading/ Speaking/ Listening (60 minutes)</p> <p>R.FL.02.01 R.FL.02.02 R.FL.02.03 R.FL.02.04 R.NT.02.02 S.CN.02.05 S.CN.02.06 S.DS.02.02</p> <p>R.WS.02.10 C</p>	<p>Teacher does a shared reading (See Day 7 for explanation.) of pages 44 - 57.</p> <p>Days 10 and 11 will be devoted to practicing and performing a Readers' Theater. (See Appendix #14a-e.)</p> <p>Tell the students that they are going to do another piece of Readers' Theater. (The Reader's Theater is adapted from pages 44-53 almost the end of the page). Remind them that Reader's Theater is a performance of a story or play. Rather than acted, the piece is read aloud expressively.</p> <p>There will be seven parts: Narrator, Duke, Giraffe, Billy, Monkey, Duchess Henrietta, and Chief of Police</p> <p>Model fluency as done on Day 8. Read several parts from the Reader's Theater modeling prosody, expression, phrasing, and intonation. The parts for the Duchess Henrietta are particularly good examples.</p> <p>Divide the class into groups of 7 and have the students choose parts and practice reading their parts several times. Allow each group to perform for the whole class.</p> <p>Word Study Suggestion Using word cards in Appendix #15, students will sort and categorize words from the passage.</p>
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Day 11

<p>Reading/ Speaking/ Listening (60 minutes) R.FL.02.01 R.FL.02.02 R.FL.02.03 R.FL.02.04 R.NT.02.02 C S.CN.02.05 S.CN.02.06 S.DS.02.02</p> <p>R.NT.02.02 C R.NT.02.03 C R.MT.02.04</p>	<p>Perform Reader’s Theatre. (See Appendix #14a – e.)</p> <p>Following the Readers’ Theater, do a shared reading of pages 53-57 (where the Readers’ Theatre stops). Elicit predictions as to the cause of Giraffe’s nervous cough. (The animals are hungry for the rare foods they need to exist.)</p>
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Day 12

<p>Reading Speaking (60 minutes)</p> <p>S.CN.02.04 R.NT.02.02 C R.NT.02.03 C R.MT.02.04</p> <p>R.MT.02.04</p> <p>S.CN.02.04 S.DS.02.01</p>	<p>Plan for Shared Reading of pages 58-63:</p> <p>Before Reading: 1. Teaching can be focused on content: Shared Reading will be used to teach about the genre or characteristics of the book-fantasy. Teaching can also be focused on processes: Shared Reading will be used to encourage students to bring their own understandings to bear on the text as they construct meaning.</p> <p>Brainstorm to activate any background knowledge children have retained from their previous reading of the text, e.g. characters, plot, setting, genre, and theme.</p> <p>While brainstorming encourage children to: Talk: Why is this fantasy? Encourage specific examples. (Animals talk, feel and eat like people. The problem in a fantasy is a real world problem, but it is solved in an unreal way. Share: What kinds of choices have the students noticed in this book? What have students noticed happens when characters make the right choice? Predict: What might happen to the Giraffe, the Monkey, Pelly and Billy because of the choices they've made? During Reading: Start with the last line on page 57 when the Duke responds to Giraffe's nervous cough by saying, "Is there a problem?" asked the Duke. "If there is, do please let me hear it."</p> <p>Encourage students to: Predict: What will Giraffe say? How do you think the Duke would feel?</p> <p>Teacher models surprise, excitement and happiness while reading about the outcome of right choices.</p> <p>After Reading: Reflect on, and respond to, reading. Encourage students to: Talk: about elements of fantasy that they noticed. Share: their response to the characters' rewards...is this what they expected? Compare: their responses to other students. Substantiate: return to text and give specific examples of their responses.</p> <p>Second Reading of pages 58-63 with props: Story Theatre (See Appendix #16a-I for patterns.) Before Reading: Have a flannel board available. Pass out felt props of characters and rewards: (Giraffe/tinkle tinkle tree/tears, Monkey/walnut, Pelly/salmon). Tell the children they can place the felt character on their finger and let the character "walk" up to the flannel board when it's time in the story. There are seven items to be brought up. If you cut out more than one Giraffe tear, tinkle tinkle flower, or</p>
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	<p>walnut, more students could participate. Be sure they have room to walk unobstructed to the flannel board.</p>
<p>R.CM.02.03 C</p>	<p>Retelling: Directions Teacher read pages 58-63 orally twice (already done in Shared Reading). Teacher models an Oral-to-Map-to-Written or drawing retelling of those pages. Teacher uses Shape Go! Map to (See Appendix #19.) to organize the retelling. Then teacher models a written retelling of those pages. Shape Go! Mapping is a graphic organizer for retelling. It has a sequential structure for organization. There is a shape for each part of the story: beginning(a triangle), middle (a rectangle) and end or resolution (a circle). Characters, setting and problem align with the triangle/beginning. Major story events are listed in the middle/rectangle. The end or resolution of the story is a circle. The Shape GO! Map can be done as a whole group, small groups, or individually. (See Appendix #19.)</p> <p>Think Aloud for O-M-W retelling:</p> <p>Tell the students that you're going to make a Shape Go! Map (See Appendix #19.) to organize for retelling.</p> <p>Say, "I'm thinking about what happened at the beginning of this piece...The Giraffe was coughing nervously and the Duke demanded to know what was going on."</p> <p>As you make the triangle on the Shape Go! Map say, "This triangle represents the beginning of the story. I know that the beginning of stories give information like characters, setting and problem. I'll put those things in...hmmm...I'll start with characters...the who in a story...Giraffe...the Duke...the Monkey...and Pelly."</p> <p>Then say, "The setting is easy. It's the when and where in a story. This happened at the Duke's estate during the day...I'll write that in here. Now the problem, that's hard. Why was that Giraffe coughing nervously? When I read on in the story the Giraffe, the Monkey and Pelly said they were famished, starving! Yikes! That's pretty darn hungry! That would definitely be a problem to be that hungry. I'll write that here."</p> <p>"Now there's a rectangle. That means the events or important things that happened in a story. I'll put the rewards the characters got that they could eat! Let's see...who was first...first is an important word when you're retelling...the Giraffe got the tinkle tinkle flowers to eat...what next?...another important retelling word...Next...I'm going to peek at the flannel board to help me remember...yeah, it was the Monkey. He got walnuts. Then what? Oh yeah, the Pelly got his salmon."</p> <p>"Another shape! A circle! Let's see, a circle means how the problem was resolved,</p>

