

English Language Arts
Grade Level Content Expectations (GLCE)

Genre Units

Grade Two
Unit #2



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

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Sharon Charnesky 2nd Fraser Public Schools
Barb Churray 2nd Utica Community Schools
Kathy Ming 2nd Utica Community Schools
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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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Unit # 2 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 comprehension strategies, models, and discussion questions, teachers will be teaching to the Michigan English Language Arts Standards, the new Grade Level Content Expectations (May, 2004) and helping students prepare for success on the ELA MEAP 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 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 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 selections in this unit include:

"Johnny Appleseed! Johnny Appleseed!" Retold by Marion Vatlut Emrich (Legend) (T/S) (See Appendix.)

- The Legend of the Teddy Bear, Frank Murphy, 2000, Sleeping Bear Press (Legend) (T)
- A Day's Work, Eve Bunting, 1994, Clarion (Realistic Fiction) (S)
- December, Eve Bunting, 1997, Harcourt (Realistic Fiction) (T)
- The Empty Pot, Demi, 1990, Henry Holt (Folktale) (T)
- The Ballad of Davy Crockett, Tom Blackburn from www.infoplease.com/saked/5-4-01 (Poetry) (S) (See Appendix.)

Davy Crockett Biographical Sketch from www.infoporium.com/heritage/crockbio (Biography) (T) (See Appendix.)

"Today Was Not My Day at All" from Jack Prelutsky, It's Raining Pigs and Noodles (Poetry) (T/S) (See Appendix.)

T = One copy needed for Teacher Read Aloud

S = Provide a copy for each student

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

Students also need to be explicitly taught comprehension strategies. Therefore, the plans for the selections in this unit also make use of Strategies That Work from the book of the same name by Stephanie Harvey (2000). These strategies were compiled in a ground-breaking article in 1992 by David Pearson, Laura Roehler, Jan Dole, and Gerry Duffy – “Developing Expertise in Reading Comprehension: What Should Be Taught and How It Should Be Taught.” This article points out that teachers should show and model what proficient readers do and teach students how to use these strategies explicitly in literature-rich learning communities where peers and teachers discuss and collaborate. The list of strategies include:

- making connections (activating prior knowledge)
- asking questions
- determining importance
- inferring
- synthesizing
- visualizing
- repairing comprehension

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.

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 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’s
Grade 2 Lesson Plans**

<p>W.PR.02.08</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>
<p>Writing (20 minutes) W.PR.02.06 C</p> <p>W.PR.02.03 C W.PR.02.07 C</p> <p>W.PR.02.09 W.PR.02.10 C</p> <p>W.PS.02.01 C</p> <p>W.PR.02.11 C</p>	<p>If it is appropriate, remind students of 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 (If it is appropriate for your second graders to begin revising, you might use the following.) 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 revising mean making sure that the reader can read and</p>

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

<p>W.SP.02.01 C W.GR.02.01 C W.PR.02.08 W.HW.02.01 C</p>	<p>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> <p>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 also briefly the rubric for Grade 2 (See Appendix #2a.) concentrating on what is required for a 3-point. (Option: If this is being done during Second Semester, you might transition to the 6-point Rubric in Appendix #2b.)</p>
<p>R.CS.02.01 C R.CS.02.02</p>	<p><u>Prewriting</u></p>
<p>W.PR.02.03</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>
<p>W.PR.02.05</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 style="text-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>W.PR.02.08</p>	<p>Have students share with a partner what they have drawn, listed and/or drafted.</p>

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

Day 2

<p>Reading (25 minutes)</p> <p>R.NT. 02.02 C R.NT. 02.03 C</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>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 selection.</p> <p>“The first selection we will be reading together is a legend called ‘Johnny Appleseed! Johnny Appleseed!’ retold by Marion Vallat Emrich. I’ll read the legend while you listen and think about doing the right thing.”</p> <p>Read “Johnny Appleseed! Johnny Appleseed!” aloud with expression at least once. (See Appendix #3a-b.) Read it again if appropriate.</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? (Johnny helped people by bringing them what made him happy – apple seeds from which to grow apple orchards giving them apples to eat, cider to drink, beautiful blossoms to look at and honey from bees. He gave the seeds away and traveled far and wide, but did not accept payment for his seeds.)
<p>Listening/ Speaking/ Writing (20 minutes)</p> <p>R.CM.02.03 C R.NT.02.02 C R.CM. 02.06 C L.CN.02.05 S.DS. 02.02</p>	<p>“We read together the legend, ‘Johnny Appleseed! Johnny Appleseed!’ Now let’s make a chart together to share the story elements of this story.” (See Appendix #4.)</p> <p>“This organizer will help you to write a written retelling.</p> <p>The elements of a story include:</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?

