

Learning Experience: Analyze text development (Retelling Folktales)

Grade: 2nd Grade

Class length: 30-40 minutes

Central Focus	
Common Core Standard(s)	RL.2.2 Analyze literary text development. b. Retell stories, including fables and folktales from diverse cultures.
Lesson Objective	By the end of this lesson, students will create their own retelling graphic organizers of the story <i>Goldy Luck and the Three Pandas</i> by using linking words (because, and, also, ect.), that also includes accurate descriptions of major events of the story in order, and providing a conclusion, scoring at least a 15/20 on the rubric.
Assessments	Formative Assessment (Written Assignment): Students will apply their skills of retelling to sketch the “Let Me Tell You About <i>Goldy Luck and the Three Pandas</i> ” retelling graphic organizer. Students will be assessed using a writing rubric. Each of the 4 criteria is worth 5 points. Students will receive a score out of 20 points.

Instructional and Support Materials	
Academic Language	<p>Folktale: Old stories that are passed down from generation to generation by word of mouth</p> <p>Retelling: to say again</p> <p>Kung Hei Fat Choi: Most common Chinese New Year greeting which means: “Wishing you great happiness and prosperity”</p> <p>Turnip Cake (Lo Bak Go): A traditional Chinese snack with sausage, dried shrimp, and mushrooms</p> <p>Congee: A type of rice porridge popular in many Asian countries</p>
Materials and Resources List	<ul style="list-style-type: none"> • Book: <i>Goldy Luck and the Three Pandas</i>, by Natasha Yim • Retelling Across Your Fingers anchor chart, teacher made • Let Me Tell You About... <i>Goldy Luck and the Three Pandas</i> graphic organizer, teacher generated • Let Me Tell You About... <i>Goldy Luck and the Three Pandas</i> rubric, teacher made • Enrichment letter to families, teacher generated with cited resources • Vocabulary anchor charts, teacher generated • SmartBoard with Activity Builder • iPads for students (approximately 10)

Differentiation/Accommodations
<p>UDL Strategies:</p> <ul style="list-style-type: none"> • <u>Presentation:</u> Information is presented visually and auditorily during the read aloud. Students also organize information in two ways through the class discussion and their retelling in their graphic organizer. • <u>Expression:</u> Students have an opportunity to express their learning verbally during whole group instruction and linguistically while completing the Retelling Across Your Fingers activity. Further, students will be encouraged to express their creativity

through illustrations on the graphic organizer. Students also have an opportunity to collaborate with their elbow partners and table groups during the discussion as well.

- **Engagement:** Students have the opportunity to engage with the material at their desks. Students engage in the group discussion with the whole class as well as with a partner. Students also have introspective opportunities to work as they fill out the retelling graphic organizer independently.

ELL Students:

To support ELL students, information from the text is visual. Also, the teacher will paraphrase the text periodically in order to clarify confusing words. Students may complete the retelling assignment through the use of illustrations and/or their home-language.

Students on IEPs (Literacy Goals):

- Allow students to work in small groups
- The text is read aloud by a teacher and will model fluency
- Presentation of materials in small steps, repeated directions, and multisensory materials

Student on 504 Plan (Fine Motor Goals):

Handwriting models will be given for the student to copy.

Struggling Readers:

As students are working to compare and contrast the two texts, some students might benefit from flipping through the pages and doing a picture walk as they read. The teacher can pass the books around the room as necessary to support these students.

Accelerated/ Gifted Readers:

After completing the retelling activity, accelerated/ gifted students will generate and write their own creative alternate ending to *Goldy Luck and the Three Pandas*.

Opening of the Lesson: Readiness / Engagement

Readiness:

- Students will use prior knowledge of Comparing and Contrasting to find similarities between *Goldy Luck and the Three Pandas* and their personal knowledge of *Goldilocks and the Three Bears*
- This lesson will build upon students' prior knowledge of fairytales

Engagement:

- Gather all students at the reading chair. Ensure ELL students and those with literacy IEP goals are sitting close to the reader to view the images.
- Ask them if anyone has ever heard of the story *Goldilocks and the Three Bears*
- Ask students to describe the general events of the story. Teacher may need to provide assistance/ clarification
- Explain that *Goldilocks and the Three Bears* is an example of a folktale, refer to the anchor chart that explains folktales are stories passed on from generation to generation by word of mouth. Folktales sometimes have different versions/ twists on a story that make them unique