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how it worked out. A circle is a perfect shape for that, no points, just smooth...like how things work out...Everybody got something to eat! I'll write that here. I'll bet nobody is hungry now...well maybe me!"

Then the teacher can rehearse the retelling orally from the Shape Go! Map, using the important retelling words, like first, next, then, and last. A written retelling can be generated from the Shape Go! Map.

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Day 13

<p>Speaking (15 Minutes) R.CM.02.03 C S.DS.02.01</p> <p>R.WS.02.01</p> <p>Reading (25 minutes) R.AT.02.01 R.CM.02.01 C R.CM.02.02 C R.MT.02.09</p> <p>Writing (20 minutes) R.N.T.00.03 C</p> <p>W.PS.00.01 C R.N.T.00.01 C R.N.T.00.05 C</p>	<p>Discussion: Revisit retelling from Day 12. Do a circle retelling in small groups of the events from the story. With a partner have students address the following: What is one question you have? What do you think will happen next?</p> <p>Word Study Suggestion: Introduce Vocabulary: Talk about new vocabulary or special words like "aeroplane", and candy names on page 69. Look at multiple meanings and decoding strategies. Locate them in the text.</p> <p>Shared reading of pages 64-79. Read to the end of the story and enjoy.</p> <p>Discuss reactions to the book orally. What did you like about "Pelly"? Why or why not? What was your favorite part? Did this story remind you of another story? Of something from your life? What do you think about the way R. Dahl ended his book?</p> <p>Complete the elements of the story chart. (See Appendix #10.) Fill in the events and resolution.</p> <p>Quick Write (See Appendix #13.) - Have the students respond in writing to the question, "How did Giraffe, Pelly, Monkey, Billy or the Duke do the right thing?" Pick one character and tell how his actions show that he did the right thing. Include examples from the story. Share responses with a partner.</p>
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Day 14

