

Second Grade
Discovery Literature Unit:
The Paper Bag Princess by Robert Munsch

Language Arts Activities:

PA Academic Standards; Speaking, Reading, and Writing:

1.3.3.A; 1.3.3.F **Reading, Analyzing and Interpreting Literature**

1.4.3.A; 1.4.3.B **Types of Writing**

1.6.3.A; 1.6.3.B; 1.6.3.C; 1.6.3.D; 1.6.3.E **Speaking and Listening**

Listening and Speaking: Students will listen to Robert Munsch reading The Paper Bag Princess on audio(www.robertmunsch.com), during which I will pause the recording at appropriate times in order allow students to make predictions (which will be written on the board by students), correct predictions, and to check orally for comprehension.

Reading: (Will need sheets and/or large cardboard boxes to make tents, and flashlights)
Students will be asked in advance to bring a favorite stuffed animal, action figure, doll, toy, etc., so they can read The Paper Bag Princess to them in our “tents” around the classroom.

Visually Representing and Writing: Students will make a castle graphic organizer that has a brief summary of the beginning, middle, and end of the story (fold a 11 x 17 sheet of paper into a shutter fold, decorate the outside to resemble a castle, glue lined paper on the inside). Students will also make a dragon graphics organizer that lists the three ways the princess tricked him on the inside (take an 8 ½ x 11 piece of paper and fold it into thirds, draw and cut dragon shape out, glue two inside flaps to each other).

Viewing and Writing: Students will write a haiku that is based on any picture in The Paper Bag Princess. The haikus will be written on a paper lunch bag; which may also be decorated; and displayed in the classroom.

Theme: Discovery

Literature Piece: Stars and Planets by Janet Borg

Duration of Time: One Week

Time: One day for each lesson

Objectives: Upon completion of the lesson the students will:

- Learn new vocabulary from the story.
- Discover our universe through interactive learning
- Groups and interactive technology games.
- Use the six language arts to discover our universe.

Materials:

1. Pencils, markers, and crayons.
2. The book, Stars and Planets by Janet Borg.
3. Interactive learning boards and Velcro.
4. Overhead Projector.
5. Books about Solar System and our Universe.
6. Styrofoam balls.
7. Paint.
8. Sticks.
9. Scissors.
10. Paper plates.
11. Planet poem.
12. CD player and CD with the song “The Family of the Sun”
13. Hula Hoop.
14. Space Log.
15. Toothpicks.
16. Paper.
17. Discover the Cosmo’s picture of the day.
18. Play doh.
19. Computers.

Anticipatory Set: The teacher will begin the topic with the lights out and stars glowing on the board set up on the desk in front of the room. After a few seconds the teacher will ask what the things glowing are and what the students know about them. Also explain that this is the topic of our lesson, discovering our Universe. Then put the lights on and show the class the Picture of the Day from Discover the Cosmo’s website. This website takes pictures of the universe and posts them on this website. There is a different picture everyday and dates back to 1995. The teacher will discuss the picture, which happens to be an Apollo 15 Panorama: Astronaut Exploring.

Writing.

**Each day the teacher and students can add together what they have learned under the L on the KWLH chart. Also for Reading and Writing the teacher will explain to the students about the Space Log. They can reflect on what they’ve learned about Space and

Assessment

Name: _____ Date: _____

20 Multiple Choice Questions

Choose the best answer to the question and circle your answer.

Discovery; *Animals in their Homes* by Sonia Goldie

1. Animals need shelters to
 - A. Protect them from cold, rain, and predators.
 - B. Store food, rest, and raise their little ones in peace.
 - C. Have its own safe hiding place.
 - D. All of the above.

2. Animals that dig dens and tunnels underground are called
 - A. Potter.
 - B. Burrowers.
 - C. Hermit.
 - D. Woodcutter.

3. What does the author mean by “Clever Homes” in the book?
 - A. Homes that are carried by the animal.
 - B. Homes that are found underground.
 - C. Homes that are carved by the animal using skills.
 - D. Homes that are found high up in a tree.

4. Which bird can tie a knot to hang its nest from a branch?
 - A. Weaver finch.
 - B. Baltimore Oriole.
 - C. Owl.
 - D. Woodpeckers.

5. How many different type of homes did the author talk about in the book?
 - A. 4.
 - B. 8.
 - C. 2.
 - D. 3.

Assessment

Name: _____ Date: _____

20 Multiple Choice Questions. Circle the letter for your answer.

Discovery: *The Human Body* by Janet Sacks

1. This book was about
 - A. Our joints.
 - B. School.
 - C. Brushing our teeth.
 - D. Our human body.

2. What was Miss Campbell able to provide for her students to help them Learn and remember better?
 - A. Pencils.
 - B. Diagrams.
 - C. Clothes.
 - D. Books.