- Active some students' prior knowledge by asking them "what are some examples of folktales or fairytales you may already know?"
- Show the cover of the *Goldy Luck and the Three Pandas* and read title
 - Looking at the pictures, ask students to turn and talk, and make a prediction of what they think might happen in the story

Attention signal: *Sound the harmonica* Students will come back together and focus on the teacher

- Introduce and explain academic vocabulary listed on the anchor chart
- Set a purpose for listening: "While I am reading, I want you to listen for some similarities and between this book and the version of *Goldilocks and the Three Bears* you know. When you hear something that is similar, raise your hand to share, and we will write it on the board."

Body of the Lesson

Begin reading...As students raise their hand while reading, pause after each page (or as necessary) to call on students to share the similarity they found. Write their responses on the board

- On page 3, ask students "By a show of hands if they have ever had to do something that they don't want to do, but they knew was the right thing to do?"
- On page 5, pause to ask students to "turn and talk to the person next to them to make a prediction of what might happen next."
- On page 15, ask students "turn and talk to share how they would feel if you were the Pandas?"
- On page 20, ask students "how do you think Goldy Luck is feeling?"

After reading... Refer back to students' predictions, were they correct? Discuss as a group

Using "Activity Builder" on the SmartBoard program, students will respond to the following higher-level reading comprehension questions using an iPad (students will work in pairs on one iPad):

- "How/ why do you think Goldy Luck felt guilty/ sad?"
- "What do you think about Goldy Luck coming back over to Mr. and Mrs. Chan's house to apologize/ say she is sorry?"
- "What if you were Goldy Luck, would you have done anything differently to solve the problem?"

"Retelling Across Your Fingers" Activity...

- The teacher will introduce the Retelling Across Your Fingers strategy. A strategy in which students use their fingers, starting with their thumb as number one to tell what happened in the story **first**. Then using their ring finger to prompt students to describe what happened **next** in the story. Thirdly, students will use their middle finger as a visual to help them recall **then** what happened. Fourthly, to describe what happened **after** that in the story students will use their index finger. **Lastly**, students will use their pinky to assist them in describing what finally happened in the story, or how the story ended.
- As a class, students will work together to retell the events of *Goldy Luck and the Three Pandas* using the Retelling Across Your Fingers strategy. The teacher will scribe students' responses on the smart board.

Closing of Lesson

Graphic Organizer Activity:

Students will design their own retelling graphic organizer that retells the story *Goldy Luck and the Three Pandas* in order. Students will be encouraged to use a variety of art materials to illustrate and express their ideas about the story. As well as write a minimum of 1-2 sentence to retell each main event.

Accelerated/ Gifted Students will create and write their own alternative ending to *Goldy Luck and the Three Pandas* once they have completed retelling graphic organizer.

Preview Next Lesson:

The retelling of *Goldy Luck and the three Pandas* by Natasha Yim today will help students to effectively compare and contrast this story with *Goldilocks and the Three Bears* by Mara Alperin tomorrow.

Extended or enrich learning outside of formal instruction:

A letter to enrich students learning will be sent home to families. These assignments are not required but may be beneficial to students learning success.

- Option 1:
To learn more about Pandas, students and their families can access the National Geographic article below:
<https://www.natgeokids.com/uk/discover/animals/general-animals/ten-panda-facts/>
- Option 2:
Chinese New Year Video!
If students are interesting in learning more information about the Chinese New Year, the video below may serve as a good resource:
<https://www.youtube.com/watch?v=Mtbp32YyuCs>

Learning Experience: Compare and Contrast (Folktales)

Grade: 2nd Grade

Class length: 30-35 minutes

Central Focus	
Common Core Standard(s)	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
Lesson Objective	By the end of this lesson, students will construct their own Venn Diagrams comparing and contrasting at least three (3) similarities and differences between <i>Goldy Luck and the three Pandas</i> by Natasha Yim, and <i>Goldilocks and the Three Bears</i> by Mara Alperia, using illustrations and full sentences with 75% accuracy, scoring at least a 15/20 on the rubric.
Assessments	Formative Assessment (Rubric/ Teacher Observation): Students will develop their own two-circle Venn Diagrams from paper plates that will compare and contrast at least three (3) similarities and differences between <i>Goldy Luck and the three Pandas</i> by Natasha Yim, and <i>Goldilocks and the Three Bears</i> by Mara Alperia using full sentences and illustrations. Students will be assessed using a rubric and teacher observation. Each of the 4 criteria is worth 5 points. Students will receive a score out of 20.

