

Celebrate Comprehension with Classical Characters

Grade Level: 2nd Grade

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Length of Unit: (4 Lessons- 10 days- 40 minutes each session)

I. ABSTRACT

- A. Take a magical journey through classic literary selections. Comprehending and decoding context are a snap when you take flight with Peter Pan, dress the Emperor, and use a paintbrush to make dreams come to life. Explore whimsical characters that make the impossible come true with the gift of imagination.

II. OVERVIEW

- A. Concept Objectives
1. The student understands the purpose for listening responsively and critically to interpret, evaluate, get information, solve problems, enjoy, and appreciate stories read aloud. (Adapted from TEKS-L.A. 2.1A,D, E)
 2. The student understands the importance of using a variety of word identification strategies. (Adapted from TEK-L.A. 2.5)
 3. The student understands the importance of writing for a variety of audiences and purposes and in various forms. (Adapted from TEK-L.A. 2.14)
 4. The student understands the importance of applying knowledge of grammar and usage to meaningful texts. (Adapted from TEK-LA 2.17)
- B. Content from the *Core Knowledge Sequence*
1. *The Emperor's New Clothes* (Hans Christian Anderson) pg. 24
 2. *The Magic Paintbrush* (a Chinese folktale) pg. 27
 3. Selection from *Peter Pan* (James M. Barrie) pg. 47
 4. Accurately decode phonetically regular two-syllable words.
 5. Use knowledge of letter-sound patterns to sound out unfamiliar multi-syllable words when reading.
 6. Recognize the sounds that make up words, and segment and blend a variety of sounds in words.
 7. Accurately read single-syllable words and most two-syllable words.
 8. Reread sentences when he or she does not understand the text.
 9. Recall incidents, characters, facts, and details of stories and other texts.
 10. Discuss similarities in characters and events across stories.
 11. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.
 12. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
 13. Explain and describe new concepts and information in his or her own words.
 14. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 15. Produce a variety of types of writing and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 16. When spelling independently, represent all the sounds of a word, writing each sound as a letter or combination of letters.
 17. Correctly spell any word that contains spelling patterns he or she has been taught so far and begin to use a first dictionary to check and correct spelling in his or her own writings.

18. Write legibly on standard-ruled notebook paper.
19. Use capital letters.
20. Consistently use correct end punctuation: period, question mark, or exclamation point.

C. Skill Objectives

1. The student will listen responsively and critically to interpret, evaluate, get information, solve problems, enjoy, and appreciate stories read aloud. (Adapted from TEKS-L.A. 2.1A,D, E)
2. The student will ask and answer relevant questions and make contributions in small or large group discussions. (TEK-L.A. 2.3C)
3. The student will communicate clearly by putting thoughts and feelings into spoken words. (TEK-L.A. 2.4)
4. The student will use a variety of word identification strategies. (TEK-L.A. 2.5)
5. The student will develop an extensive vocabulary. (TEK-L.A. 2.8)
6. The student will use a variety of strategies to comprehend selections read aloud and selections read independently. (TEK-L.A. 2.9)
7. The student will support interpretations or conclusions with examples drawn from text and connect ideas and themes across texts. (Adapted from TEK-L.A. 2.10 C, D)
8. The student will analyze characters, including their traits, relationships, and changes and recognize the story problem or plot. (Adapted from TEK-L.A. 2.11 H, J)
9. The student will compose meaningful texts applying knowledge of grammar and usage. (TEK-L.A. 2.17)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Anderson, H.C. *The Emperor's New Clothes*. Canada: Little, Brown, and Company, 1984, 0-316-93123-3
2. Barrie, J.M. *Peter Pan*. New York, NY: Macmillan Publishing Company, 1980, 0-684-16611-9
3. Hirsh Jr., E. *What Your Second Grader Needs to Know*. New York, NY: Dell Publishing, 1999, 0-385-31843-X

B. For Students

1. Anderson, H.C. *The Emperor's New Clothes*. Canada: Little, Brown, and Company, 1984, 0-316-93123-3
2. Carey, M. *Walt Disney's Peter Pan and Captain Hook*. New York: Random House, 1952, 0-394-82517-9.
3. Demi. *Liang and the Magic Paintbrush*. New York: Holt, Rinehart, and Winston, 1980, 0-8050-0220-0
4. Hirsh Jr., E. *What Your Second Grader Needs to Know*. New York, NY: Dell Publishing, 1999, 0-385-31843-X

IV. RESOURCES

- A. *What Your Second Grader Needs to Know*
- B. *The Emperor's New Clothes*
- C. *Peter Pan*
- D. *Walt Disney's Peter Pan and Captain Hook*
- E. *Liang and the Magic Paintbrush*
- F. *Online Dictionary-* www.wordcentral.com

V. LESSONS

Lesson One: “Cast Your Shadow” (2-40 minute sessions)

A. Daily Objectives

1. Concept Objective(s)

- a. The student understands the purpose for listening responsively and critically to interpret, evaluate, get information, solve problems, enjoy, and appreciate stories read aloud. (Adapted from TEKS-L.A. 2.1A,D, E)
- b. The student understands the importance of using a variety of word identification strategies. (Adapted from TEK-L.A. 2.5)
- c. The student understands the importance of writing for a variety of audiences and purposes and in various forms. (Adapted from TEK-L.A. 2.14)
- d. The student understands the importance of applying knowledge of grammar and usage to meaningful texts. (Adapted from TEK-LA 2.17)

2. Lesson Content

- a. Selection from *Peter Pan* (James M. Barrie)
- b. Accurately decode phonetically regular two-syllable words.
- c. Use knowledge of letter-sound patterns to sound out unfamiliar multisyllable words when reading.
- d. Recognize the sounds that make up words, and segment and blend a variety of sounds in words.
- e. Accurately read single-syllable words and most two-syllable words.
- f. Reread sentences when he or she does not understand the text.
- g. Recall incidents, characters, facts, and details of stories and other texts.
- h. Explain and describe new concepts and information in his or her own words.
- i. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
- j. Produce a variety of types of writing and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
- k. When spelling independently, represent all the sounds of a word, writing each sound as a letter or combination of letters.
- l. Correctly spell any word that contains spelling patterns he or she has been taught so far and begin to use a first dictionary to check and correct spelling in his or her own writings.
- m. Use capital letters.
- n. Consistently use correct end punctuation: period, question mark, or exclamation point.

