

Waldorf Companion  
 Second Grade  
 Module One  
 Tall Tales Around the World

| Suggested Circle Activities  |  |  |  |
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| Songs  | Speech Exercises/Poems   | Movement   | Math Practice  |
| <a href="#">Funga Alafia</a><br>Make New Friends ( <a href="#">lyrics</a> )<br><a href="#">John Henry Song</a><br><br><a href="#">More Tall Tale Songs, Poems, and Resources</a> | <a href="#">Brave and True (verse)</a><br><a href="#">Three Gates of Gold</a><br>Tongue Twisters ( <a href="#">source 1</a> , <a href="#">source 2</a> ) | <a href="#">Ti-de-o</a><br><a href="#">A Ram Sam Sam</a> | <a href="#">Number Family - 1-5</a> (additional <a href="#">link</a> ) |

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| <b>Module 1 EL Education Curriculum Overview</b> | <p><b>Schools and Community</b></p> <p>In this module, students build their literacy and citizenship skills as they engage in a study of schools. Students begin the module by participating in a series of focused read-alouds to explore the module guiding question, "What is school, and why are schools important?" In Unit 2, students build on this understanding by engaging in close read-alouds of the text <i>Off to Class: Incredible and Unusual Schools around the World</i> by Susan Hughes. Through this text, students learn about schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges. To support their understanding of this text, students take notes on and write in response to their reading. In this module, students build their literacy and citizenship skills as they engage in a study of schools. Students begin the module by participating in a series of focused read-alouds to explore the module guiding question, "What is school, and why are schools important?" In Unit 2, students build on this understanding by engaging in close read-alouds of the text <i>Off to Class: Incredible and Unusual Schools around the World</i> by Susan Hughes. Through this text, students learn about schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges. To support their understanding of this text, students take notes on and write in response to their reading.</p> |
| <b>Waldorf/Child Development Connections</b>     | <p>The second-grade student is still possessing the innocence of a small child but beginning to test boundaries and explore acting independently from adults or peers. They need stories to hear of kindness, generosity, overcoming hardship, light and dark, good and evil. In this unit, students will hear stories of tall tales and discuss how characters overcome big challenges</p>  |




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|  | or change as they meet new challenges. They will connect those characters and tales of overcoming hardships to what it means to go to school and learn hard things. |
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| <b>Unit 1 EL Overview</b> | In Unit 1, students launch their learning about schools by focusing on the guiding question: "What is school, and why are schools important?" The unit begins by asking students to reflect on this question using a context they already know: their own school.   |
| <b>CCSS</b>               | <p>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.</p> <p>RL.2.3: Describe how characters in a story respond to major events and challenges.</p> <p>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.</p> |

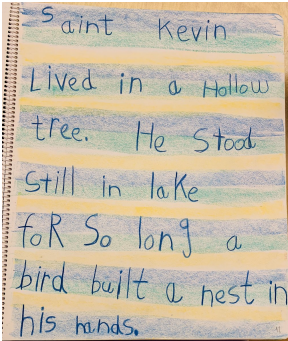

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| <b>Mod 1: Unit 1 - Week One (no EL Curriculum)</b><br><b>Dona Flor Tall Tale (<a href="#">Text</a>/<a href="#">Video</a>)</b> |  |  |  |  |  |
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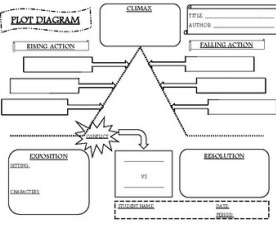
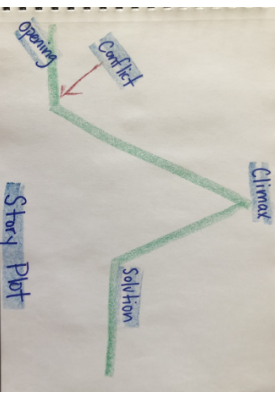
|               | <b>Monday</b>  | <b>Tuesday</b>   | <b>Wednesday</b>   | <b>Thursday</b>  | <b>Friday</b>  |
|---------------|--|--|--|--|--|
| <b>Review</b> | <b>Discussion:</b> What are things you do at your home that you enjoy? What makes you feel safe at home? What are traditions in your family? | Yesterday students drew a diagram about their family and the unique qualities that make their family special. For today's activity, have students take turns sharing one example from their diagram each. If possible, you could do small group sharing. | <b>Discussion:</b> What do you remember from the story? How did Dona Flor help the people/animals? | Yesterday we discussed ways to make our friends feel safe at school the way Dona Flor helped people. Review chart. Add any students who may have missed or not had a chance to share the day before. | <b>Discussion:</b> How did Dona Flor help people? How will we help people in our classroom? Have each student share their drawing with the whole class or in small groups. |
| <b>Do</b>     | Teacher explains that everyone has a different definition of home. What makes our homes special  | Invite students to draw a picture of their home or family . This could be drawn on paper or in the   | Dona Flor had a big heart and she helped people feel safe. How do we help people feel safe         | Today each student will make a drawing and a sentence about how they will make their friends   | <b>Guided Writing:</b><br><br>Dona Flor helped _____. Have   |