Instructional and Support Materials	
Academic Language	<p>Compare: The similarities between two or more things</p> <p>Contrast: The differences between two or more things</p> <p>Folktales: Old stories that are passed down from generation to generation by word of mouth</p>
Materials and Resources List	<ul style="list-style-type: none"> • Book: <i>Goldilocks and the Three Bears</i> by Mara Alperia • Book: <i>Goldy Luck and the Three Pandas</i> by Natasha Yim • Classroom whiteboard with dry-erase markers • Pre-made Venn Diagrams from paper plates (enough for each student) • Teacher generated Rubric • SmartBoard with Activity Builder installed • iPads for students (approximately 10 iPads)

Differentiation/Accommodations	
<p>UDL Strategies:</p> <ul style="list-style-type: none"> • <u>Presentation:</u> Information is presented through the story book for visual learners as well as read-aloud by the teacher for auditory learners. The Academic Vocabulary Anchor Chart provides a visual representation of the information as well, and it is also read aloud for auditory modes of learning throughout the lesson. • <u>Expression:</u> Students express their thinking in multiple ways throughout the lesson. They discuss in a whole group, turn and talk to share ideas, and discuss within their cooperative learning groups. Students are designing their own Venn 	

Diagrams which will allow each student to express their ideas and thoughts through writing and illustrations.

- **Engagement:** Learners are reading along and listening to the text being read, which appeals to linguistic learners. Students collaborate in cooperative learning groups to compare and contrast both stories. The activity of constructing a Venn Diagram appeals to kinesthetic and interpersonal learners and is a tactile way to engage students.

ELL Students: To support ELL students items are visual. Also, in allowing scaffolding with students' home language, they may use translation devices, such as Google Translate.

Students on IEPs (Literacy Goals):

- Allow students to work in small groups
- The text is read aloud by a teacher and will model fluency
- Presentation of materials in small steps, repeated directions, and multisensory materials

Student on 504 Plan (Fine Motor Goals):

Handwriting models will be given for the student to copy

Struggling Readers:

As students are working to compare and contrast the two texts, some students might benefit from looking at pictures from the story. The teacher can pass the books around the room as necessary to support these students. Provide scaffolding if needed.

Accelerated/ Gifted Readers:

Accelerated and Gifted Readers will be challenged to find more than three similarities and differences within the stories to add to their Venn Diagram.

Opening of the Lesson: Readiness / Engagement

Readiness:

- This learning segment will build upon learners' prior knowledge of comparing and contrasting stories.
- Students will use their prior knowledge of Venn Diagrams and comparing and contrasting to find similarities and differences between *Goldilocks and the Three Bears* by Mara Alperia and *Goldy Luck and the Three Pandas* by Natasha Yim.

Engagement:

- Gather students at the reading chair. Ensure ELL students and those with literacy IEP goals are sitting close to the reader to view images.
- Today we will be reading another version of *Goldilocks and the Three Bears* this is probably the story you all are most familiar with
- Show the cover to students and read the title
 - Ask students to turn and talk what do they think the story will be about, share out a few student generated responses/ predictions
- Review literacy vocabulary, as well as vocabulary specific for *Goldilocks and the Three Bears*
- Set a purpose for listening: While I am reading, I want you to listen for the similarities and differences you notice in this story, compared to *Goldy Luck and the Three Pandas*.

Once we are done reading, we will talk about the similarities and differences and then work to make a Venn Diagram

Body of the Lesson

Begin Reading...

- On page 6 ask students, “does anyone remember what Goldy Luck ate in the book we read yesterday?”
- On page 8 ask students, “turn and talk to a person near you and predict what will happen next”
- On page 16 ask students, “How would you feel if you were Baby Bear?”
- On page 21 ask students, “turn and talk to a person next to you and predict how the story will end”

After reading...Refer back to students’ predictions, were they correct? Discuss as a group

Using “Activity Builder” on the SmartBoard program, students will respond to the following higher-level reading comprehension questions using an iPad (students will work in pairs on one iPad):

- What was the reason for the bears to leave their home?
- How would you solve the problem if you were Goldilocks?
- What choice would you have made if you were Goldilocks knocking at the door and no one answered?
- What do you think Goldilocks was thinking when she broke Baby Bear’s chair?