3. Skill Objective(s)

- a. The student will listen responsively and critically to interpret, evaluate, get information, solve problems, enjoy, and appreciate stories read aloud. (Adapted from TEKS-L.A. 2.1A,D, E)

- b. The student will ask and answer relevant questions and make contributions in small or large group discussions. (TEK-L.A. 2.3C)
- c. The student will communicate clearly by putting thoughts and feelings into spoken words. (TEK-L.A. 2.4)
- d. The student will use a variety of word identification strategies. (TEK-L.A. 2.5)
- e. The student will develop an extensive vocabulary. (TEK-L.A. 2.8)
- f. The student will use a variety of strategies to comprehend selections read aloud and selections read independently. (TEK-L.A. 2.9)
- g. The student will compose meaningful texts applying knowledge of grammar and usage. (TEK-L.A. 2.17)

B. *Materials*

- 1. *How Wendy Met Peter Pan* (Appendix A)
- 2. Peter Pan outfit (green shirt and hat) *optional
- 3. Prepared Picture Dictionaries (Appendix B)
- 4. White butcher paper for each student
- 5. Rubric for Picture Dictionary (Appendix C)

C. *Key Vocabulary* – definitions taken or adapted from www.wordcentral.com

- 1. shadow- the dark figure cast on a surface by a person or object
- 2. darted- to move or shoot out suddenly and quickly
- 3. fairy- an imaginary being usually having a small human form and magic powers
- 4. conceited- having too high an opinion of oneself
- 5. carriage- a stroller type carrier for babies

D. *Procedures/Activities*

Day 1

- 1. Teachers have the option of dressing the part of Peter Pan in order to instantly seize the student's attention.
- 2. Give a brief introduction to unit prior to reading *How Wendy Met Peter Pan* during Reading time.
- 3. Read aloud *How Wendy Met Peter Pan* during Reading time.
- 4. Give students a Picture Dictionary booklet (Appendix B). After a class discussion of each word, the students will work with a partner to illustrate and write the definition for their vocabulary words in this booklet.
- 5. Explain to students that this lesson will continue during Core.
- 6. Begin lesson by reviewing earlier read aloud of *How Wendy Met Peter Pan*.
- 7. Pose the question, "What is a shadow?" and allow students to brainstorm ideas. Have a class discussion to agree on a proper definition.
- 8. Give each student a piece of white butcher paper and explain to them that they will be tracing their own shadows outside with the help of a partner.
- 9. Once students are paired, take them outside to begin their tracings.
- 10. When all tracings are complete, ask students to try to fit into their partner's shadow.
- 11. Once this is attempted, teachers should guide students to realize that they are not able to fit into their partner's shadow.
- 12. This will lead to a class discussion of how each person is different and has their own unique qualities.

13. Reflect back to Peter Pan and discuss that it is important to be yourself and they shouldn't try to be like anyone else.

Day 2

14. Review Day 1's activities and discussion.
15. Ask a few students to give a brief summary of the *Peter Pan* selection read the previous day.
16. Students will cut out their shadows write describing words of themselves on their shadow. Students will then hang them on the walls. Class will re-discuss how everyone is different.

E. *Assessment/Evaluation*

1. The students will add another component to their Picture Dictionary as an assessment. Students will demonstrate comprehension of the story by writing the main idea of story, Getting the Gist, in their Picture Dictionaries.

Lesson Two: "Clothes Fit For a King" (1-40 minute session)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands the purpose for listening responsively and critically to interpret, evaluate, get information, solve problems, enjoy, and appreciate stories read aloud. (Adapted from TEKS-L.A. 2.1A,D, E)
 - b. The student understands the importance of using a variety of word identification strategies. (Adapted from TEK-L.A. 2.5)
 - c. The student understands the importance of writing for a variety of audiences and purposes and in various forms. (Adapted from TEK-L.A. 2.14)
 - d. The student understands the importance of applying knowledge of grammar and usage to meaningful texts. (Adapted from TEK-LA 2.17)
2. Lesson Content
 - a. *The Emperor's New Clothes* (Hans Christian Anderson)
 - b. Accurately decode phonetically regular two-syllable words.
 - c. Use knowledge of letter-sound patterns to sound out unfamiliar multisyllable words when reading.
 - d. Recognize the sounds that make up words, and segment and blend a variety of sounds in words.
 - e. Accurately read single-syllable words and most two-syllable words.
 - f. Reread sentences when he or she does not understand the text.
 - g. Recall incidents, characters, facts, and details of stories and other texts.
 - h. Discuss similarities in characters and events across stories.
 - i. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.
 - j. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
 - k. Explain and describe new concepts and information in his or her own words.

- l. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 - m. Produce a variety of types of writing and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - n. When spelling independently, represent all the sounds of a word, writing each sound as a letter or combination of letters.
 - o. Correctly spell any word that contains spelling patterns he or she has been taught so far and begin to use a first dictionary to check and correct spelling in his or her own writings.
 - p. Use capital letters.
 - q. Consistently use correct end punctuation: period, question mark, or exclamation point.
3. Skill Objective(s)
- a. The student will listen responsively and critically to interpret, evaluate, get information, solve problems, enjoy, and appreciate stories read aloud. (Adapted from TEKS-L.A. 2.1A,D, E)
 - b. The student will ask and answer relevant questions and make contributions in small or large group discussions. (TEK-L.A. 2.3C)
 - c. The student will communicate clearly by putting thoughts and feelings into spoken words. (TEK-L.A. 2.4)
 - d. The student will use a variety of word identification strategies. (TEK-L.A. 2.5)
 - e. The student will develop an extensive vocabulary. (TEK-L.A. 2.8)
 - f. The student will use a variety of strategies to comprehend selections read aloud and selections read independently. (TEK-L.A. 2.9)
 - g. The student will compose meaningful texts applying knowledge of grammar and usage. (TEK-L.A. 2.17)

B. *Materials*

- 1. *The Emperor's New Clothes* (Hans Christian Anderson) (Appendix D)
- 2. Emperor's outfit (crown and cape) *optional
- 3. "What would happen next?" (Appendix E)
- 4. "What would happen next?" Teacher Rubric (Appendix F)

C. *Key Vocabulary* - definitions taken or adapted from www.wordcentral.com

- 1. emperor- ruler or king
- 2. fancy- not plain
- 3. weaver- a person who laces strands of thread or yarn together
- 4. loom- a machine for weaving threads or yarns to produce cloth
- 5. advisor- a person who gives advice or helps solve problems

D. *Procedures/Activities*

- 1. Teachers have the option of dressing the part of the Emperor in order to instantly seize the student's attention.
- 2. Read aloud *The Emperor's New Clothes* during Reading time.
- 3. Explain to students that this lesson will continue during Core.
- 4. Begin lesson by reviewing earlier read aloud of *The Emperor's New Clothes*.