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

R.CM.02.03 C	<p>Suggested chart: (See Appendix #5)</p> <p>Characters: Johnny Appleseed The people he gives seeds to</p> <p>Setting: Pennsylvania, Ohio, Indiana</p> <p>Problem/Goal Johnny wants to share delicious apples, honey and beautiful apple blossoms with everyone he can.</p> <p>Events:</p> <ul style="list-style-type: none">- Johnny, as a baby sees a branch of an apple tree and wants to share apples with everyone.- He plants his own apple orchard.- He collects apple seeds and sets out to share apples with as many people as possible.- He gives away as many seeds as he can carry, then goes back to get more. <p>Resolution: Then he starts all over again until he dies. Everyone appreciates Johnny’s gifts.</p> <p>Theme: Johnny does the right thing, and this makes others happy. Even Congressman, Sam Houston, praises Johnny for his work after he dies.”</p> <p>“I want you to do a written retelling of the story. Remember to include a picture and all the story elements in your retelling.” (See Appendix #6a-c for procedures, rubric, and modeled retelling.)</p> <p style="text-align: center;">Retelling of “Johnny Appleseed! Johnny Appleseed!” (Legend)</p> <p>Stories are told about a man named Jonathan Chapman who lived in Pittsburgh at the end of the 1700’s. He loved apples and the honey from the apple blossoms. He decided he wanted to take a load of seeds west to the pioneers on the frontier. After he had given that load away, he came back to Pittsburgh for more. He did this over and over again.</p> <p>He must have looked odd. He had blue eyes and long hair. He always went barefooted and wore clothes like a sack with holes cut in it for his head and arms.</p>
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**Macomb Collaborative: Thematic Units to Teach Michigan’s ELA GLCE’s
Grade 2 Lesson Plans**

<p>R.CM.02.03 C W.PR.02.04 C</p>	<p>On his head, he wore the pan he used to cook his meals.</p> <p>There were lots of stories told about him, like he played with bears, stuck pins and needles in his skin without hurting himself and walked barefoot even when it was really cold. It is even told that when he died, a congressman in Washington said that Johnny Appleseed was a useful man. I think he did the right thing.</p> <p>Go over the modeled retelling, pointing out that there are three major ideas, each written in a paragraph with a main idea and some details. Point out that the person doing the retelling mostly uses her words, but also includes some from the legend, that she tells the biggest idea (Johnny Appleseed did a good thing by giving other people what he loved – apple trees) with details, and that she also put her own opinion in by saying that Johnny did the right thing. As appropriate, have students compare their written retellings with the model.</p> <p>If students have not had much experience with retelling, use the above model as a Think Aloud. (See Appendix #7.)</p>
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**Macomb Collaborative: Thematic Units to Teach Michigan’s ELA GLCE’s
Grade 2 Lesson Plans**

Day 3

<p>Reading/ Listening/ Speaking (20 minutes) R.NT.02.01 C R.NT.02.02 C R.NT.02.03 C</p>	<p>To introduce the genre of legend, say something like, “The story we have read together about Johnny Appleseed is a legend. A legend is a story that is passed along first by word of mouth or people telling it over and over again. Legends are usually partly based on fact and partly fiction or made up (to make a better story).”</p> <p>Continue to talk about legends by using the following information (See Appendix #8a.) Also introduce students to the Legend 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: Legend</p> <p>“Legends like stories have the same <u>elements</u>: <u>characters</u> in <u>settings</u> with <u>problems</u>, attempts to solve problems or <u>events</u>, <u>resolution</u> and <u>lessons</u> or <u>themes</u>. What makes a legend a little different are a number of things. Using a dictionary definition a legend is “a story handed down for generations among a people and popularly believed to have a historical basis, although not verifiable.” Introduce these characteristics of legends from Margaret Mooney’s book, <u>Text Forms and Features</u>:</p> <p><u>Legends</u> <u>Purpose</u>:</p> <ul style="list-style-type: none">• To focus on positive character traits• To present models of behavior and ethics <p><u>Form</u>:</p> <ul style="list-style-type: none">• A story (narrative), often part fact and part fiction, about the deeds of a famous hero, kept alive through oral retellings and later written down <p><u>Features</u>:</p> <ul style="list-style-type: none">• Focuses on character traits of strength and bravery• May have historical basis• The “underdog” usually triumphs or good overcomes evil.• Wishes come true as a result of a test or struggle. <p>Ask students if they think the story about Johnny Appleseed is a legend. Display the legend checklist (See Appendix #8c.) and tell them to think of examples from the story that prove that it is a legend.</p>
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**Macomb Collaborative: Thematic Units to Teach Michigan’s ELA GLCE’s
Grade 2 Lesson Plans**

	<p>Their answers might include:</p> <ul style="list-style-type: none"> • It sounds like a story that has been told over and over again. • The story does tell positive things about Johnny – he helps people by bringing them seeds that when planted give people food (apples and honey) and beauty (apple blossoms). • The story shows us a model or how we could act to do the right thing. • There was a guy named Jonathan Chapman, but he may not have done all the things in the stories, like going around barefoot in very cold weather and sticking needles into his skin. Also the stories may have exaggerated how many trees he was responsible for. • Johnny did seem like a different man or underdog because he always did things for others without expecting anything for himself. • His life was influenced from the time he was born by apple trees. His wish was to bring what he loved to everyone he could, and he died trying.
<p>Speaking/ Listening (20 minutes) R.NT.02.02 C L.RP.02.01</p>	<p>Using the help of the internet and/or a library or librarian, introduce another legend or two. After you have read one aloud, ask students in pairs to use the legend sheet to figure out what makes the story a legend. Save time to discuss what they come up with in large group.</p> <p>See Appendix #8d-h for a legend bibliography and/or the following websites:</p> <p>www.michigan.gov/scope (includes units by grade levels and grade level genre suggestions in line with Michigan GLCE’s)</p> <p>www.acs.ucalgary.co/-dkbrown/stories.html (Children’s booklist includes a list of legends.)</p> <p>www.monore.lib.in.childrens/children-booklists.html (Children’s booklist includes a list of legends.)</p>