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|            | <p>is unique to each family. When we come to school, that uniqueness helps define us as students.</p> <p>Teacher models activity on the board using her/his own personal life as an example as a way to connect to students.</p> <p>Drawing:<br/>Home Diagram - Could put a triangle on top to make a "house like structure". Invite students to use pictures and words to fill in the boxes with many examples.</p> <table border="1" data-bbox="344 922 634 1075"> <tr> <td>People</td> <td>Foods</td> </tr> <tr> <td>Activities</td> <td>Traditions</td> </tr> </table> <p>Students complete their own personal drawings. Drawings will be shared on the next day.</p> | People   | Foods  | Activities  | Traditions  | <p>main lesson book. The page should be titled and can be paired with the diagram.</p> <p>Teacher should have a model example ready and share her/his thinking around how the drawing was constructed. First I . . . , Next . . .</p> <p>If students finish early, teachers can have them find another student and share.</p> <p>Bring students together - Ask them what they can remember about the story yesterday. Who was the main character? Where is the story set? What is happening in the story?</p> | <p>at school?</p> <p>Have students share ideas and charts on chart paper. Put the students' names next to their ideas.</p> <p>This is the foundation of your community agreements, etc. Think about how you want to set the stage . . . .</p> | <p>feel safe. The pages will be bound together to make a book. The book can be signed by all students and placed in a special place in the classroom.</p> | <p>students decide the main idea and write it in 1-3 sentences on the board. This will later be copied into the main lesson book.</p> |
| People     | Foods   |  |  |   |   |   |   |   |   |
| Activities | Traditions  |  |  |   |   |   |   |   |   |
| <b>New</b> | <b>Story:</b> Begin telling the story of Dona Flor.   | <b>Story:</b> Finish telling the story of Dona Flor. | <b>Creating a main lesson book:</b> Guided drawing of main lesson book title page. (name, grade, year, | <b>Main Lesson Book:</b> Create a table of contents page. | <b>Guided Drawing:</b> Model step by step how to draw a scene from Dona Flor that illustrates a way |   |   |   |   |


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|  |  |  | nature picture)  |  | that she helped people.<br><br>**Sample Drawing from Story                          |
|  |  |  |  | **Sample cover page   |  |

| <b>Mod 1: Unit 1 - Week Two</b><br><b>The Boy Who Drew Cats (<a href="#">Text</a>/<a href="#">Text 2 with pictures</a>/<a href="#">Video</a>) (Japanese Tall Tale)</b> |  |  |   |  |   |
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|  | Monday   | Tuesday  | Wednesday   | Thursday   | Friday  |
| <b>Review</b>  | <p><b>Discussion:</b> Have students retell the story of Dona Flor. Think about how she helped people in her community. Students also came up with ideas about how to help others in their school community. Review the connection.</p> | <p><b>Discussion:</b> What do you remember about the story from yesterday? What happened to Joji? What is the problem? Where is this story set? How is the setting the same or different from Dona Flor?</p> | <p><b>Discussion:</b> Yesterday we talked about Joji, how much he loved cats and drawing, and read a poem called <i>Honey I Love</i>. Today we are going to share the things that we put on our heart with the class. If you agree or also love the same thing as your classmate, make the "I agree" symbol (thumb and pinky out, point thumb at chest and pinky at person, and</p> | <p><b>Discussion:</b> The 5 W's and one H question. Review the five W's. Ask if anyone used the 5 w's with their family last night. Invite students to take turns volunteering. Other students can ask them the 5 W and 1 H questions.</p> | <p><b>Discussion:</b> Review elements of plot using the Boy who Drew Cats as an example. Divide the class into groups. Have each group or to identify elements of the plot of Dona Flor. Teachers should bounce between breakout groups to check in and reteach quickly. This could be done via breakout rooms.</p> |