5. Students will take out their Picture Dictionaries. After a class discussion of each word, the students will work with a partner to illustrate and write the definition for their vocabulary words in their booklet.
 6. Explain to students that this lesson will continue during Core.
- E. *Assessment/Evaluation*
1. Students will be given the last paragraph to *The Emperor's New Clothes*. They will use this to complete their assignment, "What would happen next?" (Appendix E). Teacher will use a rubric (Appendix F) to evaluate this assignment.
 2. The students will add another component to their Picture Dictionary as an assessment. Students will demonstrate comprehension of the story by writing the main idea of story, Getting the Gist, in their Picture Dictionaries.

Lesson Three: "Strokes of Kindness" (1-40 minute session)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands the purpose for listening responsively and critically to interpret, evaluate, get information, solve problems, enjoy, and appreciate stories read aloud. (Adapted from TEKS-L.A. 2.1A,D, E)
 - b. The student understands the importance of using a variety of word identification strategies. (Adapted from TEK-L.A. 2.5)
 - c. The student understands the importance of writing for a variety of audiences and purposes and in various forms. (Adapted from TEK-L.A. 2.14)
 - d. The student understands the importance of applying knowledge of grammar and usage to meaningful texts. (Adapted from TEK-L.A. 2.17)
2. Lesson Content
 - a. *The Magic Paintbrush* (a Chinese folktale)
 - b. Accurately decode phonetically regular two-syllable words.
 - c. Use knowledge of letter-sound patterns to sound out unfamiliar multisyllable words when reading.
 - d. Recognize the sounds that make up words, and segment and blend a variety of sounds in words.
 - e. Accurately read single-syllable words and most two-syllable words.
 - f. Reread sentences when he or she does not understand the text.
 - g. Recall incidents, characters, facts, and details of stories and other texts.
 - h. Discuss similarities in characters and events across stories.
 - i. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.
 - j. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
 - k. Explain and describe new concepts and information in his or her own words.

- l. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
 - m. Produce a variety of types of writing and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
3. Skill Objective(s)
- a. The student will listen responsively and critically to interpret, evaluate, get information, solve problems, enjoy, and appreciate stories read aloud. (Adapted from TEKS-L.A. 2.1A,D, E)
 - b. The student will ask and answer relevant questions and make contributions in small or large group discussions. (TEK-L.A. 2.3C)
 - c. The student will communicate clearly by putting thoughts and feelings into spoken words. (TEK-L.A. 2.4)
 - d. The student will use a variety of word identification strategies. (TEK-L.A. 2.5)
 - e. The student will develop an extensive vocabulary. (TEK-L.A. 2.8)
 - f. The student will use a variety of strategies to comprehend selections read aloud and selections read independently. (TEK-L.A. 2.9)
 - g. The student will compose meaningful texts applying knowledge of grammar and usage. (TEK-L.A. 2.17)
- B. *Materials*
- 1. *The Magic Paintbrush* (Appendix G)
 - 2. *Liang and the Magic Paintbrush* by Demi
 - 3. Painter's outfit (art smock, paint palette, hat, paintbrush) *optional
 - 4. paintbrush for discussion
 - 5. Magic Paintbrush Oral Discussion Rubric (Appendix H)
- C. *Key Vocabulary* - definitions taken or adapted from www.wordcentral.com
- 1. orphan- a child whose parents have died
 - 2. beggar- a very poor person
 - 3. pretend- to make believe or imagine
 - 4. greed- selfish desire for food, money, or possessions over and above one's needs
 - 5. bundle- a number of things fastened or wrapped
- D. *Procedures/Activities*
- 1. Teachers have the option of dressing the part of a painter in order to instantly seize the student's attention.
 - 2. Read aloud *The Magic Paintbrush* during Reading time.
 - 3. Students will take out their Picture Dictionaries. After a class discussion of each word, the students will work with a partner to illustrate and write the definition for their vocabulary words in their booklet.
 - 4. Explain to students that this lesson will continue during Core.
 - 5. Begin lesson by reviewing earlier read aloud of *The Magic Paintbrush*.
 - 6. Place students in a circle in the room for a class discussion.
 - 7. Teacher will guide the discussion by posing the question, "What would you choose to do if you were given a magic paintbrush?"

8. Students will use their responses to illustrate what they would do with their magic paintbrush. This will be completed at a center at a later time.
- E. *Assessment/Evaluation*
1. Teacher will use the class discussion to assess the student responses. Magic Paintbrush Oral Discussion Rubric (Appendix H) will guide the assessment.
 2. The students will add another component to their Picture Dictionary as an assessment. Students will demonstrate comprehension of the story by writing the main idea of story, Getting the Gist, in their Picture Dictionaries.

Lesson Four: Adventure Through Centers (3-40 minute sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands the purpose for listening responsively and critically to interpret, evaluate, get information, solve problems, enjoy, and appreciate stories read aloud. (Adapted from TEKS-L.A. 2.1A,D, E)
 - b. The student understands the importance of using a variety of word identification strategies. (Adapted from TEK-L.A. 2.5)
 - c. The student understands the importance of writing for a variety of audiences and purposes and in various forms. (Adapted from TEK-L.A. 2.14)
 - d. The student understands the importance of applying knowledge of grammar and usage to meaningful texts. (Adapted from TEK-L.A. 2.17)
2. Lesson Content
 - a. *The Emperor's New Clothes* (Hans Christian Anderson)
 - b. *The Magic Paintbrush* (a Chinese folktale)
 - c. Selection from *Peter Pan* (James M. Barrie)
 - d. Accurately decode phonetically regular two-syllable words.
 - e. Use knowledge of letter-sound patterns to sound out unfamiliar multisyllable words when reading.
 - f. Recognize the sounds that make up words, and segment and blend a variety of sounds in words.
 - g. Accurately read single-syllable words and most two-syllable words.
 - h. Reread sentences when he or she does not understand the text.
 - i. Recall incidents, characters, facts, and details of stories and other texts.
 - j. Discuss similarities in characters and events across stories.
 - k. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.
 - l. Pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
 - m. Explain and describe new concepts and information in his or her own words.
 - n. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.