<p>Reading/ Writing (35minutes)</p> <p>R.FL.02.01 R.FL.02.02 R.FL.02.03 R.FL.02.04 R.NT.02.03 C R.NT.02.05 C R.CM.02.01 C R.CM.02.02 C R.CM.02.06 C R.MT.02.09</p> <p>R.CM.02.03 C</p> <p>W.GN. 02.05 W.PR. 02.01 C W.PR.02.02 C W.PR. 02.03 C L.CN. 02.04</p>	<p>“Today we are going to do an activity called “Novel in An Hour.” We will use the story <u>The Giraffe and the Pelly and Me</u> written by Roald Dahl.</p> <ul style="list-style-type: none">❖ To prepare for this activity you will need to take a single copy of the book and tear it into equal sections. (The number of the sections you will need depends on the size of your class. You will need enough sections for each group of 3-4 students plus yourself.)❖ Staple the following pages together to form a section (Cover page numbers.): Section 1 Pages 1-21 Section 2 Pages 22-42 Section 3 Pages 44-57 Section 4 Pages 58-63 Section 5 Pages 64-79❖ Next divide your class into 5 groups of 3-4 students each making sure you make the more proficient reader in each group the group leader.❖ Pass out one sheet of paper per student to use later in this activity.❖ Pass out a section of the story to each group. Please be sure you do not pass out the sections of the book in the correct story order. You want the sections randomly distributed.❖ Tell your students, “You will be reading a novel in an hour. I am passing out a section to your group. Your leader’s responsibility is to read the section to your entire group.”❖ “When you finish listening to your group leader read the story aloud, I want you to take the piece of paper I handed out to you and write down the most important actions you can recall from the chunk of text that was read to you.”❖ After writing the retelling of your section of the story, I want you to listen as each group leader reads a selected retelling from their group to the class. “I want you to listen to the retelling and decide where in the story this part belongs. As a class we will listen to all the sections and decide where they belong in the story. At the end we will put all the sections together from beginning to end.”
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R.WS.02.08 R.WS.02.09 R.WS.02.10 C	<u>Word Study Suggestion</u>
W.PS.02.01 C	<ul style="list-style-type: none">❖ “I want you to stay in your group. Select a word leader for your group. The job of the word leader is to write down the words found in your story section. ❖ “Using the story section given to you, I want you all to find all the words that sound good and are fun to say. Your group leader will create a list of these words to share with the group.”

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Day 15

<p>Reading/ Speaking (45 minutes) R.IT.02.01 C R.IT.02.02 C R.IT.02.03 C R.CM.02.09 C R.MT.02.03 R.MT.02.04 R.MT.02.11 W.GN.02.03 C</p>	<p>Before Reading: Introduce the article “Super Scoopers”, a non-fiction article from Ranger Rick. (See Appendix #17c-d.) Tell the class this is a nonfiction story about pelicans. Go over headings “Diving For Dinner,” “The Best Nests,” and “Noisy Babies.” Have the class make predictions about the article using the headings as clues. This could serve as a model for writing a magazine feature article.</p>
<p>R.WS.02.10 C R.WS.02.12 C R.WS.02.13</p>	<p>Word Study Suggestions Introduce vocabulary words from the article that need to be clarified before reading such as: endangered species (p. 1), nesting pairs (p. 1), snatching (p. 1), mainland (p. 1), weave (p. 1). Discuss the meanings. Have students find the words in context and help them discover the meanings.</p>
<p>R.CM.02.04 C</p>	<p>Tell the students to think about Pelly from <u>The Giraffe, the Pelly, and Me</u> and the pelicans in the article when they read the article, “Super Scoopers.”</p>
<p>R.WS.02.13 R.CM.02.04 C</p>	<p>During Reading: Do a shared reading of the article modeling vocabulary and comprehension. Model the comprehension strategy of making connections by putting a sticky note on something you connected with in the article.</p> <p>Tell the class your connection. For example, in Appendix #17c, second paragraph, the sentence, “If you visit an ocean beach in the United States...” you might say, “I remember a time I visited the ocean. I did see lots of birds. I don’t remember if I saw a pelican though.”</p> <p>Tell the class they may make connections with the article too and to raise their hand so they can put a sticky note on the part they connected with.</p>
<p>Speaking (10 minutes) R.MT.02.12 R.CM.02.05 C S.DS.02.01 L.RP.02.01 L.CN.02.05</p>	<p>After Reading: As a class, complete a Venn diagram to compare and contrast the pelicans in the article with Pelly from <u>The Giraffe, the Pelly, and Me</u>. (See Appendix #17a and b.) Some comparisons might be where they live, their friends, how their pouch works, where they each get their food, what they eat, and can they talk.</p> <p>Discuss how Roald Dahl made Pelly different from the pelicans in the article and if it fits with the genre of fantasy.</p>