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|            |  |  | move back and forth).<br>Have each student pick 2 things to share with the class.   |  |   |
| <b>Do</b>  | <p><b>Main Lesson Book:</b><br/>Have students complete the main lesson book page entry by adding the guided writing the class did on Friday.</p>  <p>**Picture above models how to scaffold writing in MLB, not content</p> | <p>Joji loved to draw cats. He practiced all the time.</p> <p>Read the Poem <a href="#">Honey I Love</a></p> <p>What do you love to do or work harder to become good at?</p> <p>Give students a heart shape paper or have them draw a large heart. Then, ask students to fill the heart up with images and words of the things that they love.</p> | <p>In the story, Joji grew up to be an artist because he loved drawing. What do you want to be when you grow up?</p> <p>Have students draw/journal about what they want to be. Later, this can be bound with their family drawing, home diagram, and the honey I love heart to be a book.</p> | <p>Choose a student to pretend to be Joji and have the students' same questions.</p> <p>Who was in the story?<br/>What did he want to be?<br/>Where was the story action taking place?<br/>When did the story happen?<br/>Why did the character do what he did?<br/>How did the character change?</p> <p>Have students recreate charts in their MLB. Lead students through setting up the chart.</p> | <p><b>Guided Drawing:</b><br/>Have students complete a guided drawing from the story on the page adjacent to the Questions graphic organizer. Add the story title to the table of contents.</p>  <p>***Example picture from book that could be drawn, teacher models and students copy step by step</p> |
| <b>New</b> | <b>Story:</b> Tell the students the story of The Boy Who Drew Cats. Stop at  | <b>Story:</b> Finish telling the story of The Boy Who Drew Cats.   | <b>Questions:</b> Introduce the 5 W's and 1 H. Who? What? Where? When?  | Connect the 5 w's and 1 h questions to Elements of plot. Teach mini  | Have students create an elements of plot diagram in their main lesson   |

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|  | <p>the part where he gets kicked out of the church.</p> |  | <p>Why? And How?</p> <p>Model how the questions can be used to get to know more facts and details about a situation...<a href="#">diagram</a></p>  <p>Who? Ms. Hill<br/>         What? I wanted to be a teacher.<br/>         Where? I went to college in Kentucky.<br/>         When? 10 years ago<br/>         How? I worked hard and practiced making lesson plans so that I could get a job.</p> | <p>lessons on elements of plot using chart paper and a plot diagram to help students visualize plot. ‘</p>  | <p>book for The Boy who Drew Cats</p>  |
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| <b>Mod 1: Unit 1 - Week Three</b><br><b>John Henry (<a href="#">Text</a> / <a href="#">Text</a> / <a href="#">Video</a>)</b> - There are several endings so check out a few before you decide what works best for your students. |   |  |   |   |                                 |
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|  | Monday  | Tuesday  | Wednesday   | Thursday  | Friday                          |
| <b>Review</b>  | Discussion: Review elements of plot using graphic organizer | Yesterday we heard part of the story of John Henry, think of a detail in | Using the plot map diagram from last week, review the elements of | Teacher asks students to think of an event in the story that showed how | Beeswax/Clay modeling activity: |

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|            | (above) on chart paper and discussion of story from last week, the Boy who Drew Cats.  | the story. Have students take turns telling details that they remember. Connect the story of John Henry to the idea of working hard. How was John working hard in the story?   | the plot in John Henry. Have students sketch their own and share or share out while the teacher charts elements on chart paper.   | John Henry worked hard. Choose students to act out the event and have students guess. Record actions in complete sentences.   | Students will be tasked with modeling a tool that they use to help them do hard work. Teacher could have John Henry's hammer formed as an example. While students are modeling, they take turns, with the teacher prompting to retell the story. This time review using the 5 W and one H question frame orally. |
| <b>Do</b>  | <p>Activity: <a href="#">Paper Building Challenge</a> - Students will work to construct a tower with six sheets of paper in an allotted amount of time.</p> <p>Reflection/Journaling: How did it feel to have limited tools? Could some tools have made it easier? Have you ever worked very hard at something? What are the things we work hard at at school? How do you use your skills to help you?</p> | <p>Activity: Think about someone in your life that works very hard. What kinds of things do you see them doing? Could have students journal or draw a picture of their person?</p> <p>Alternative connection to EL: Students could draw pictures of things that they work hard at during school.</p> | <p>Main Lesson Book: Teacher leads guided drawing of John Henry. Add story to Table of Contents page.</p>  | <p>Introduce the idea of a paragraph. Explain that a paragraph is like a machine with parts. A paragraph has an introduction, key details, and a conclusion.</p> <p>Ask students to help you come up with a topic sentence. Then use the events recorded on the rainbow yesterday as supporting details. Teacher charts paragraph on the board.</p> | <p>Have students share the tool they modeled with the class and practice using complete sentences when speaking.</p> <p>I made a ____ with my beeswax. A ____ is helpful to for me because _____.</p>  |
| <b>New</b> | Story: Begin the story of <a href="#">John Henry</a> ...stop about halfway through.  | Story: Finish telling story of John Henry.   | Mini-Lesson: Determining the central idea. Teacher draws graphic organizers on chart paper and models   |   | Reread the paragraph constructed as a class on Thursday. Have students write the paragraph in their main lesson book.  |