- o. Produce a variety of types of writing and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - p. When spelling independently, represent all the sounds of a word, writing each sound as a letter or combination of letters.
 - q. Correctly spell any word that contains spelling patterns he or she has been taught so far and begin to use a first dictionary to check and correct spelling in his or her own writings.
 - r. Write legibly on standard-ruled notebook paper.
 - s. Use capital letters.
 - t. Consistently use correct end punctuation: period, question mark, or exclamation point.
3. Skill Objective(s)
- a. The student will listen responsively and critically to interpret, evaluate, get information, solve problems, enjoy, and appreciate stories read aloud. (Adapted from TEKS-L.A. 2.1A,D, E)
 - b. The student will ask and answer relevant questions and make contributions in small or large group discussions. (TEK-L.A. 2.3C)
 - c. The student will communicate clearly by putting thoughts and feelings into spoken words. (TEK-L.A. 2.4)
 - d. The student will use a variety of word identification strategies. (TEK-L.A. 2.5)
 - e. The student will develop an extensive vocabulary. (TEK-L.A. 2.8)
 - f. The student will use a variety of strategies to comprehend selections read aloud and selections read independently. (TEK-L.A. 2.9)
 - g. The student will support interpretations or conclusions with examples drawn from text and connect ideas and themes across texts. (Adapted from TEK-L.A. 2.10 C, D)
 - h. The student will analyze characters, including their traits, relationships, and changes and recognize the story problem or plot. (Adapted from TEK-L.A. 2.11 H, J)
 - i. The student will compose meaningful texts applying knowledge of grammar and usage. (TEK-L.A. 2.17)

B. *Materials*

- 1. Comic Strip Sequencing Page(Appendix I)
- 2. Comic Strip Sequencing Rubric (Appendix J)
- 3. Newspaper-Comic Strip cutouts
- 4. Pencils
- 5. Colors
- 6. Design Your Own Emperor (Appendix K)
- 7. Design Your Own Emperor Rubric (Appendix L)
- 8. Cardstock
- 9. Wallpaper scraps
- 10. Buttons
- 11. Glue
- 12. Scissors
- 13. Yarn

14. Markers
15. Magic Paintbrush Watercolor and Response Rubric (Appendix M)
16. Watercolors
17. Paintbrushes
18. Art paper
19. Water
20. Cups
21. Writing paper

C. *Key Vocabulary*

1. shadow- the dark figure cast on a surface by a person or object
2. darted- to move or shoot out suddenly and quickly
3. fairy- an imaginary being usually having a small human form and magic powers
4. conceited- having too high an opinion of oneself
5. carriage- a horse-drawn wheeled vehicle designed for carrying persons
6. emperor- ruler or king
7. fancy- not plain
8. weaver- a person who laces strands of thread or yarn together
9. loom- a machine for weaving threads or yarns to produce cloth
10. advisor- a person who gives advice or helps solve problems
11. orphan- a child whose parents have died
12. beggar- a very poor person
13. pretend- to make believe or imagine
14. greed- selfish desire for food, money, or possessions over and above one's needs

D. *Procedures/Activities*

1. In advance, three centers should be prepared with enough materials for a 1/3 of the class to use at one time. Refer to Rubrics for expectations at centers (Appendices J, L, and M).
2. Explain activities at each center. Center #1: Comic Strip Sequencing (Appendix I). Students use prepared sequence frames to illustrate eight events of the story in sequential order. Students add dialogue that correlates to each frame. Center #2: Design Your Own Emperor (Appendix K). Students trace cutout of emperor pattern onto cardstock. They will use provided materials to design an outfit for their emperor. Students will then justify the attributes they have given to their emperor. Center #3: Magic Paintbrush Watercolor Activity. Students will use their generated ideas from an earlier discussion to illustrate with watercolors. They will also be expected to give a written response to justify their illustration.
3. Divide class into three groups to rotate through centers. It will take approximately 1 day for each center, for a total of 3 days.

E. *Assessment/Evaluation*

1. Teacher will use Rubrics (Appendix J, L, M) to evaluate overall center performance.

VI. CULMINATING ACTIVITY

- A. Teacher will assign a home project for students to generate a short story. The story should include a main character that possesses character traits that each student feels is important to have based on what they have learned from the three stories we have covered. Each story will be presented at the Celebration.

Teacher will use a rubric (Appendix N) to evaluate student's story and presentation.

- B. Students will complete a comprehensive test with specific questions from each story. The question levels vary as according to Bloom's Taxonomy. In addition, students will complete a Venn Diagram focusing on the differences and similarities of each of the three stories. Students will work with a partner to complete this assignment. Teacher will use a rubric (Appendix O) to evaluate this assignment.
- C. In advance, students have been invited to bring house slippers, a pillow or a small blanket, and a stuffed animal to simulate bedtime stories. It will be optional for the teacher to provide milk and cookies for the students. At the celebration, students will present their short stories that were completed as a home project.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: *How Wendy Met Peter Pan*
- B. Appendix B: Picture Dictionary pages
- C. Appendix C: Picture Dictionary Rubric
- D. Appendix D: *The Emperor's New Clothes*
- E. Appendix E: "What Will Happen Next?"
- F. Appendix F: "What Will Happen Next?" Rubric
- G. Appendix G: *The Magic Paintbrush*
- H. Appendix H: *The Magic Paintbrush* Oral Discussion Rubric
- I. Appendix I: Comic Strip Sequencing
- J. Appendix J: Comic Strip Sequencing Rubric
- K. Appendix K: Design Your Own Emperor cut-out
- L. Appendix L: Design Your Own Emperor Rubric
- M. Appendix M: *The Magic Paintbrush* Watercolor and Response Rubric
- N. Appendix N: Self-Generated Short Story Rubric
- O. Appendix O: Comprehensive Test Questions
- P. Appendix P: Venn Diagram
- Q. Appendix Q: Venn Diagram Rubric
- R. Appendix R: Parent Letter for Celebration

VIII. BIBLIOGRAPHY

- A. Anderson, H.C. *The Emperor's New Clothes*. Canada: Little, Brown, and Company, 1984, 0-316-93123-3
- B. Barrie, J.M. *Peter Pan*. New York, NY: Macmillan Publishing Company, 1980, 0-684-16611-9
- C. Hirsh Jr., E. *What Your Second Grader Needs to Know*. New York, NY: Dell Publishing, 1999, 0-385-31843-X
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- F. Demi. *Liang and the Magic Paintbrush*. New York: Holt, Rinehart, and Winston, 1980, 0-8050-0220-0
- G. Hirsh Jr., E. *What Your Second Grader Needs to Know*. New York, NY: Dell Publishing, 1999, 0-385-31843-X

How Wendy Met Peter Pan

James M. Barrie

Once upon a time there were three children, named Wendy, John, and Michael Darling, who lived in a lovely house with lots of toys and picture books. They had a most unusual nurse to look after them, called Nana, and she was really a large dog. She bathed and dressed the children, and saw that they got up and went to bed at the proper time.

One night, when the children had been bathed and put to bed, the bedroom window flew open and a boy dropped in. He was dressed in a ragged shirt of leafy green and brown, and he had wild, uncombed hair. When Nana saw him, she growled and jumped at him. She did not catch him, for he leaped back out the window. But she did catch his shadow. When Mrs. Darling found it on the floor the next morning, she rolled it up carefully and put it away in a drawer.

Nothing more happened until about a week later. Mr. and Mrs. Darling were dressing to go to a party, and Nana was busy getting the children ready for bed. Now, the only person at Number 14 (which was the Darlings' house) who did not much care for Nana was Mr. Darling. And on this night, when Nana happened to rub up by accident against Mr. Darling, and a lot of her long hairs came off on his nice new pants, Mr. Darling shouted, "I won't have a dog in the house! I shall tie her up in the backyard!" And he did.