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

Day 4

<p>Reading (35-45 minutes) R.NT.02.02 C</p>	<p>To introduce the next selection, you might say something like, “Remember the story we just read about Johnny Appleseed? We have been talking about legends. Who remembers what we said the characteristics of a legend are? (Mostly true, passed down through years.)</p> <p>We are also working on the theme, doing the right thing.</p> <p>Today we are going to read another legend called, <u>The Legend of the Teddy Bear</u>.”</p>
<p>R.MT.02.03 R.MT.02.14</p>	<p>You might continue with something like: “As we go through the unit, we will be learning to use some strategies that good readers use. Probably you use many of these strategies without even thinking about it. But I want you to pay attention and talk about the strategies you use often. These strategies include:</p> <ul style="list-style-type: none"> • Visualizing • Making connections • Asking questions
<p>R.MT.02.05</p>	<p>Read <u>The Legend of the Teddy Bear</u> stopping to model the use of strategies:</p> <ul style="list-style-type: none"> • Visualizing means to make pictures in your mind about what’s going on in the selection so you can understand the selection better. ‘As I am reading these first two pages (pp. 1-2), I am picturing someplace up north where there are lots of trees and wild animals like deer. On page 2, I can see an old town like the one up at Huckleberry Railroad. It has horse drawn carriages and a few small shops in a row.’
<p>R.CM.02.08 R.MT.02.04 R.MT.02.06</p>	<ul style="list-style-type: none"> • Asking questions means stopping before or during reading to ask questions like, ‘From the title; I wonder how the teddy bear could be a legend? How long have teddy bears been around?’”
<p>R.WS.02.05 R.WS.02.06 R.WS.02.08 R.WS.02.10 C R.WS.02.12 C R.WS.02.13</p>	<p>Word Study Suggestion</p> <p>As you read aloud point out the following words and meanings to students:</p> <ul style="list-style-type: none"> • The author says, “The animals “roamed” freely.” (p. 2) What does this mean? (wanders, moves around) • Point out “bustling” (p. 2) as in “Horses pulled buggies through bustling streets.” What does this mean? (busy, constant movement) • “Territories” as in “across the wild territories of America” (p. 2) (large pieces of land that later became states) • “Prairies” as in “connecting cities and towns to prairies” (p. 2) (flat grasslands)

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

R.CM.02.02	<p>with few trees)</p> <ul style="list-style-type: none"> • What kind of person is “adventurous”? (p. 3) (someone who likes to try new and sometimes dangerous things) • “Making connections means putting things together from what I know already, other stories I have read, and what I’ve experienced and know about the world. This helps me understand what I read better. As I read this page (p.6), it reminded me of camping with my family in Rocky Mountain National Park or I remember a time when I laid on the dock up north and looked at all the stars.’” <p>After reading page 8 ask “Is there anything on this page that reminds anyone of something from your life?” (eg. hunting, animals in the woods)</p> <p>Continue reading.</p>
R.CM.02.08 R.MT.02.04 R.MT.02.06	<ul style="list-style-type: none"> • “Asking questions: (p. 11). After reading this page, I have a few questions. How did the men catch the bear? What will Teddy Roosevelt do now?” After reading page 13, the teacher asks the students, “What questions do you have now?” (Possible Question: Why did Teddy Roosevelt let the bear go?)
R.CM.02.02 C R.CM.02.04 C	<ul style="list-style-type: none"> • “Making Connections: (p. 11) Have you ever seen an animal fighting to free itself? How did you feel?” (sorry for the animal or scared)
R.WS.02.04	<p>Word Study Suggestion</p> <p>Use this opportunity to remind students or teach them about the following rule: When a word ends with an “e”, we remove the “e” before adding “ing” as in:</p> <ul style="list-style-type: none"> • bustle to bustling • smoke to smoking • move to moving

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

Day 5

<p>Reading (30 minutes)</p>	<p>Begin by asking questions to review what has happened in <u>The Legend of the Teddy Bear</u>. Who is this story about? What kind of person was Teddy Roosevelt? What did he like to do?</p>
<p>R.CM.02.03 C</p>	<p>Take a picture walk through the book (pp. 1-14) while the students retell the story with teacher guidance.</p>
<p>R.MT.02.04</p>	<p>Discuss: “Based on what we have read so far, what would be your prediction of how the Teddy Bear came to be?”</p>
<p>L.RP.02.01 R.CM.02.01</p>	<p>Read Aloud (pp. 15-27) Continue to model the comprehension strategies of questioning, making connections and visualizing. Tell students that they are going to practice using these strategies today.</p>
<p>R.CM.02.08 R.MT.02.04 R.MT.02.06 R.WS.02.13</p>	<ul style="list-style-type: none"> • Asking questions: (p. 16). “I have some questions here: What does the word “defenseless” mean? (unable to defend oneself) Why did a cartoon cause people in our country to love their president even more?” (People liked the idea that their president cared about animals.)
<p>R.MT.02.03 R.MT.02.05</p>	<ul style="list-style-type: none"> • Visualizing: (p. 18). “Listen again as I read this page and draw a picture of the candy shop as it was described in the story.”
<p>R.CM.02.02 C R.CM.02.04 C</p>	<ul style="list-style-type: none"> • Making Connections: Ask, “Does this remind anyone of something from their life?” (an old-fashioned candy shop like the one at Greenfield Village)
<p>R.WS.02.12 C</p>	<p>Continue reading.</p> <ul style="list-style-type: none"> • Asking questions: (p. 24). Ask students, “What questions do you have?” eg. What does ‘inspired’ mean? Was it a good idea to write to the president to ask to use his name?”
	<p>Read to the end of the story. At the end of the story revisit the predictions made about how the teddy bear came to be.</p>