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R.WS.02.10 C R.WS.02.13 R.MT.02.11	Word Study Suggestions There are several words and phrases in the article the author uses that may be unclear. Do a think aloud with the following words or phrases to clarify meaning: “dive bomb” (Appendix #17c.), “breakfast bowl pouches” (Appendix #17d.) wondering why the author chose the words “breakfast bowl,” “throw up partly digested food” (Appendix #17d.) using what they know about the term throw up to help discover the meaning, “teens” (Appendix #17d.) asking what do they mean by teens. Are they teenagers?
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Day 16

<p>Reading/ Listening (25 minutes) L.CN.02.05 L.RP.02.01 L.RP.02.02 L.RP.02.03 R.NT.02.02 C R.NT.02.03 C</p>	<p><u>Star Money</u> is an unusual title. Elicit and record predictions about what the story might be about. Set a purpose for students' listening. Ask them to notice if the story structure of narrative, Who, When, Where, What, fits the <u>Star Money</u>. Post the "W" words somewhere easily seen while you read. Read <u>Star Money</u> aloud: (See Appendix #18.)</p>
	<p style="text-align: center;">The Star Money By The Brothers Grimm</p>
	<p>There once was a little girl whose mother and father died and left her with nothing – nowhere to live, not even a bed to sleep in. She had nothing but the clothes she was wearing and a small piece of bread which a kind soul had given her, but in spite of everything she was a sweet and gentle child.</p>
	<p>Because there was no one to care for her she went out into the world alone. First she met a poor man who said, "I'm so hungry. Please give me something to eat!" The little girl gave him all her bread. "Take this bread," she said. Then she walked on.</p>
	<p>Next, she met a crying child. "My head is so cold," said the child. "Please give me something to keep it warm!" So she took off her cap and gave it away. And when she had gone a little further she met another child, shivering with cold because he had no jacket, so she gave him her jacket. Still further on she met another child asking for a skirt, and she gave her own skirt away.</p>
	<p>Finally she came to a forest. Night had already fallen when she met another child who asked for her shirt. "The night is dark," thought the little girl. "No one will see me. I don't need my shirt." She took it off and gave it away. And as she stood there, with nothing left at all, stars suddenly began falling from the sky, and as they fell they turned into shining gold coins. Although the little girl had given her own shirt away, she found herself dressed in the finest linen. She gathered up all the coins in her skirt and was rich for the rest of her life.</p>
<p>R.CM.02.03 C R.CM.02.06 R.CM.02.07</p>	<p>Use the Shape Story Map to organize the story elements and events. The Shape Story Map is a graphic organizer for retelling. It has a sequential structure for organization. There is a shape for each part of the story: beginning(a triangle), middle (a rectangle) and end or resolution (a circle). Characters, setting and problem align with the triangle/beginning. Major story events are listed in the middle/rectangle. The end or resolution of the story is a circle. The Shape Story Map can be done as a whole group, small groups, or individually. (See Appendix #19.)</p>

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<p>Writing (20 minutes) R.NT.02.02 C R.CM.02.03 C R.CM.02.06 C R.CM.02.07 C</p>	<p>Let the students use the Shape Story Map (See Appendix #19.) for support in writing a retelling of <u>Star Money</u>. Link the Shape Story Map and Who, What, Where and When. Let the students connect “Who” to the characters, “What” to the problem, and “Where” and “When” to the setting, before writing. Since the story is extremely short, you may want to read it again before they write. As an extension of the written retelling, the students could work in pairs and identify the story structure (elements of story) of their retellings.</p>
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Grade 2 Lesson Plans**

Day 17

<p>Reading/ Listening (25 minutes) L.CN.02.05 R.NT.02.02 C R.NT.02.03 C R.MT.02.05</p> <p>R.MT.02.05 S.DS.02.01</p>	<p>Set a purpose for rereading <u>Star Money</u>. (See Appendix #18.) Tell the students that they can let the words in <u>Star Money</u> paint pictures in their minds. Powerful images can be pictured from the words. This is called Visualization. Visualizing helps us to understand stories. Let the students know that they will visualize while you read.</p> <p>Discuss and record students' visualizations.</p>
<p>Visually Representing (20 minutes) L.RP.02.03 R.MT.02.05</p>	<p>After reading <u>Star Money</u>, have the students identify their favorite image. Then, have the students represent what they envisioned. Remind the students that you expect them to draw their own pictures the best they can. Celebrate if they stick with it. Have the students write a caption for the picture. Have them share their work.</p>