Poor Nana whined, for it was starting to snow. Then she barked, for she could smell danger in the air.

It was all dark and quiet in the room where Wendy, Michael, and John lay sleeping. But it was only dark for a moment. For as soon as Mr. and Mrs. Darling had left for the party, a bright light flew in at the window and darted to and fro around the room. It was Tinker Bell, a lovely little-girl fairy, come to search for the shadow that belonged to Peter Pan.

In a moment, through the window came Peter Pan himself. "Oh, Tink," he called softly, "have you found my shadow?"

Celebrate Comprehension with Classical Characters
Appendix A

She answered in a voice like a tiny bell with a silvery tinkle, which is the fairy language. She said that his shadow was in the big box—she meant the chest of drawers—but it was too big for her to open. Peter had his shadow out in a second, and he was so excited at getting it back that he did not notice that he closed Tinker Bell in the drawer!

“Bother!” said Peter, because his shadow wouldn’t join to him again. He tried to stick it back on with some soap, but that didn’t work. He was so disappointed that he sat on the floor and cried.

His sobs woke Wendy, and she sat up in bed. She had seen Peter before in dreams, so she was not surprised to see him now. She asked politely, “Boy, why are you crying?”

Peter got up, and they bowed to each other.

“What’s your name?” he asked.

“Wendy Moira Angela Darling,” she replied.

“What is your name?”

“Peter Pan.”

“And where do you live?” asked Wendy.

Peter answered, “Second to the right, and then straight on till morning.”

“Does your mother know you are here?” asked Wendy.

“Don’t have a mother,” said Peter.

“Oh!” exclaimed Wendy. “No wonder you were crying.”

“I wasn’t crying about mothers,” Peter snapped. “I was crying because I can’t get my shadow to stick on. Besides, I wasn’t crying.”

Wendy fetched her needle and thread, and she sewed the shadow on to Peter’s foot. Peter danced about and crowed with joy. And instead of saying, “Thank you, Wendy, how kind you are,” he crowed, “Oh, how clever I am!” For, to tell the truth, Peter was very conceited.

“Peter,” said Wendy, “how old are you?”

“Don’t Know,” said Peter.

“If you did have a mother,” said Wendy, “she could tell you how old you are.”

“Oh, she might,” said Peter, “but I ran away the day I was born! It was because I heard my father and mother talking about what I would be as a grown-up man. And I don’t ever want to grow up! I want to

Celebrate Comprehension with Classical Characters
Appendix A

stay a little boy and have fun for ever and ever and ever! That's why I ran away to live with the fairies."

"Fairies!" exclaimed Wendy. "Really and truly? Oh, Peter, where do they come from?"

"Well," said Peter, "when the first baby that ever was laughed for the first time that ever was-----"

"What was the baby's name?" asked Wendy.

"Don't interrupt," said Peter. "Anyhow, its laugh broke up into a thousand little tiny pieces, and they all went skipping about and turned into fairies. But there are only a few fairies now, because children don't believe in them. They can't live unless they're believed in. And every time a child says, 'I don't believe in fairies,' then another fairy falls down dead." Then Peter got a surprised look on his face. "Oh!" he said. "I wonder where----Tink! Tink! Where are you? Listen, Wendy. Do you hear anything?"

"I hear a sound like tiny bells," said Wendy. "It seems to be coming from the chest of drawers."

"That's Tink!" said Peter. He opened a drawer and Tinker Bell flew out. And she was in a rage!

"Tink," said Peter, "watch your language! You shouldn't say such things. Yes, of course I'm sorry, but how could I know you were in the drawer?" Tink settled for a moment on top of a clock. She glared at Wendy and made a sharp jangling sound.

"What did she say?" asked Wendy.

"She says you are a big ugly girl," said Peter. "But you mustn't mind her."

Wendy did not like this, so she decided to talk about something else.

"Tell me about where you live, Peter," she said.

"Mostly I live in the Never-Land with the Lost Boys," he said.

"Are they fairies?" said Wendy.

"No," said Peter. "They are the children who fall out of their carriages when their nurses aren't watching them. Then the fairies pick them up, and if nobody comes for them in seven days, they are brought to the Never-Land. And I am their captain."

Celebrate Comprehension with Classical Characters
Appendix A

“But why are they all boys?” asked Wendy.

“Because girls are too clever to fall out of their carriages,” said Peter.

Then he asked, “Wendy, do you know any stories? I don’t know any,” he said, “so I come here to hear them. But sometimes I have to leave before I hear the end. Oh, Wendy, your mother was telling such a lovely story the last time I came, all about a prince who couldn’t find the lady who wore a glass slipper.”

“That was the story of Cinderella!” exclaimed Wendy. “And the prince did find her in the end, and they lived happily ever after. Oh, Peter, I could tell you so many wonderful stories!”

Peter got a greedy look in his eyes. “Wendy,” he said, “come back with me and tell us stories. You could be a mother for us.”

“Oh, but I can’t,” said Wendy. “What would my mother say? And besides, I can’t fly.”

“I’ll teach you,” said Peter. “We just jump on the back of the wind, and away we go. And when we get to the Never-Land, there are mermaids, and fairies, and Indians, and—“ Peter was going to say “pirates,” but he thought it better not to mention them.

“Oooh, it would be splendid!” cried Wendy. “But would you teach Michael and John to fly, so that they could come too?”

“If you like,” said Peter. So Wendy shook her brothers and woke them up. “Peter Pan is here,” she cried, “and he’s going to teach us to fly!”

Peter blew some fairy dust on each of them and said, “All you have to do is think lovely, wonderful thoughts, and wriggle your shoulders, and let go.”

In half a minute the three little Darlings were flying around the room, their heads bumping against the ceiling. “Come on!” cried Peter. And out the window they flew.

Celebrate Comprehension with Classical Characters
Appendix B

' S

Picture Dictionary

' S

Picture Dictionary

Celebrate Comprehension with Classical Characters
Appendix B

Story: _____

(Allow students to illustrate the story in this space. This will be the page before the vocabulary words for each story.)

"Getting the Gist": Write the main idea of the story in 10 words or less.

Story: _____

(Allow students to illustrate the story in this space. This will be the page before the vocabulary words for each story.)

"Getting the Gist": Write the main idea of the story in 10 words or less.

Celebrate Comprehension with Classical Characters
Appendix B

Word: _____

(Allow students to illustrate the word in this space)

Word: _____

(Allow students to illustrate the word in this space)

Celebrate Comprehension with Classical Characters
Appendix C

Picture Dictionary Rubric

- ___ /10 Follows directions.
- ___ /30 Has included and completed all components of assignment.
- ___ /30 Illustrations are directly related to vocabulary words.
- ___ /20 Editor's checklist items used when applicable.
- ___ /10 Overall quality and neatness of work.