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

R.WS.02.08 R.WS.02.09 R.WS.02.10 C R.WS.02.12 C R.WS.02.13 R.MT.02.11 R.MT.02.13	Word Study Suggestion You have already pointed out the word “inspired.” (p. 24) Now spend a few minutes talking about what it means (to influence or cause – What Teddy Roosevelt did when he spared the bear influenced or caused (inspired) the Michtoms to make the first Teddy’s Bears.) Also refer to the phrase “in honor of a great president” (p. 28), and talk about the phrase as meaning that the Michtoms were showing great respect for Teddy Roosevelt.
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**Macomb Collaborative: Thematic Units to Teach Michigan’s ELA GLCE’s
Grade 2 Lesson Plans**

Day 6

<p>Speaking (20 minutes) R.MT.02.03 S.DS.02.01 S.DS.02.03</p> <p>S.DS.02.03</p> <p>R.NT.02.04 C W.PS.02.01 C</p>	<p>Yesterday we finished reading <u>The Legend of the Teddy Bear</u>. Today I want you to Think-Pair-Share about two things. (Think-Pair-Share is a method to encourage all students to think and discuss something of importance to the selection/issue. Students work in partnerships. First they individually think over the question or statement. Then they talk to their partner, sharing their thoughts. Finally, as time permits, partnerships share with the whole group.)</p> <ol style="list-style-type: none"> 1. Tell your favorite part of the book and explain why. 2. Tell why you think this story is a good example for our theme of doing the right thing? <p>Then share with the whole group.</p> <p>OPTION: Author’s Craft Draw students’ attention to the illustration on page 10. It is a picture of a minor character who is calling to Teddy Roosevelt to tell him of a bear they have captured so that Teddy could kill it. The picture may be a self-portrait of the illustrator, Gijsbert van Frankenhuisen. Find pictures of the illustrator in his other books like <u>Adopted By an Owl</u>. You will find the resemblance remarkable. Ask the students to think about why the illustrator might choose to use his own picture in this book. It made things easier for him instead of making up another picture. OR It may be like his own special private “signature.”</p>
<p>Writing (30 minutes) W.GN.02.01 C W.PS.02.01 C</p>	<p>Making Connections: Say to the students, “Today you are going to write about your teddy bear or favorite stuffed animal. I want you to describe your special toy including what it looks like, how it feels, the size and color. How and when did you get it? How does it make you feel?”</p> <p>Teacher should model writing about a special toy before having students do their own writing.</p> <p>Possible model: My special toy was a Tiny Tears baby doll named “Betsy.” She had curly brown hair and blue eyes that opened and closed. She was just about the size of a real baby and had a soft body with moveable arms and legs. I could feed her with a bottle of water then I would have to change her diaper. Betsy came with lots of different kinds of clothes. She was my favorite doll!</p>

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

<p>Writing (20 minutes) W.GN.02.01 C W.GN.02.05 W.PR.02.03 C W.PR.02.07 C W.HW.02.01 C W.AT.02.01 R.CM.02.01 R.CM.02.06 C R.CM.02.07 C S.DS.02.02</p> <p>R.WS.02.08 R.WS.02.10 C R.WS.02.12 C R.WS.02.13 R.MT.02.11</p> <p>R.NT.02.03 C</p>	<p>To introduce this writing activity, say something like, “We read together the story <u>A Day’s Work</u> written by Eve Bunting. Now let’s make a chart together to share the story elements. This organizer will help us. (See Appendix #4)</p> <p>The elements of a story include:</p> <ul style="list-style-type: none"> • Characters - Who is in the story? (Abuelo, Francisco, Mr. Benjamin) • Setting - When and where does the story take place? (California, present day) • Problem - What problem does the main character have or what does the main character want? (They need to get work to make money. Then they need to fix the mess they made because of a misunderstanding.) • Events - What does the main character do to solve his/her problem or get what he/she wants? (Fill in later. See important events below.) • Resolution - How is the problem solved? or How does the main character learn to deal with the problem? (Fill in later. By making up for their mistake, Abuelo and Francisco get another job.) <p>Word Study Suggestion</p> <p>Point out to students that “Abuelo” is defined on page 6 as “grandfather.” “Abuelo” means older, wise, respected one, grandparent, ancestor.</p> <p>Now have the students select 3 important actions from the story.</p> <ul style="list-style-type: none"> • Begin with a black marker. “Tell me the 3 important actions in the story that the Abuelo did. I will write them on the chart and place a box around each action. • Suggestions: <p style="margin-left: 40px;">Abuelo agrees to do the gardening work</p> <p style="margin-left: 40px;">Abuelo refuses to take the money</p> <p style="margin-left: 40px;">Abuelo replants the flowers on Sunday morning</p>
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**Macomb Collaborative: Thematic Units to Teach Michigan’s ELA GLCE’s
Grade 2 Lesson Plans**

