

Library Grade 2 Unit 2: Folk Literature and Folk Tales, Information Literacy October-January

Targeted Standards

CCSS Reading Literature:

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure:

CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-LITERACY.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.

Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Theatre Standards (K–2 banded):

- 1.4.2.Re9a: Identify and explain preferences and emotions in guided drama or theatre performance.
- 1.4.2.Re9b: Describe settings and identify causes of character actions in guided drama.
- 1.4.2.Re9c: Describe how personal emotions compare to characters' emotions.
- 1.4.2.Cn10a: Identify similarities between characters and relate character emotions to personal experiences.
- 1.4.2.Cn11a: Identify similarities and differences in stories and art forms from one's community and other cultures in guided drama.
- 1.4.2.Cn11b: Collaborate on creating a short scene based on personal perspectives and understandings.
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Rationale and Transfer Goals:

This unit supports students' exploration of folk literature and folk tales as genres of writing. Students will put into practice their library skills through browsing for, checking out, and engaging with works of folk literature and folk tales . Students will also begin to learn about the basics of Readers theater.

Enduring Understandings:

Folk literature and folk tales have repeating character types, themes, and other patterns that are predictable and give structure. Libraries have specific rules, features, and areas that help patrons navigate their catalogues.

A Readers' Theater library unit for second grade can improve reading fluency, comprehension, and collaborative skills while introducing students to different genres. It focuses on repeated, expressive oral reading of a script, which helps build confidence and speaking abilities.

Genre exploration: Reintroduce the concept of genres and use the library to find different examples. Focus on genres that adapt well to Readers' Theater, such as fables, folktales, and tall tales.

Many scripts can be found online for free for the folk tale readers theater.

Essential Questions:

What are some patterns we can identify in folk literature and folk tales?

Where does information on the internet come from?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
Library rules	Compare and Contrast	Librarian demonstration of book skills	Questions and answers
Book care	Patterns in stories/language		Repetition of story rhymes and signals
Browsing	Recognizing different types of text		

Call numbers	Library Skills	Visual and paper reminders, graphic organizers, posters, and songs	Following library rules and proper book selection
References	Listening to a story that is being read		
Publishers	Answering questions	Students given books to look through	
		Practice using the library under librarian and teacher guidance	
		Librarian reading aloud of story	
		Student discussion led by librarian	
		Student web searches	
		Authority control evaluation exercises	
Spiraling for Mastery			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	
Basic library rules	Basic library rules	Poster with behavior rules	
Book care	Book care	Library Visual Prop, Oversized picture books	
		Songs and signals	
		Story Pieces	
21 st Century Skills:			
Collaboration with librarian and with peers in dialoguing about books			
Critical thinking about how to solve problems related to finding books of interest in a vast space			
Cross-cutting discussion of using 21 st century and online media to navigate an information-rich environment			
Key resources:			
Readers theater script			

Interdisciplinary Connections

ELA: Extensive opportunities for support of language development through early reading, writing, language, speaking & listening skills

Social Studies: The role of libraries in communities

Social Studies: Historical contexts and settings for folk tales and mysteries

Math: Opportunities for number recognition in book information; Dewey system awareness