3. What's the most important part of our body?
 - A. Teeth.
 - B. Lungs.
 - C. Brain.
 - D. Heart.

4. When our heart beats,
 - A. It is dancing.
 - B. It is digesting.
 - C. It is pumping blood.
 - D. It is absorbing water.

5. Our intestines are
 - A. 2 ft.
 - B. 26 ft.
 - C. 40 ft.
 - D. 15 ft.

6. When the children were sitting in the lunch room, what did Miss Campbell teach Them about?

Bibliography/Resources

Borg, Janet. (2006). *Stars and Planets*. New York, NY: Lark Books

Giovanni, Nikki. (2008). *Hip Hop Speaks to Children*. Naperville, Illinois: Sourcebooks Jabberwocky.

Goldie, Sonia. (2006). *Animals in Their Homes*. New York, NY: Lark Books

Sacks, Janet. (2002). *The Human Body*. New York, NY: Sterling Publishing CO., INC.

<http://antwrp.gsfc.nasa.gov/apod/ap081130.html>.
(Discover the Cosmo's)

<http://kids.niehs.nih.gov/lyrics/bones.htm>

<http://kids.nineplanets.org/>

<http://starchild.gsfc.nasa.gov/docs/StarChild/StarChild.html>

www.sourcebooks.com

<http://www.apples4theteacher.com/elibrary/bodybook.html>

<http://www.apples4theteacher.com/java/concentration-games/human-body/>

http://www.exploratorium.edu/ronh/solar_system/index.html

<http://www.kbears.com/animals/index.html>

<http://www.kidscom.com/games/animal/animal.html>

http://www.kidsastronomy.com/solar_system.htm

http://www.nasm.si.edu/research/ceps/etp/ss/ss_fots.html (song lyrics)

www.discoverychannel.com

Video (1995). *The Magic School Bus Gets Lost in Space*. Reed Business Information. Gale Group: Farmington Hills, Michigan.



DISCOVERY



Unit Plan
By
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Teaching Language Arts

Assessment

Name: _____ Date: _____

20 Multiple Choice Questions

Choose the best answer to the questions. Circle only the letter for your answer.
Discovery; *Stars and Planets* by Janet Borg

1. The source of life is the
 - A. Moon.
 - B. Planets.
 - C. Sun.
 - D. Earth.

2. Before clocks, people used these to tell time.
 - A. Compass.
 - B. Sundial.
 - C. Pointer.
 - D. Watch.

3. This is the third planet from the sun.
 - A. Earth.
 - B. Mars.
 - C. Venus.
 - D. Uranus.

4. The rings that surround this planet are made of billions of tiny, ice-covered pebbles.
 - A. Neptune.
 - B. Pluto.
 - C. Earth.
 - D. Saturn.

5. The time it takes Earth to rotate once around on its axis is
 - A. One month.
 - B. One day.
 - C. One year.
 - D. One hour.

Key to Assessment for *Animal in their Homes*

1. D.
2. B.
3. C.
4. B.
5. A.
6. B.
7. B.
8. D.
9. B.
10. C.
11. D.
12. C.
13. A.
14. A.
15. D.
16. C.
17. B.
18. A.
19. C.
20. D.

Key to Assessment for *The Human Body*.

1. D.
2. B.
3. C.
4. C.
5. B.
6. A.
7. D.
8. D.
9. A.
10. D.
11. C.
12. A.
13. D.
14. C.
15. B.
16. B.
17. A.
18. C.
19. B.
20. C.

Literature Unit

Theme: Discovery: Let's Discover the World Around Us!

Grade Level: 2nd grade.

Topics/ Pieces of Literature

- *The Human Body* by Janet Sacks
- *Animals in their Homes* by Sonia Goldie
- *Stars and Planets* by Janet Borg

Rationale: The students will discover the world around us by delving into interactive Hands on activities along with using our six language arts through three Pieces of literature. The three pieces of literature grasp important concepts of Of our world; our bodies, our universe, and our animals who live here with Us. Students will discover using their curiosity connecting with Language Arts, Math, Science and Social Studies.

Standards

PDE Standards: Reading, Writing, Speaking, and Listening. 1.1., 1.2., 1.3.1.4., 1.5., 1.6., 1.7., 1.8.