Total: _____ /100%

Comments:

The Emperor's New Clothes

(Based on the story by Hans Christian Anderson)

There was once an emperor who loved fine clothes. He had a different coat for every hour of the day. He loved to walk about and show off his fancy outfits.

One day two strangers arrived in town. They were thieves but they said they were weavers. They told the emperor they could weave the most beautiful cloth in the world. They told him it was a magic cloth, because only smart and able people could see it.

The emperor gave them a lot of money and told them to begin weaving the magic cloth right away. Day and night the two men pretended to be weaving. But they had nothing at all on their looms.

The emperor grew curious to see the cloth. But then he remembered that only smart and able people could see it. What if he could not see it? Just to be safe, he sent his chief advisor instead.

The advisor found the two men hard at work. “Do you like the cloth?” they asked. “Isn’t it beautiful?” The advisor did not dare to admit that he could not see any cloth. That would mean he was stupid! So he pretended to see the cloth. He said it was very fine and lovely.

Now the emperor went to look for himself. After all, if his advisor had seen the cloth, surely he could see it, too. But the emperor saw nothing on the looms. “This is terrible!” he thought. “Am I stupid?” But out loud he said, “It is magnificent!” He told the weavers to make him a new suit out of the cloth as soon as possible.

Celebrate Comprehension with Classical Characters
Appendix D

For days, the dishonest weavers pretended to cut and sew their invisible cloth. All those who saw them pretended to admire their work, for they did not wish to appear stupid.

At last the day came for the emperor to wear his new clothes in public. In his dressing room, the emperor took off his clothes, and the weavers pretended to help him put on the make-believe clothes. The emperor looked at himself in the mirror.

“How handsome you look, your majesty!” said the tricky weavers.

The emperor stepped out of the palace, followed by many advisors and servants. The streets were lined with great crowds. Everyone said, “The emperor’s new clothes are lovely! How well they fit!” No one would admit he could see nothing, for no one wanted to appear stupid.

But then a little child cried out, “He hasn’t got anything on!”

A hush fell over the crowd. Then everyone began to whisper, “The child is right. The emperor isn’t wearing a thing!” Then people began to giggle and laugh as they cried out, “He hasn’t got anything on!”

At last the emperor knew he had been tricked. He tried to march back into the palace as proudly as ever. But he was blushing from head to toe, as everyone could plainly see.

Celebrate Comprehension with Classical Characters
Appendix F

Rubric for assessing self generated ending to
"The Emperor's New Clothes."

____ /10 Follows directions.

____ /35 Response is directly related to story.

____ /15 Able to justify written response when asked.

____ /20 Incorporates editor's checklist items.

____ /10 Correctly spells previously introduced spelling patterns and is able to represent all sounds of unfamiliar words when spelling independently.

____ /10 Overall neatness and quality of work.

Total: _____ /100 %

Comments:

Celebrate Comprehension with Classical Characters
Appendix G

The Magic Paintbrush

(A folk tale from China)

Once upon a time, long ago in the land of China, there lived a poor orphan named Ma Liang. He had no one to care for him or protect him. So, to make a living, he gathered bundles of firewood to sell. But what he really wanted to do, more than anything else in the world, was paint. Ma Liang was so poor, however, that he could not buy even a single paintbrush.

One day, as Ma Liang passed by the village school, he saw the children busily painting pictures. “Please sir,” said Ma Liang to the teacher, “I would like to paint, but I have no brush. Will you loan me one?”

“What!” cried the teacher. “You are only a little beggar boy. Go away!”

“I may be poor,” said Ma Liang, “but I *will* learn to paint!”

The next time he went to gather firewood, Ma Liang used a twig to draw birds on the ground. When he came to a stream, he dipped his hand in the water and used his wet finger to draw a fish on the rocks. That night, he used a piece of burned wood to draw animals and flowers.

Every day Ma Liang found time to make more pictures. People began to notice. “How lifelike the boy’s pictures look!” they said. “That bird he has drawn looks as though it’s ready to fly away. You can almost hear it sing.”

Ma Liang enjoyed hearing the people’s praise, but still he thought, “If only I had a paintbrush!”

One night, after Ma Liang had worked hard all day, he fell into a deep sleep. In a dream, he saw an old man with a long white beard and a kind face. The old man held something in his hand. “Take this,” he said to Ma Liang. “It is a magic paintbrush. Use it with care.”

When Ma Liang awoke, he found his fingers wrapped around a paintbrush. “Am I still dreaming?” he wondered. Quickly he got up and painted a bird. The picture flapped its wings and flew away!

He painted a deer. As soon as he had put the last spot on the animal’s coat, it brushed its nose against Ma Liang then ran into the woods.

“It is a magic brush!” said Ma Liang. He ran to where his poor friends lived. He painted toys for the children. He painted cows and tools for the farmers. He painted bowls full of food for the hungry.

No good thing can remain a secret forever. Soon, news of Ma Liang and the magic paintbrush reached the ears of the greedy emperor.

“Bring me that boy and his brush!” the emperor commanded. His soldiers found Ma Liang and brought him back to the palace.

Celebrate Comprehension with Classical Characters
Appendix G

With a scowl, the emperor looked at Ma Liang. “Paint me a dragon!” he yelled. Ma Liang began to paint. But instead of painting a lucky dragon, he painted a slimy toad that hopped right on the emperor’s head!

“Stupid boy!” said the emperor. “You will regret that!” He grabbed the magic paintbrush and ordered his soldiers to throw Ma Liang in jail.

Then the emperor called for his royal painter. “Take this brush and paint me a mountain of gold,” he commanded. But when the royal painter finished the picture, all the gold turned into rocks.

“So,” said the emperor, “this brush will only work for the boy. Bring him to me!”

Ma Liang was brought to the emperor. “If you will paint for me,” said the emperor, “I will give you gold and silver, fine clothes, a new house, and all the food and drink you want.”

Ma Liang pretended to agree. “What do you want me to paint?” he asked.

“Paint me a tree that has gold coins for leaves!” said the emperor with greed in his eyes.

Ma Liang took the magic paintbrush and began to paint. He painted many blue waves, and soon the emperor saw an ocean before him.

“That is not what I told you to paint!” he barked.

But Ma Liang just kept painting. In the ocean he painted an island. And on that island he painted a tree with gold coins for leaves.

“Yes, yes, that’s more like it,” said the emperor. “Now, quickly, paint me a boat so that I can get to the island.”

Ma Liang painted a big sailboat. The emperor went on board with many of his highest officials. Ma Liang painted a few lines and a gentle breeze began to blow. The sailboat moved slowly toward the island.