Closing of Lesson

Paper Plate Venn Diagrams:

Students will be given two paper plates that have been pre-assembled into the shape of a two-circle Venn Diagram and secured with hot glue. Students are expected to compare and contrast *Goldilocks and the Three Bears* by Mara Alperia and *Goldy Luck and the Three Pandas* by Natasha Yim. Students are to include at least three (3) similarities and differences in their Venn Diagram using full sentences.

Students are encouraged to talk about the similarities and differences in the stories with their cooperative learning groups. Students will be encouraged to express their thoughts creatively through their design and will have access to a variety of art materials (such as: markers, crayons, colored pencils, and stickers).

Accelerated/ Gifted Students will be challenged to find more than three (3) similarities and differences in the stories to include in their Venn Diagram.

Preview Next Lesson:

Information and knowledge of comparing and contrasting folktales today will help students to effectively compare and contrast all three folktales tomorrow.

Extended or enrich learning outside of formal instruction:

A teacher generated Readers Theater play of *Goldilocks and the Three Bears* will be sent home to all students to practice and read with their families or friends at home. This assignment is not required, however may enrich and foster students' understanding.

Learning Experience: Compare and Contrast (Folktales)

Grade: 2nd Grade

Class length: 30-40 minutes

Central Focus	
Common Core Standard(s)	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
Lesson Objective	By the end of this lesson, learners will work together to generate a three circle Venn Diagrams to compare and contrast three different versions of <i>Goldilocks and the Three Bears</i> (a. <i>Goldilocks and the Three Bears</i> by Mara Alperia, b. <i>Goldy Luck and the Three Pandas</i> by Natasha Yim, and c. <i>Polar Bears and Goldilocks</i> by Ross Murray), with 50% accuracy, 1/2 given opportunities.
Assessments	Formative Assessment (Checklist/ Observation): Students will work in whole group to construct a large three-circle Venn Diagram that compares and contrasts the three stories of <i>Goldilocks and the Three Bears</i> . Students will write down an event from a specific story. Then all students will work together as a class to decide the most appropriate space in the Venn Diagram to tape the event. The teacher will use a checklist and anecdotal records to assess students during this activity.

Instructional and Support Materials	
Academic Language	Compare: The similarities between two or more things Contrast: The differences between two or more things Folktale: Old stories that are passed down from generation to generation by word of mouth Inuit People/ Eskimos: A group of Native Americans that lived in far

	<p>northern areas of Alaska, Canada and Greenland.</p> <p>Oil lamp: A lamp that uses oil as fuel</p> <p>Current: The ongoing movement of the water in the sea</p>
Materials and Resources List	<ul style="list-style-type: none"> • Book: <i>Goldilocks and the Three Bears</i> by Mara Alperia • Book: <i>Goldy Luck and the Three Pandas</i> by Natasha Yim • Book: <i>Polar Bears and Goldilocks</i> by Ross Murray • Classroom whiteboard with dry-erase markers • Three (3) large hula hoops • Small pieces of paper/ sticky notes (1 for each student) • Tape • Teacher generated Checklist

Differentiation/Accommodations	
<p>UDL Strategies:</p> <ul style="list-style-type: none"> • <u>Presentation</u>: Information is presented through the storybook for visual learners as well as read-aloud by the teacher for auditory learners. Vocabulary Anchor Chart provides a visual representation of the information as well, and it is also read aloud for auditory modes of learning throughout the lesson. • <u>Expression</u>: Students will express their thinking in a whole group discussion, and within a small group with their cooperative learning groups. They also work collaboratively with each other on the interactive Venn Diagram activity. • <u>Engagement</u>: Students engage with the material in two ways. First, they are reading along and listening to the text being read, which appeals to linguistic learners. Second, students collaborate in cooperative learning groups to compare and contrast the three stories during the Venn Diagram activity. This appeals to kinesthetic and interpersonal learners and is a tactile way to engage students as they decide where to place the event on the Venn Diagram. <p>ELL Students: Information from both texts is visual. The teacher will paraphrase the text periodically in order to clarify confusing words. Students may use translation devices to complete the written activity, such as Google Translate, to allow scaffolding in their home language.</p> <p>Students on IEPs (Literacy Goals):</p> <ul style="list-style-type: none"> • Allow students to work in small groups • The text is read aloud by a teacher and will model fluency • Presentation of materials in small steps, repeated directions, and multisensory materials <p>Student on 504 Plan (Fine Motor Goals): Handwriting models will be given for the student to copy.</p> <p>Struggling Readers: As students are working to compare and contrast the two texts, some students might benefit from looking at pictures from the story. The teacher can pass the books around the room as necessary to support these students. Provide scaffolding if needed</p> <p>Accelerated/ Gifted Readers:</p>	