Day 8

<p>Reading (20 minutes)</p> <p>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 R.MT.02.09 L.CN.02.04 L.CN.02.05 L.RP.02.01</p> <p>R.WS.02.04 R.WS.02.10 C</p>	<p>Reread the story <u>A Day’s Work</u>. You might say something like, “As I read the story, I want you to listen for the important actions the Abuelo does in the story.” After completing the story ask, “What are the important actions of Abuelo in the story?” This question addresses the Physical Plane of the Profundity Scale. This is where the reader is aware of the physical actions of the character.</p> <ul style="list-style-type: none"> • Suggested responses: Abuelo agrees to do the gardening work. Abuelo refuses to take the money. Abuelo replants the flowers on Sunday morning. • Next, talk about the three actions again. This time you are going to ask, “What was Abuelo thinking when he did what he did?” This question addresses 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 thinking that the family needed the money because Francisco’s father had died. Abuelo did not understand what the man wanted him to do so he picked the flowers instead of the weeds. Abuelo was thinking that it was important to keep his word and do a good job. <p>Word Study Suggestion</p> <p>The focus will be on adding -ing to a base word. Have the students do a closed sort activity to sort the cards for the base word and -ing match. (In a closed sort, the teacher provides the category, and the students match the list of words provided).</p> <p>The words include: coming, gardening, passing, winding, running, splashing, happening, thinking, parking, and wrapping. (See Appendix # 10).</p>
<p>Writing (25 minutes)</p> <p>R.CM.02.02 C R.CM.02.03 C R.CM.02.05 C R.CM.02.06 C R.CM.02.07 C L.CN.02.01 L.CN.02.04</p>	<p>“Now let’s chart your responses to the story. Let’s draw a red bubble coming out of each action box. I want you to think about the reasons “why” Abuelo did what he did. Let’s write your responses in the bubbles.”</p> <ul style="list-style-type: none"> • Red Bubble One: Why did Abuelo agree to do the gardening work? Response: The family needed the money because Francisco’s father had died. • Red Bubble Two: Why did Abuelo refuse to take the money? Response: Abuelo picked the flowers instead of the weeds.

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

L.CN.02.05 L.RP.02.01 L.RP.02.02 L.RP.02.03 S.DS.02.02 S.DS.02.03	<ul style="list-style-type: none">• Red Bubble Three: Why did Abuelo replant the weeds with flowers on Sunday morning? Response: Abuelo wanted to keep his word and do a good job.
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**Macomb Collaborative: Thematic Units to Teach Michigan’s ELA GLCE’s
Grade 2 Lesson Plans**

Day 9

<p>Reading (25 minutes)</p> <p>R.NT.02.01 C R.NT.02.02 C 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.02.06 R.MT.02.08 R.MT.02.09 L.CN.02.04 L.CN.02.05 L.RP.02.01 S.DS.02.01 S.DS.02.02 S.DS.02.03</p>	<p>Reread the story <u>A Day’s Work</u> written by Eve Bunting. “Today we will continue talking about the actions of Abuelo. After listening to the story I want you to think about what Abuelo did. Now I want you to tell me ‘Was it right or wrong for him to do what he did?’</p> <p>What are your reasons for thinking that way? This question goes along 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. Have them share both sides of each issue.</p> <ul style="list-style-type: none"> • Suggested responses: It was right for Abeulo to earn a living and help his children. It was right for Abuelo not to take the money for doing the job wrong. It was right for Abuelo to keep his word and return to replant the flowers. <p>Now let’s talk about ‘what did Abuelo get for doing what he did?’</p> <p>Share your thoughts with the group. This question addresses the Psychological Plane of the Profundity Scale. It makes the reader aware of the psychological forces influencing the character.</p> <ul style="list-style-type: none"> • Suggested responses: Abuelo got a job for \$60.00 a day. He kept his pride and honor while earning Ben’s respect. Abuelo was a proud man and kept his promise for the pay. <p>“Let’s talk about the universal truths of the story.”</p> <ul style="list-style-type: none"> • Suggested responses: Doing the right thing Honesty Pride Respect Integrity Responsibility
<p>Writing (40 minutes)</p> <p>R.CM.02.06 C R.CM.02.07 C W.GN.02.05</p>	<p>Continue by saying something like, “Let’s continue charting the story. Let’s begin with a blue marker.</p> <p>Tell me was it ‘right or wrong’ that Abeulo did what he did? I will draw blue bubbles connecting off the red bubbles we made coming off the action boxes. I</p>