“Faster! Faster!” shouted the emperor. Ma Liang painted a big curving stroke, and a strong wind began to blow. “That’s enough wind!” shouted the emperor. But Ma Liang kept painting. He painted a storm, and the waves got higher and higher, tossing the sailboat like a little cork on the water.

Then the waves broke the boat to pieces. The emperor and his officials were washed up on the shore of the island, with no way to get back to the palace.

And as for Ma Liang, people say that for many years, he went from village to village, using his magic paintbrush to help the poor wherever he went.

Celebrate Comprehension with Classical Characters
Appendix H

***Magic Paintbrush* Oral Discussion Rubric**

___ /10 Has eye contact with the audience.

___ /10 Uses a “presenter” speaking voice.

___ /30 Response is relevant and on topic.

___ /20 Displays appropriate behaviors as an audience member.

___ /30 Contributes relevant information to discussion.

Total: _____ /100%

Comments:

Celebrate Comprehension with Classical Characters
Appendix I

Comic Strip Sequencing

1	2	3	4
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5	6	7	8
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Celebrate Comprehension with Classical Characters
Appendix J

Comic Strip Rubric

- ___ /10 Follows directions.
- ___ /30 Correctly sequences eight story events.
- ___ /25 Dialog correlates to illustration frame.
- ___ /25 Illustrations accurately depict story events.
- ___ /10 Overall quality and neatness of work.

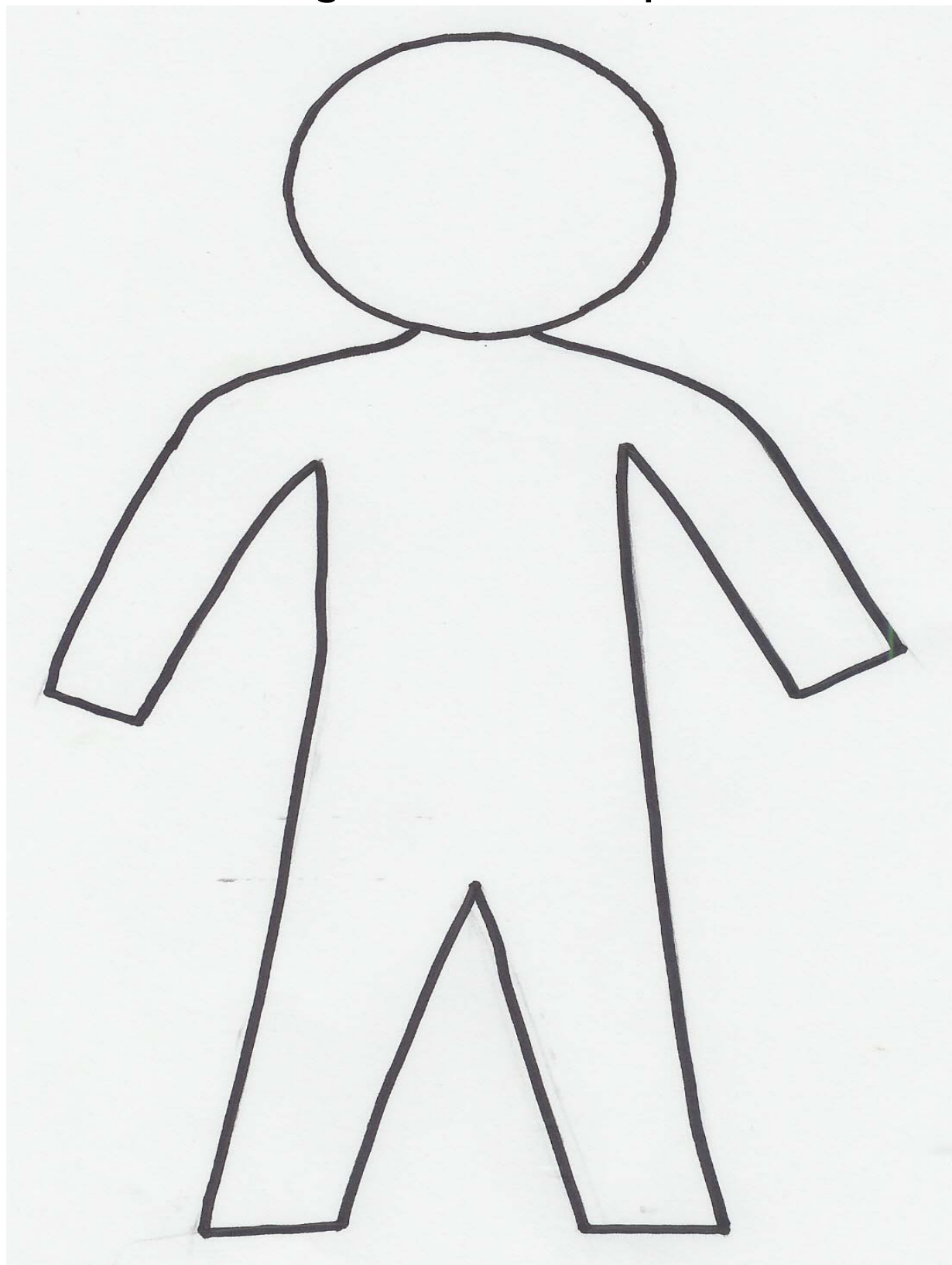
Total: ___ /100%

Comments:

Celebrate Comprehension with Classical Characters

Appendix K

Design Your Own Emperor



Celebrate Comprehension with Classical Characters
Appendix L

Rubric for Designing the Emperor's Outfit

- ___ /10 Follows directions.
- ___ /10 Follows center procedures.
- ___ /30 Creates a unique and complete outfit.
- ___ /30 Justifies choice of clothing designed for the Emperor.
- ___ /20 Overall quality and neatness of work.

Total: _____ /100%

Comments:

Celebrate Comprehension with Classical Characters
Appendix M

Magic Paintbrush Watercolor & Response Rubric

- ___ /10 Follows directions.
- ___ /10 Follows center procedures.
- ___ /30 Illustrations are relevant to topic.
- ___ /30 Written description correlates with illustrations.
- ___ /20 Overall quality and neatness of work.

Total: ___ /100%

Comments:

Celebrate Comprehension with Classical Characters
Appendix N

Rubric for assessing self generated short story for class presentation: (written product)

- ___ /10 Follows directions.
 - ___ /35 Short story features a character that possesses positive virtues.
 - ___ /25 Story has a definite beginning, middle, and end.
 - ___ /10 Student incorporated editor's checklist items.
 - ___ /10 Student spells word wall words correctly.
 - ___ /10 Overall neatness and quality of work.
- Total: ___ /100%

Comments:

Rubric for assessing presentation of self generated short story:

- ___ /10 Eye contact with the audience.
 - ___ /20 Uses a "presenter" speaking voice.
 - ___ /40 Story is relevant and on topic.
 - ___ /10 Displays appropriate behaviors as an audience member.
 - ___ /20 Contributes relevant information to discussion.
- Total: ___ /100%

Comments:

Celebrate Comprehension with Classical Characters
Appendix O

Name: _____

Date: _____

Directions: Answer the following questions in complete sentences.