**Macomb Collaborative: Thematic Units to Teach Michigan’s ELA GLCE
Grade 2 Lesson Plans**

Day 18

<p>Listening/ Speaking (25 minutes) R.NT.02.02 C R.NT.02.03 C</p> <p>R.CM.02.02 C</p>	<p>To review the genre of fantasy, you might say something like, “Together we have listened to, read and talked about three fantasies, <u>The Teddy Bear</u>, <u>The Giraffe and the Pelly and Me</u>, and “The Star-Money.”</p> <p>“We learned that in fantasies, animals can talk, feel and act like humans. This is true of <u>The Teddy Bear</u> and <u>The Giraffe and the Pelly and Me</u>. (The teddy bear could feel happy and sad. The animals in <u>The Giraffe and the Pelly and Me</u> could talk and had special qualities: the giraffe could act like a crane and raise the monkey and the pelican up to wash movies, the monkey could wash the windows very fast, and the pelican supplied the water.)</p> <p>Also, all three of the fantasies have happy endings. (In <u>The Teddy Bear</u>, the boy had to give up his bear, but he was happy because it made the man very happy. In <u>The Giraffe and the Pelly and Me</u>, not only do the animals get a good job and just what they want to eat, but Billy gets his candy store and the duke’s wife gets her jewels back. Everyone becomes friends. In “The Star-Money” the poor girl ends up with more than enough money for the rest of her life.)</p> <p>In all three stories real world problems were solved in unusual ways. (In <u>The Teddy Bear</u> it was strange that the homeless man who had found the bear and the boy who had lost it came together in the end. In <u>The Giraffe and the Pelly and Me</u> everyone got their problems solved in unusual ways: Billy gets his candy store because he helps everyone else. The Duke gets his cherries and his wife’s jewels because he is nice to Billy and the animals. The animals get the job they needed and the food they wanted because they helped the Duke.)</p> <p>All three fantasies taught a lesson. (The lesson of all three is that doing the right thing brings rewards. The boy in <u>The Teddy Bear</u> feels good because he makes the homeless man happy. Everyone in <u>The Giraffe and the Pelly and Me</u> is happy because they did the right thing by helping each other and they all got just what they wanted. The girl in “The Star-Money” gave all she had away, but she ended up with much better than she gave away because she did the right thing.) Use the chart in Appendix #20a-b.</p>
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Macomb Collaborative: Thematic Units to Teach Michigan's ELA GLCE
Grade 2 Lesson Plans

Days 19 and 20

<p>Reading (25 minutes) R.NT.02.01 C R.NT.02.03 C R.NT.02.05 C R.IT.02.04 C R.CM.02.02 C R.CM.02.04 C R.CM.02.05 C S.DS.02.03</p> <p>R.CS.02.01 C</p>	<p>Use both the Reading and Writing sessions of these two days for students to think about, draft, revise and share their answers to the following Response to Literature question. The question (See Appendix #21.), and checklist (See Appendix #21 and Appendix #22.) are also included on a separate sheet for your convenience.</p> <p>Focus Question: <u>In The Giraffe and the Pelly and Me, the boy in The Teddy Bear, the girl in “The Star-Money,” and the people who made the laws referred to in “The Super Scoopers” did the right thing.</u></p> <p>With the students, build a chart detailing what each did right. Use information from Day 18. (See Appendix #20a for a model chart.) Have students fill in chart (See Appendix #20b.) independently. Choose two of the characters and give details from the selection to prove that these characters did the right thing.</p> <p>If it is appropriate, use the following rubric and checklist as you write and review your response:</p> <p>CHECKLIST FOR REVISION:</p> <p>_____ Do I take a position and clearly answer the question I was asked?</p> <p>_____ Do I support my answer with examples and details from all of the selections?</p> <p>_____ Is my writing organized and complete?</p> <p>Save at least the Writing session of Day 20 for student sharing of their answers.</p>
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