Accelerated and Gifted Readers will be challenged to write both their favorite event from a story that is different from all the other stories, as well as an additional event that is similar to each story.

Opening of the Lesson: Readiness / Engagement

Readiness:

- This lesson will continue to build upon students' prior knowledge of comparing and contrasting
- Students will use their prior knowledge of Venn Diagrams to compare and contrast all three stories

Engagement:

- Gather students at the reading chair. Ensure ELL students and those with literacy IEP goals are sitting close to the reader to view images.
- Show the cover to students and read the title
 - Ask students to turn and talk what do they think the story will be about, share out a few student generated responses/ predictions
- Review literacy vocabulary, as well as vocabulary specific for *Polar Bears and Goldilocks* and explain the Inuit culture
- Set a purpose for listening: While I am reading, I want you to listen for the similarities and differences you notice in this story, compared to the other stories we have read this week. Once we are done reading, we will talk about the similarities and differences

Body of the Lesson

Begin reading...

- On page 2, point out the pictures on the sides of the pages to students, ask students to "recall/ remember how we learned about text features and images. And how we can use pictures to learn more information about the story. I wonder if the pictures can help us make some predictions"
- On page 13, ask students to "turn and talk to someone sitting next to you and make a predication of what is going to happen next"
- On page 22, ask readers "how would they feel if they were Aloo-ki right now?"

After reading... Refer back to students' predictions, were they correct? Discuss as a group

Ask students the following higher-level thinking questions:

- "What do you suppose Aloo-ki was thinking when she entered the Polar Bears igloo?"
- "What was the turning point in the story?"
- "What do you think the Polar Bears were thinking when they saw the dogs floating out to sea?"
- Thinking about *Goldy Luck and the Three Pandas* and this story (*The Three Snow Bears*) what is one thing that is the same? What is something that is different?
- Thinking about *Goldilocks and the Three Bears* and this story (*The Three Snow Bears*) what is thing that is the same? What is something that is different?

Closing of Lesson

Venn Diagram Activity:

Students will work in whole group to construct a large three-circle Venn Diagram that compares and contrasts the three stories of *Goldilocks and the Three Bears*. Students will be divided evenly into three groups based on seating assignments. Each group will be assigned to one of the three stories. student within every group will write down their favorite part of their respective story, or an event that happened in each story, on a piece of paper. Once all students have written down an event in a story, students will be instructed to crumple up their piece of paper and throw it to the front of the classroom.

The teacher will use popsicle sticks with students' names written on them to call on all students. When a student's name is called, they will come to the front of the room and randomly select a piece of paper that was thrown by all students. The student will read the event aloud and as a class, students will work together to decide the most appropriate space in the Venn Diagram to tape the event. The teacher will use a checklist and anecdotal records to assess students during this activity.

Preview Next Lesson:

Students will use continue to use their knowledge of comparing and contrasting stories

Extended or enrich learning outside of formal instruction:

A letter will be sent home to families explaining the stories we have read. A variety of accessible educational resources will be listed for families to check out at the local public library, school library, or online. These assignments will not be required but may extend and benefit student's academic success.

1. List of books to check-out at the school/ local public library:

- Marsh, Laura. *National Geographic Readers: Polar Bears*, 9 Apr. 2013.
- De Seve, Karen. *National Geographic Kids Mission: Polar Bear Rescue: All About Polar Bears and How to Save Them*. 11 Nov. 2011.

2. Online Resources:

- Native Americans: Inuit People, History for Kids
https://www.ducksters.com/history/native_americans/inuit_peoples.php
- Discovery Education Kids- Polar Bears Rescue 2016
<https://www.youtube.com/watch?v=Jsr0s-0mQJY>