



Marietta City Schools 2023-2024 District Unit Planner

Second Grade

Topic Title:

Unit #1: Folktales with Cultural Emphasis

Unit Duration

3 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? Authors use the structure and unique characteristics of folktales to communicate cultural knowledge.

GSE Standards

Priority ELA

ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Social Studies

SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.

Essential Questions

Factual— Who is/are the main character(s)?

Where does the story take place?

Which elements of the story are realistic and which ones are fantastical?

Inferential—

How does the main character's action impact the other characters in the story?

How does the setting affect the story?

How does magic or imagination play a role in the story?

Critical Thinking-

Is the main character a hero or a villain?

Would the story change if it were in a different setting? Why or why not?

How do you know this story is a folktale?

Tier II Words- High Frequency Multiple Meaning

Tier III Words- Subject/ Content Related Words

Tradition, problem, solution, conflict, resolution, evidence, characteristics

generation, orally, moral, culture

Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.

Formative Assessment(s):

Description: Elements of Folktales

Tell students that the stories they heard are considered fairy tales and folktales because they have certain common elements. Pair students up as collaborators to reflect on recent folktales they have heard in relation to statements about specific story elements. If partners decide the sentence is accurate, they should both give a thumbs up. If partners decide the sentence is

inaccurate, they should both give a thumbs down. For any inaccurate statement, partners should discuss and share with the group how to “fix” the sentence to make it accurate. Partners who cannot agree may need additional support for their conversation.

Adjust statements to match different fairy tales and folktales as needed

[Formative Assessment Slides](#)

Standards:

ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Summative Assessment(s):

Description: Accumulation of skills - B, M, E, challenges, moral

Story: The Boy that Cried Wolf (Ancient Greece - Aesop fable)

Transfer of Integrated Skills:

- After reading/listening to the Boy that Cried Wolf, students will complete the folktale summative graphic organizer about the important points of a folktale.
- Folktale Summative graphic organizer TEACHER GUIDE.docx - scoring guide

Standards:

ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

Writing Task and Rubric:

Description: Adapting an Existing Story

[Fisherman and His Wife CKLA activity guide](#)

Students will write their own folktale using the knowledge that they have learned.

1. Reread/review [The Fisherman and His Wife](#). While rereading the story with the students, model how to complete the [Story Map](#) as the students write along with you on their own student provided copy. Complete all the portions of the story map EXCEPT the problem and resolution. Orally discuss these instead.
2. After completing the majority of the Story Map, tell students that they have learned enough about the structure of fairy tales to become authors themselves. Instead of starting from scratch, they will create and write a new problem and resolution for the Fisherman and His Wife. (This is why you did not fill in these sections earlier when modeling).
3. Talk through how their problem and resolution changes their folktale.
4. Have students complete these sections of their Story Map.

5. The teacher will model how to take the information from the story map to the writing paper.
6. Provide students with several pieces of [Story Paper](#) to write a draft of their adapted story.
7. Teacher will provide a [writing rubric](#) for students and will use it to assess the writing piece.

Standards:

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

ELAGSE2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	<p>15-Day Plan: Folktales with Cultural Emphasis</p> <ul style="list-style-type: none"> ● Hook Text: <i>The Fisherman and His Wife</i> ● Visual Texts: <i>The Emperor's New Clothes</i>, <i>Central Message Lesson</i> Khan Academy ● Information Texts: <i>Lion and the Mouse</i> ReadWorks, <i>The Boy That Cried Wolf</i> Epic, <i>Cherokee Storytelling and Written Language</i> ReadWorks ● Target Texts: <i>How the Chipmunk Got Its Stripes</i>, <i>Paul Bunyan</i>, <i>The Fisherman and His Wife</i> 	
Connected SS/Sci Experiences <i>(omit this row if KBU does not contain SS or Sci connections)</i>	<p>SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.</p> <p>a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.</p> <p>Fire Legends in Creek and Cherokee Culture</p> <ol style="list-style-type: none"> 1. Students will explore a Creek and Cherokee Legend and identify plot, characters, and what came to be. They may also compare the legends for similarities and differences. 2. Differentiation: Model comparing the two texts. Work in small reading groups to complete the task. Model comparing information or predetermine what ideas the students will compare. <p>SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a</p>	

	<p>living, and accomplishments.</p> <p>a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.</p> <p>Request form for Creek and Cherokee Museum Box from Cathy Paige (SS Coordinator)</p> <p>Lesson Guidance Document with explanations, videos, worksheets (How Georgia’s First People Lived)</p> <p>Stations can be done in each room or per grade level rotations.</p> <p>Materials Suggested listed in guidance document above:</p> <p>The Creek Tribe book - informational text</p> <p>Lesson Recording for Museum Box</p> <p>Station Guided Work Document</p> <p>Research Record Sheet</p>				
Connected Writing Activities	<p>Focus skill: Note-taking</p> <ul style="list-style-type: none">• JOTT and 2-column organizer				
Additional Planning Resources					
MCS K-5 KBU Overview	KBU as a 15-day Plan	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)	
Additional Instructional Resources					
Suggested High Quality Complex Texts and Experiential Resources					