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

<p>W.PR.02.01 C W.PR.02.03 C W.PR.02.07 C W.SP.02.01 C W.HW.02.01 C W.AT.02.01 L.CN.02.04 L.CN.02.05 L.RP.02.01 L.RP.02.03</p>	<p>will write your responses in the bubbles.</p> <ul style="list-style-type: none"> • Blue Bubble One: Was it right or wrong that Abeulo agreed to do the gardening work? Responses: It was right because Abuelo wanted to earn a living and help his family. Maybe it was wrong because he didn’t really know what to do. • Blue Bubble Two: Was it wrong that Abuelo refused to take the money from Ben? Responses: It was right because he did not do the job correctly. Ben was offering it, so maybe he should have taken it. • Blue Bubble Three: Was it right or wrong that Abuelo replanted the flowers on Sunday morning? Responses: It was right because Abuelo kept his promise before taking the money. He really needed the money and should have taken it. <p>Now I want you to think ‘what did Abuelo get from thinking about his actions?’ I will draw green bubbles connecting off the blue bubbles we made coming off each action boxes. I will write your responses in the bubbles:</p> <ul style="list-style-type: none"> • Green Bubble One: What did Abeulo get when agreed to do the gardening work? Response: Abuelo got a job for \$60.00 a day. • Green Bubble Two: What did Abuelo get when he refused to take the money? Response: He got to keep his pride and honor while earning Ben’s respect. • Green Bubble Three: What did Abuelo get when replanted the flowers on Sunday morning? Response: By doing the right think, he earned a regular job with Ben.
<p>W.PR.02.01 C W.PR.02.03 C W.PR.02.05 C W.PS.02.01 C</p>	<p>Now I want you to write about how this story affects your life? Be sure to make connections to self, other books or the real world.”</p> <p>Have students do a Quick Write in response to the question, “How has this story affected your life? What might you do now or in the future because you have listened to and talked about this story?” (See Appendix # 11 for Quick Write procedure.)</p>

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

Day 10

<p>Reading/ Listening/ Speaking (40 minutes) L.CN.02.05 L.RP.02.01 L.RP.02.02 L.RP.02.03 S.CN.02.05</p>	<p>Start the class by saying, “We all try to do the right thing everyday, but some days we have bad days like the person in the poem I will read to you.”</p> <p>Read the poem, “Today Was Not My Day at All,” aloud with expression several times. (See Appendix #12a.)</p> <p>Give students copies and do a few choral readings of the poem. (Choral reading is group reading together. It may be used with a group of students to develop fluency.) Have students practice in small groups, and then, as time permits have as many groups as possible perform (read the poem chorally).</p>
<p>Reading (15minutes) R.NT.02.02 C</p>	<p>Use the following to teach students about poetry: (See Appendix #12b and c.) What is Poetry?</p> <p>Definition: Poetry uses words to create pictures in readers’ minds and plays with sounds of words and rhyme.</p> <p>Features:</p> <ul style="list-style-type: none"> • Poetry is usually meant to be read aloud. • A poem can be as short as two lines or as long as a book. It often has a number of verses like a song. • Every word is chosen carefully by the poet for sound and meaning • Poetry counts on word pictures to make readers think about important messages. • Readers need to think beyond the words on the page to the big meaning and how that meaning applies to them. • The way a poem is on the page, shows the reader how to read it. <p>Ask students to decide if this poem fits the definition and if it has the features of a poem. Answers might include:</p> <ul style="list-style-type: none"> • The poem makes pictures in your mind like “marching ants,” and beetles in stew, etc. • There is a rhythm to it (beat) and it sounds good. • It sounds good when read aloud. • It’s a page long. • Every word adds to the description of the bad day, and every word sounds good and makes you laugh. • There are lots of word pictures. • You can really apply the ideas to your own life. • The way it is printed on the page, shows you how to read it. (rhythm and rhyme)

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

Day 11

<p>Reading/ Listening/ Speaking (20 minutes) W.GN.02.02</p>	<p>Reread the poem, “Today Was Not My Day at All.” Brainstorm with students about what has happened on their “bad days.” (Option: read a book like <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst, 1972, Atheneum. Then talk about the “bad days” the students have experienced.) Record students’ ideas so they can all refer to the list for ideas as they experiment with writing poetry later.</p> <p>Do a model or shared class poem using the poem as a model. See the following:</p> <p style="text-align: center;"><i>Today was not my day at all, today was not my day, for everything went wrong today in almost every way. This morning I was menaced by scorpions in my house, I brushed my teeth with hand lotion, I split my brand-new shorts.</i></p>
<p>Writing (25 minutes) W.GN.02.02</p>	<p>Have students work with partners to experiment with writing a poem using their ideas in the model. See Appendix #12d for a template.</p>

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

Day 12

<p>Reading/ Listening/ Speaking (25 minutes) L.CN.02.05 L.RP.02.01 L.RP.02.01</p> <p>R.CM.02.01</p> <p>R.MT.02.03</p>	<p>Before reading aloud <u>December</u> by Eve Bunting, set a purpose for listening. The theme of doing the right thing is all about choices. Tell students that a boy in the story named Simon has a choice to make. That choice is a most important event in the story because it causes Simon’s life to change. Ask students to listen for the choice Simon makes.</p> <p>Option: You may choose to share with students another book on the same topic instead: <u>The Lady in the Box</u> by Ann McGovern (1997, Turtle, New York).</p> <p>After reading, discuss the strategy of determining importance. Determining an important event can be summed up by looking at cause and effect: Important events cause more things to happen. Students may need support in building background for determining importance. Practice in categorizing and sorting as a departure point for determining importance may be needed. The practice of going from general to specific and specific to general builds a good foundation. The teacher may also offer up scenarios that represent cause and the students can predict possible effects. Again, students will then get great practice in noticing how important things cause more things to happen. In <u>December</u>, the critical event was the choice point when Simon gave his cookie to the old woman. His excruciating inner struggle is clear. It’s not easy to do the right thing, but the pay off for Simon and his mom was great. That choice point is dramatized in Reader’s Theater.</p>
<p>Speaking (20 minutes) R.WS.02.05 R.WS.02.06 R.WS.02.07 R.FL.02.01 R.FL.02.02 R.FL.02.04</p>	<p>Introduction to Reader’s Theater: Reader’s Theater is an excellent way to build fluency. Since no props are used, only student voice, encourage students to use their voices to convey Simon’s inner struggle. As time allows, form groups of three and practice the <u>December</u> Reader’s Theater. (See Appendix #13#a-b.)</p>