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|  |  |  | <p>for students. Discuss the story of John Henry and fill in rainbow stripes.</p>  |  | <p>Color code the sentences like a rainbow to symbolize main idea and supporting details.</p> |
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| <b>Mod 1: Unit 1 - Week Four</b><br><b>Paul Bunyan (<a href="#">Text</a> / <a href="#">Video</a>)</b> |  |  |  |   |   |
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|   | Monday   | Tuesday  | Wednesday  | Thursday  | Friday  |
| <b>Review</b>   | <p>Have students bring back their tools that they made on Friday. Any remaining students that did not share will share today. How do tools help us do hard things? John Henry used his hammer to do hard things. Everyone has things that they want to improve on at school.</p> | <p>In the story, Paul was constantly wanting to get better at his job. Have students share their goals and discuss the things that they want to get better at in school.</p> | <p>Rainbow Review: As a class use the rainbow graphic organizer to determine the main idea and supporting details from the story. In the classroom, students could be divided into teams to complete the review or the review could be completed and charted on chart paper.</p> | <p>Use the rainbows from Wednesday to write a shared/guided retelling of Paul Bunyan.</p> | <p>Allow students to present similarities and differences in Venn diagrams to class. Encourage them to speak in complete sentences.</p> |



**Do**

Have students brainstorm three things that they want to improve on at school. Teachers can chart goals and action plans on chart paper or have students make their own. This page could be added to the pages made in weeks one and two to make a book about the student.

author: \_\_\_\_\_

# My Goals

Reading

Writing

Math

Or

1. Write your name on the dotted line.

2. Think about your goals for 2nd Grade.

3. Write 5 goals for this year in the star.

4. Cut out the star and glue the two stars together.

Teacher should provide sentence frames. Allowing students to practice writing

How do friends help us? Have students journal or draw a picture of a time when a friend helped them. Allow students to share in small groups or to the whole class.

Have students complete guided Paul Bunyan drawing in their main lesson book. Make sure to add a title to the page and include it on the table of contents.



Have students copy retelling in their main lesson book. Teacher should model how to copy/write the sentences and scaffold as needed.

Create your own tall tale character: Tall tale characters are larger than life humans who help people. They have exaggerated features and superhuman strength. The teacher models a tall tale character he/she has thought of using the graphic organizer below.

Idea:

A teacher who can overcome teaching on zoom during COVID.

## TALL TALES

### Elements of Tall Tales

1. Setting

2. Problem & Solution

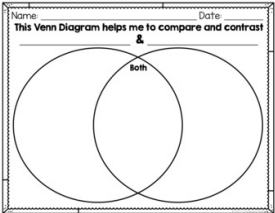
3. Exaggeration

4. Central Message

Characters

Examples of Exaggeration

Examples of Super-Human Strength

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|            | sentences in a scaffolded way will help improve writing. |   |  |  |   |
| <b>New</b> | Story: Tell the story of Paul Bunyan.                    | Story: Finish telling the story of Paul Bunyan. | <p>Similarities and Differences: In the story Invisible Boy and Paul Bunyan, both main characters meet a friend that helps them. Have students work in teams or as a whole class to compare how Babe and how Invisible Boy's friend help the characters overcome challenges. Challenge students to use specific ideas from the text.</p>  | Similarities and Differences: Put students in breakout groups of two and have them complete a similarities and differences Venn diagram between themselves and their friend. | Have students think of a problem they would solve. Using the same graphic organizers students should develop themselves as a tall tale character. What superhuman strengths would they have? What exaggerated behaviors would they exhibit? |