Math

2.1.3.D., 2.1.3.G., 2.1.3.I., 2.3.3.A., 2.9.3.A.

Health

10.1.B., 10.1.C., 10.4.3.A., 10.4.3.C.

Science

3.3.4.A., 3.3.4.B., 3.4.4.D.

Geography

7.1.3.A., 7.2.3.B.

NCTE Standards for English Language Arts 1-12.

Objectives: Upon completion of the Unit the students will:

- Discover three important topics in the world, human body, stars and planets, and animals in their homes.
- Use all six language arts to learn and discover each topic.
- Take an assessment for each topic, which will be graded for 100% accuracy for each.
- Write a narrative, expository and poetry piece.
- Complete one fine arts activity for each topic using language arts along with other creativity and knowledge of other subjects.
- Be inspired to keep discovering our world at the close of the unit.

Theme: Discovery

Literature Piece: *Animals in their Homes* by Sonia Goldie

Duration of Time: One Week

Time for each lesson: 80 minutes

Note: At the beginning or end of each day, the students will help the teacher create a bulletin board titled Discovery. When the students complete writing tasks they will be hung on this board for display. The discovery of their own written language.

Objectives: Upon completion of each lesson the students will:

- Learn new vocabulary connected to the literature.
- Discover new things about animals and the homes they live in.
- Use all six language arts to discover.
- Use fine arts to create a project inspired from the literature.
- Take an assessment at the conclusion of the week.

Materials:

1. The book, *Animals in their homes* by Sonia Goldie.
2. Pencils, crayons, and markers.
3. Paper.
4. Mask templates of the animals in the story and string.
5. Hole puncher.
6. Magnetic letters.
7. Interactive learning boards.
8. Velcro.
9. Posters.
10. Homework and Test.
11. Computers.

Anticipatory Set: The teacher will take a nature walk with the students pointing out animals they see and their homes. If weather doesn't permit, the teacher will ask students to volunteer to talk about a time they walked in the woods and what they saw.

Procedure:

1. The teacher will then discuss the nature walk and warns students to keep all that in mind. They will be doing a narrative **writing** assignment about what animals they saw or what type of homes they saw.
2. The teacher will then have students join on the carpet together and the teacher will introduce new vocabulary words and have students pronounce them. The teacher will call on volunteers to figure out the definitions. Then the teacher will ask students to **listen** while the teacher reads aloud the book, stopping and asking questions to check for comprehension. The students are listening for fluency and expression as well.
3. After discussing the book, the teacher instructs students to **reread** the book aloud as the teacher flips the pages. The teacher will instruct students to form a

Theme: Discovery

Literature Piece: The Human Body by Janet Sacks

Duration of Time: One week

Time of each lesson: 80 minutes

Objectives: Upon completion of the lesson the students will:

- discover all about our human body and it's functions.
- Learn new vocabulary words for the story.
- Use the six language arts to discover the human body.
- Create a fine arts project inspired by the story.
- Write an expository writing piece about the story.

Materials:

1. Pencils, markers, and crayons.
2. Overhead projector.
3. Interactive learning boards.
4. Music headphones and CD player.
5. CD with teacher's voice reading the book and CD's with the songs about Bones.
6. A couple copies of the book, The Human Body by Janet Sacks.
7. Outline of the human body.
8. Velcro.
9. Paper.
10. Templates for Venn diagrams.
11. Test and homework.
12. Computers.

Anticipatory set: The teacher will begin this topic with groups. The teacher will explain the groups to the class and then assign students to each group.

Group#1- Music-The students will listen to songs about the Human Body such as "Dem Bones, Dem Bones" and the classic, "Dry Bones" with headphones. As well as the tape that has the teacher's voice reading the story with fluency and expression.

Group#2-Viewing, Writing and Reading- This group will have another copy of the book and includes reading the story, drawing and coloring a part of the body that is your favorite part and coloring it. Also write about how it works.

Group#3-Visually Representing- This group will include the students to go through the book pulling the tabs and interacting with it. The students will have templates that have a Venn diagram drawn on it, but with 5 circles. They will write down different body parts and its function on the outside of each circle, but in the part that is connected they will write commonalities. After they can discuss and then they will have an outline of a body.

Culminating Activity

The teacher will develop a parent's permission slip for the students of her second grade classroom to go to a Discovery Zone in the area or take a bus trip with chaperones to attend outside the area. The students can let their curiosity maximize and discover all sorts of different subjects, topics, and activities including all six language arts. I think this activity will capitalize on all the hands-on learning taken place throughout the unit and let students run free and discover anything their little hearts desire.