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

Day 13

<p>Speaking (40 minutes)</p> <p>R.WS.02.05 R.WS.02.06 R.WS.02.07 R.FL.02.01 R.FL.02.02 R.FL.02.04 L.CN.02.04 L.CN.02.05</p> <p>R.WS.02.08 R.WS.02.10 C R.WS.02.12 C</p>	<p>Have students continue to practice the Reader's Theater in their groups. Then have as many groups as possible perform the Reader's Theater excerpt from <u>December</u>. (See Appendix #13#a-b.)</p> <p>Word Study Suggestion</p> <p>Remind students of the word study from Day 7 on vivid verbs. Have students identify vivid verbs from the book. The following sentences from <u>December</u> could be put on the board or overhead. This could also be done in a small group with wicky sticks directly on the text.</p> <ul style="list-style-type: none">- Someone is <u>thumping</u> on our door, which isn't a door at all, just a piece of wood propped against an opening we made.- Mom <u>slides</u> the wood so she can peer out, then lifts the door away.- My knees <u>are shaking</u>.- So I hug my arms around myself instead and watch as the angel <u>pales into the sky and disappears in the lifting fog</u>.- I <u>stumble</u> inside.
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**Macomb Collaborative: Thematic Units to Teach Michigan’s ELA GLCE’s
Grade 2 Lesson Plans**

Day 14

<p>Reading/ Listening (50 minutes)</p> <p>R.IT.02.01 C R.IT.02.02 C R.MT.02.12</p> <p>W.GN.02.03 C</p>	<p>Set a purpose for rereading <u>December</u>. Ask students to listen for evidence that Simon and his mother are homeless.</p> <p>Before having the students read <u>Where do you call home?</u> by Durga Miranda, brainstorm a list of words that describe how it makes the students feel when they are home? Talk about some things they do at home on a daily basis? Who lives there with them?</p> <p>Then have the students read the article independently. (See Appendix #14a-d) If some students finish reading early, you could have them make a map or labeled diagram of their home. ESL students benefit by naming common household items.</p> <p>When everyone is finished with the article, using the Venn Diagram in Appendix #14e and f (diagram with examples and blank diagram), compare and contrast <u>Where do you call home?</u> and <u>December</u></p> <p>Option: Students may enjoy doing a picture essay about homelessness in their community.</p>
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**Macomb Collaborative: Thematic Units to Teach Michigan's ELA GLCE's
Grade 2 Lesson Plans**

Day 15

<p>Reading (45 minutes) R.NT.02.02 C</p>	<p>Introduce the next selection, <u>The Empty Pot</u>, by saying something like, "This is a folktale. A folktale is a story with a lesson. A folktale has been told over and over. Show a few pictures and predict the setting of the story. Use pages 2 and 3. Locate China on a map.</p>
<p>R.CM.02.02 C R.NT.02.01 C R.NT.02.03 C</p>	<p>You might say something like, "In this folktale, we will read about a contest that the emperor had for the children and will demonstrate an example of doing the right thing."</p>
	<p>Show illustrations as students make predictions about the type of contest the emperor will have.</p> <p>Teacher reads the entire story.</p>
<p>R.CM.02.05 C R.CM.02.08</p>	<p>Questions to discuss during reading:</p> <ul style="list-style-type: none"> • p. 6 How would you let the flowers choose a successor? • p. 17 Why do you suppose Ping's flower isn't growing? • p. 29 Why is the emperor smiling while Ping is crying?
<p>R.CM.02.06 C R.CM.02.07 C</p>	<p>Begin a retelling with a Shape-Story-Map (See Appendix #15.) Triangle includes characters at the top left corner, setting at the top right corner, and problem at the bottom point. Square includes the events. Circle includes the resolution.</p> <p>Characters: Chinese emperor, ping, children in the land, and Ping's father Setting: Emperor's garden in China and Ping's garden Problem: Emperor needs to choose a successor because he is old</p>
<p>R.WS.02.08 R.WS.02.10 C R.WS.02.12 C R.WS.02.13 R.WS.02.12 C R.MT.02.11</p>	<p>Word Study Suggestion</p> <p>Use the version below of the Vocabulary Strategy in Appendix #16 to develop the following vocabulary words: kingdom p. 2, emperor pp .4-5, successor pp. 5-6, proclamation p. 7, swarmed p. 8.</p> <p>Reread the sentence(s) (context) for each of the words and ask students to view the accompanying illustrations. Then have them work in partnerships to predict the meaning of each word in succession. Have students share their predicted meanings for each word with the whole group. Use the dictionary, if necessary to decide on word meaning.</p>

