Grade Level	**Content Area**	**Course Title** *(9-12 Samples Only)*	**Unit Title**
Second Grade	Reading		"That's Not Fair, Hare!"

Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**
Five days	2nd Quarter	It would be helpful for students to be familiar with the fable "The Tortoise and the Hare." PO 2. *Describe characters (e.g., traits, roles, similarities) within a literary selection* was introduced in first grade.

Unit Description: The book "That's Not Fair, Hare!" by Julie Sykes has surprises that are not in the original fable, especially related to the character of Muggs, the turtle. Extensions of this unit may lead to a scientific exploration about the difference between turtles and tortoises, but the lessons described below focus on reading skills.

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	Strand 2: Comprehending Literary Texts Concept 1: Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature Performance Objective 2: *PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.*
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.*	Students will complete at T-chart in which they are directed to list character traits for each main character. The assessment also includes two short answer questions. (see attached) The scoring guide explains how students achieve 10 points possible. (see attached) 80% is the expected level of mastery.
Assessment Scoring *Explain how each assessment is scored, to include points per question,*	Students' literature journal entries will be assessed using the attached Literature Journal Rubric. Students will be expected to score 6 out of 8 possible points. (see attached)

total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.	
Materials/Resources Needed *(Include all items for the entire unit.)*	Each child needs a book, "That's Not Fair, Hare!" by Julie Sykes, a literature journal, and the summative assessment.

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Lesson Instruction	<u>Introduce the story:</u> 1. Ask students to raise their hands if they know the story about the "Tortoise and the Hare." Encourage a brief retelling of that familiar story. 2. Pass "That's Not Fair, Hare!" by Julie Sykes. Ask students to think about the characters in this version of the story while they read and be able to tell you how they are the same ore different	1. Teacher passes out books and literature journals. 2. Divide the class population in half. Explain that students on one side of the room will read when Muggs speaks in the story and the other half will read when the Hare speaks. (choral reading) 3.The teacher reads the narration when other animals speak. 4. Ask students to draw Muggs on one page in their journal	1. Prior to teaching this lesson, the teacher prepares a list of words from the story that describe character traits with corresponding page numbers. 2. Begin the lesson by telling students they are going on a word hunt to find words that describe Muggs and Hare. 3. Pass out books and ask the students to find a specific word on a specific	1. Pass out literature journals and ask for volunteers to read the descriptive words they wrote next to their character drawings yesterday. 2. Teacher writes each word shared on the board or creates a word wall. 3. Teacher adds other descriptive words from the story, making sure there is a balance of words that can be	1.Pass out the **summative assessment T-chart and questions.** 2. Explain the directions and tell students they can use the word list and their literature journals to complete the assessment. 3. Explain to students that they need to work independently and do their best work.

	from the traditional version. <u>Begin reading:</u> 1. Teacher reads the first two pages aloud, then asks, *"What do we know about Muggs the turtle and Hare so far?"* 2. Teacher continues reading to page 4 using oral cloze method, then asks students to predict what will happen next. 3. Teacher guides students' oral reading in a variety of ways to ensure word recognition, fluency and comprehension. <u>After reading</u>, 4. Teacher leads a discussion about how the story ends and how the characters are the same or different from the traditional version of the story.	and Hare on another page. 5. Ask student to add a speech bubble next to each character and write something they said in the story. 5. Encourage students to re-read appropriate pages of the text to find the words they need for writing. 6. Encourage volunteers to share by reading their speech bubbles as they show their character drawings.	page. (Teacher uses his/her prepared list.) 4. Lead a discussion about what each word means and how each word describes one of the characters. 5. Ask student to write each word in their literature journal next to the character that it describes. 6. Collect literature journals and check for understanding during a planning period or after school.	applied to each of the characters: Muggs and Hare. 4. Review the words with students by pointing to each word and asking students to read it aloud. 5. Pause at each word and ask students to tell you whether it describes Muggs or Hare.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	1. Students respond by raising their hands if they are familiar with the story about the "Tortoise and the Hare." 2. Listen and take turns telling what they know about that story. 3. Preview the book "That's Not Fair, Hare!" Think about how the characters in this book might be the same or different from the story the just discussed. 4. Read along silently or orally while the teacher reads aloud and respond to teacher's questions 5. Discuss how the story ends and how the characters are the	1. Students read aloud when it is their turn, depending on their group placement, as the teacher leads a choral reading of the book. 2. Student draw Muggs on one page in their journal and Hare on another page. 3. Students add a speech bubble next to each character and write something they said in the story. 4. Students re-read appropriate pages of the text to find the words they need for writing. 6. Students volunteer to read their speech bubbles as they show their character drawings.	1. Student find descriptive words to describe each of the characters on specific pages as directed by the teacher. 2. Listen and participate as the teacher discusses what each word means and how the word describes each character. 3. Students write each word next to the drawing of the character it matches in their literature journal.	1. Students listen or read the descriptive words written in their journals yesterday corresponding to each character. 2. Students watch as the teacher writes each word on the board or creates a word wall. 3. Students review each word by reading it aloud as the teacher points. 4. After each word read, they say which character that word describes.	1. Students use their literature journal and words listed in the classroom to complete the summative assessment T-chart and questions. 2. Students work independently and silently.

	same or different from the traditional version of the story.				

Literature Journal Rubric

	4	3	2	1
Evidence of Daily Writing	All entries are carefully constructed and complete.	All entries are present, but some are incomplete or carelessly constructed.	Some entries are missing from journal.	Many entries are absent from the journal.
Evidence of comprehension and relevance	Entries display a high level of comprehension and relevance to the story.	Entries demonstrate comprehension and are related to the story.	Entries demonstrate some inaccuracies in comprehension or have gaps in relevance to the story.	Entries lack comprehension or relevance to the story.

Total possible: 8 points

Proficiency = 6 out of 8 points

T-Chart and Questions

1. We know that Muggs and Hare both like to eat cabbage. How are they different? List at least 4 words to describe each character.

Muggs	Hare

2. Would you like to have Muggs as a friend? Why or why not?

_____

_____

3. Would you like to have Hare as a friend? Why or why not?

_____

_____

Scoring Guide for T-Chart and Questions (2nd Grade summative assessment)

T-Chart

8 points for at least four words that reasonably describe each character.
Subtract 1 point for each inaccurate or missing word.

Questions:

1 point for each reasonable answer based on the character's traits.

10 points total possible

Expected proficiency = 80%