Peter Pan

1. Do you think the Lost Boys living without their parents is a good or bad thing? Justify your answer.

2. Wendy ignored Tinker Bell when she called her “a big ugly girl.” How would you have handled that situation?

3. Tell why Mr. Darling threw Nana out of the house?

Celebrate Comprehension with Classical Characters
Appendix O

The Emperor's New Clothes

1. Who made the emperor finally realize he wasn't wearing any clothes?
What did that person say?

2. Could you see a possible solution to the emperor discovering he did not have any clothes on?

3. Compare the differences that exist between the emperors in the two stories, *The Emperor's New Clothes* and *The Magic Paintbrush*.

Celebrate Comprehension with Classical Characters
Appendix O

The Magic Paintbrush

1. Describe how Ma Liang probably felt when the teacher called him a little beggar boy and wouldn't loan him a paintbrush.

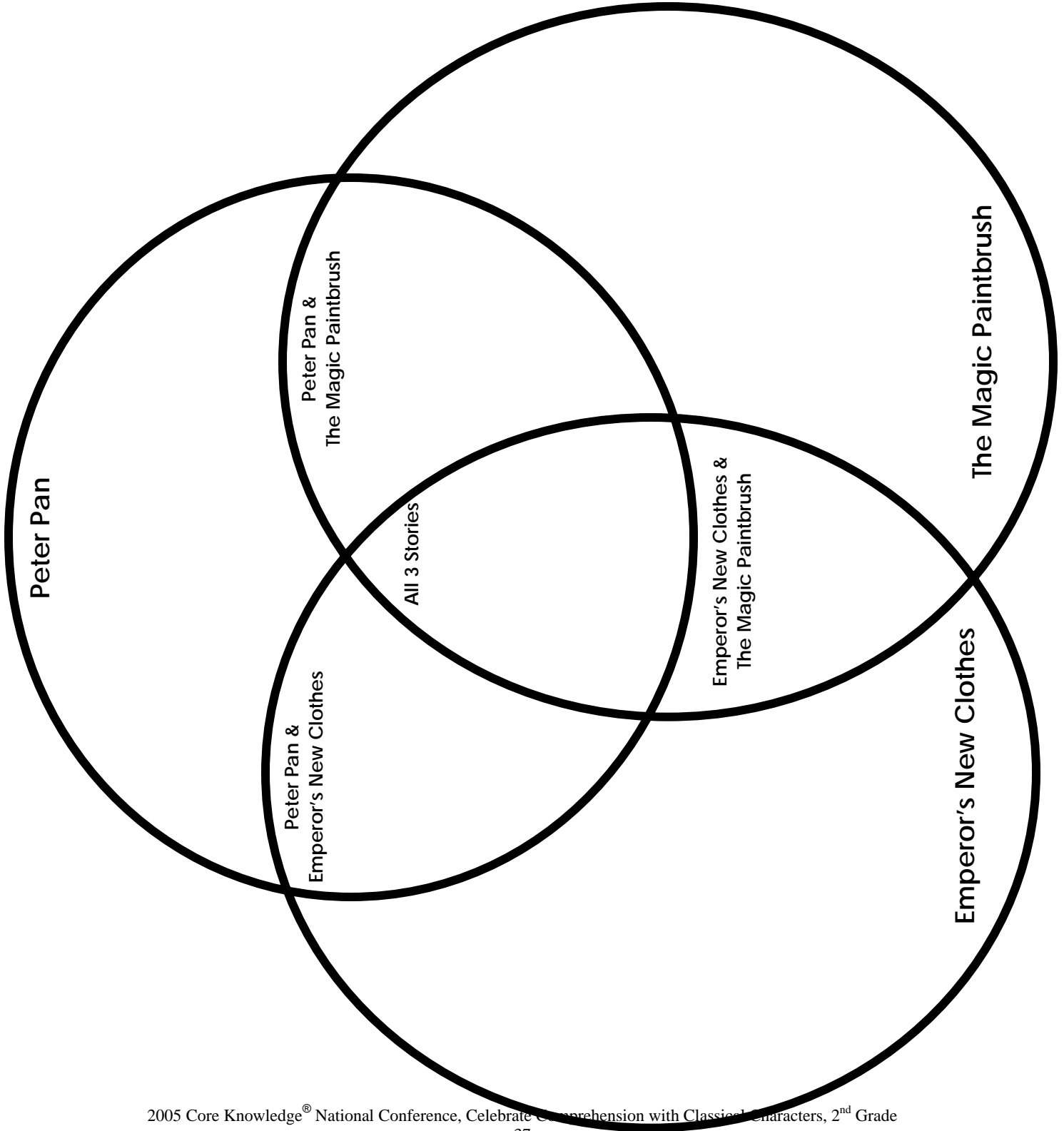
2. Explain how Ma Liang got the magic paintbrush. What advice was he given for its use?

3. Write about what happened after the emperor ordered Ma Liang to paint a tree with gold coins for leaves.

Celebrate Comprehension with Classical Characters
Appendix P

Name _____

Date _____



Celebrate Comprehension with Classical Characters
Appendix Q

Venn Diagram Rubric

___ /10 Follows directions.

___ /60 Records at least 1 comparison and 1 commonality for each story, for a total of 6

___ /10 Uses correct spelling of posted words.

___ /10 All responses are topic related.

___ /10 Student is able to justify written response when asked.

Total: ___ /100%

Comments:

Celebrate Comprehension with Classical Characters
Appendix R

Dear Families,

Second grade students have been studying about classical literary characters for this past week and will continue next week as well. As a home connection, we would like students to write a short story of their own. The story should have a main character that possesses some of the character traits of Peter Pan (from *How Wendy met Peter Pan*), The Emperor (from *The Emperor's New Clothes*), and Ma Liang (from *The Magic Paint Brush*). Encourage your child to be creative and have fun with the story. Students will be sharing these stories on _____. This will be part of our end of unit celebration. Our celebration is called "bedtime stories." Students are invited to come dressed to school in their pajamas, robes and house slippers on _____. Please make sure students' pajamas have appropriate coverage. They may bring a pillow too. We will have a bedtime snack of milk and cookies as we listen to each short story that is being shared. Second grade teachers have been dressing up as the literary characters that are in the stories we've read and we will be dressing in PJ's as well. Encourage your child to participate so that lots of reading connections are made.

Thanks so much for your support.

Second Grade Teachers