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

Day 16

<p>Reading/ Writing (45 minutes) R.CM.02.06 C R.CM.02.07 C L.RP.02.01 L.RP.02.02 R.NT.02.03 C</p> <p>R.NT.02.03 C</p> <p>W.PR.02.01 C</p>	<p>Review the Triangle part of retelling for <u>The Empty Pot</u>. Reread the story Fill in the events in the square of the Shape Story Map. Events:</p> <ol style="list-style-type: none">1. The Emperor decided to let the flowers choose his successor. (the next emperor)2. The Emperor issued a proclamation and many children, including Ping, came for seeds.3. Ping took tender loving care in planting and watching over his seed.4. After a year, Ping took an empty pot to the emperor.5. All the other children brought beautiful flowers to the Emperor. <p>Resolution: (goes in the circle of Shape Story Map) The Emperor finds that Ping is the one to succeed him.</p> <p>Brainstorm a list of words on chart paper that describe Ping. Encourage the following descriptors: honest, sad, conscientious, didn't give up, and hard worker Have students use these words to do a Quick Write in response to the following question: (See Appendix # 11.)</p> <p>How does “doing the right thing” relate to Ping?</p> <p>Tell students that in this Quick Write, we are looking for:</p> <ul style="list-style-type: none">• Use of some of the previous descriptors• An example from text• Evidence that demonstrates hard work• Evidence of his honesty <p>The writing might look something like this:</p> <p>Ping did the right thing throughout the story. He followed the directions of the Emperor. He planted the seed, watered and waited and waited for his seed to grow. He never gave up, but continued to work hard to make his seed grow. The story tells us he even put the seed in a better pot with better soil, but it still didn't grow. He was very sad, and it was very hard for him when he had to take an empty pot to the Emperor. But because he was honest and did the best he could do, he became the next Emperor.</p>
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**Macomb Collaborative: Thematic Units to Teach Michigan’s ELA GLCE’s
Grade 2 Lesson Plans**

Day 17

<p>Reading/ Listening/ Speaking (45 minutes) R.NT.02.02 C</p>	<p>To review legends and introduce “The Ballad of Davy Crockett.” Say something like, “We have read a few legends in the last few weeks (“Johnny Appleseed” and <u>The Legend of the Teddy Bear</u>). We are now going to hear about another American legend, Davy Crockett, but this time we will hear and recite it as a poem, something called a ballad – a poem or song that tells a story. Davy Crockett was a real person who did some amazing things and fought and died at the Alamo in 1836, but the ballad I am about to read to you exaggerates his deeds. As I read, listen for what you think is true and what might be an exaggeration.”</p>
<p>L.RP.02.01 L.RP.02.02</p>	<p>Read or sing “The Ballad of Davy Crockett” (from www.infoplease.com/askeds/5-4-01 and music available from www.niehs.nih.gov/kids/lyrics/davy) a few times. (See Appendix #17a-e.) Then ask students what they thought was interesting about Davy Crockett. What did Davy Crockett do right? (Fought in Indian wars, helped his friends the Indians, took care of his family, served his country as a Congressman)</p>
<p>L.CN.02.07</p>	<p>Ask them what they think might be exaggerations or things that really weren’t true. (They may come up with things like: killed a bear when he was only three, three times as strong as a bear, fought single-handed, and/or patched up the crack in the liberty bell.)</p> <p>If you feel students can read the ballad, assign students individually or in partners to one stanza each – there are 20 stanzas. (You might choose to do only stanzas 1, 6, 15, 18, and 20.) Give students time to practice reading their stanza for a performance or choral reading of the ballad. Or read the poem chorally for fluency a number of times and then assign stanzas if you feel the students will be successful.</p>
<p>S.DS.02.04 S.CN.02.05 S.CN.02.06</p>	<p>Perform the ballad.</p>

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

Day 18

<p>Reading/ Listening/ Speaking (30 minutes) R.NT.02.02 C R.NT.02.03 C R.NT.02.04 C R.IT.02.03 C</p>	<p>As necessary, give students more time to practice and/or perform “The Ballad of Davy Crockett.”</p> <p>Show students the sheet and read it aloud (on overhead or chart) contrasting biographical facts about Davy Crockett (from www.infoporium.com/heritage/crockbio) with “exaggerations” from the ballad. Use the sheet with only the left column (See Appendix #18a.) and use Appendix #18b as a teacher reference. The point of this is to show students an important trait of legends – although they are usually about a real person, there are sometimes exaggerated.</p> <p>With the students, find and fill in the exaggerations from the ballad in the right column of the chart.</p>
<p>Writing (20 minutes) R.NT.02.05 C R.IT.02.04 C R.CM.02.04 C R.CM.02.05 C S.DS.02.01</p>	<p>To review the content and theme of the selections read, complete the chart suggested in Appendix #19a, using Appendix #19b for teacher reference. Spend some time discussing the theme of doing the right thing in relation to the selections.</p>

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

Days 19 and 20

<p>Reading (45 minutesx2) 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>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, checklist and state rubric are also included on separate sheets for your convenience in Appendix #19 and Appendix #20.</p> <p>Focus Question: Give examples proving that Johnny Appleseed, Teddy Roosevelt in <u>The Legend of the Teddy Bear</u>, Francisco and his grandfather in <u>A Day's Work</u>, Simon and his mother in <u>December</u>, Ping in <u>The Empty Pot</u> and Davy Crockett did the right thing.</p>
<p>R.CS.02.02 C</p>	<p>If it is appropriate, have students use the following rubric checklist as they write and review their responses:</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>S.DS.02.02</p>	<p>Save part of the time on Day 20 for sharing of student answers.</p>