

## Grade 2 Stage the Page Program

### The Stinky Cheese Man and other Fairly Student Tales by Jon Scieszka

<b>PA ELA Standards</b>	<b>CC.1.3.2.A</b> Recount stories and determine their central message, lesson, or moral. <b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.3.2.C</b> Describe how characters in a story respond to major events and challenges. <b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools. <b>CC.1.3.2.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.	<b>Big Ideas</b>	<b>Students will understand that:</b>
	<ul style="list-style-type: none"> <li>● Characters influence a story's outcome.</li> <li>● Characters face many challenges.</li> <li>● <a href="#">Stinky Cheese Man Synopsis (print)</a></li> </ul>		

<b>Essential Questions</b>	<b>ELA Academic:</b>	<b>Thematic:</b>
	<ul style="list-style-type: none"> <li>● How does a reader describe how characters in a story respond to major events or challenges?</li> </ul>	<ul style="list-style-type: none"> <li>● What can we learn when characters face challenges?</li> </ul>

### Instructional Considerations

<b>Background Knowledge</b>	<ul style="list-style-type: none"> <li>● Knowledge of Fairy Tales</li> <li>● Character importance</li> <li>● Understanding of setting</li> <li>● Ability to identify an event</li> </ul>	<b>Speaking &amp; Listening Standards</b>	<b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on Grade 2 level and content. <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
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<b>Oral Language Support for IRA</b>	<b>Expressive (Speaking)</b>	<b>Receptive (Listening)</b>
	<ul style="list-style-type: none"> <li>● When I speak to another person, I will use their first name to address them.</li> </ul>	<ul style="list-style-type: none"> <li>● When I am listening to another person, I will look at the speaker.</li> </ul>

Reading Literature/Shared Reading/Interactive Read-Aloud

Comprehension Standard	<p><b>CC.1.3.2.A</b> Recount stories and determine their central message, lesson, or moral.</p> <p><b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.3.2.C</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p>
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Academic Vocabulary	character, describe, retell, setting, lesson, key detail, challenge, overcome
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Shared Reading Text/Video	Response to Reading	Vocabulary
<p>1) Begin by creating a list of fairy tales that the students are familiar with. (<a href="#">List of Fairy Tales</a>) OR if fairy tales have not been covered in the curriculum use these google slides to introduce: <a href="#">K-2 Intro to Fairy tales (google slides)</a></p> <p>2) Show the following video to activate background knowledge of the fairy tale - <i>Jack and the Beanstalk</i>: <a href="#">Jack and the Beanstalk</a> (YouTube/3 ½ minutes)</p>	<ul style="list-style-type: none"> <li>• Where does our story take place (or the setting)?</li> <li>• Who are the character(s) in our story?</li> <li>• What happened first? Next? Last?</li> <li>• The narrator, the person who told the story, used the words <u>colossal</u> and <u>enormous</u> to describe the beanstalk. What words would you use to describe the beanstalk?</li> <li>• Fairy tales are written to teach us a lesson. What lesson did you learn from this story?</li> </ul>	<p>village market heavy-hearted encountered fortune furious <u>enormous/colossal</u></p>

Purpose of an Interactive Read-Aloud	Interactive Read Aloud/Metacognitive Strategy	Standards
<a href="#">Interactive Read Aloud Purpose</a>	<p><a href="#">The Stinky Cheese Man and other Fairly Stupid Fairy Tales by Jon Scieszka</a> /Visualize (Do Day 1 Lesson <b>ONLY</b>)</p> <p><a href="#">Post It Note Template</a></p>	<p><b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on Grade 2 level and content.</p> <p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p>

**Reading Literature/Shared Reading/Interactive Read-Aloud**

<b>Comprehension Standard</b>	<p><b>CC.1.3.2.A</b> Recount stories and determine their central message, lesson, or moral.</p> <p><b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.3.2.C</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p>
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<b>Academic Vocabulary</b>	character, describe, retell, setting, lesson, key detail, challenge, overcome
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Shared Reading Text/Video	Response to Reading	Vocabulary
Show the video/song for <i>The Princess and the Pea</i> : <a href="#">Princess and the Pea</a> (YouTube/3 ¾ mins.)	<ul style="list-style-type: none"> <li>• Where does our story take place (or the setting)?</li> <li>• Who are the character(s) in our story?</li> <li>• What happened first? Next? Last?</li> <li>• “I never slept a <u>wink</u>,” the princess said. What does that mean?</li> <li>• Why didn’t the princess ‘sleep a wink’ in the story?</li> </ul>	<u>wink</u> legend
Show the video for the <i>Frog Prince</i> : <a href="#">The Frog Prince</a>	<ul style="list-style-type: none"> <li>• Where does our story take place (or the setting)?</li> <li>• Who are the character(s) in our story?</li> <li>• What does the phrase “a <u>promise</u> is a promise” mean?</li> <li>• What happened first? Next? Last?</li> <li>• Who were the authors of this story? What does an author do?</li> </ul>	<u>promise</u>

**Reading Literature**

Read Aloud	Interactive Read Aloud/Metacognitive Strategy	Standards
<a href="#">Interactive Read Aloud Purpose</a>	<p><a href="#">The Stinky Cheese Man and other Fairly Stupid Fairy Tales by Jon Scieszka</a> /Visualize (Do Day 2 Lesson <b>ONLY</b>)</p> <p><a href="#">Post It Note Template</a></p>	<p><b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on Grade 2 level and content.</p> <p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p>

Reading Literature/Shared Reading/Interactive Read-Aloud

<b>Comprehension Standard</b>	<p><b>CC.1.3.2.A</b> Recount stories and determine their central message, lesson, or moral.</p> <p><b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.3.2.C</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p>
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Shared Reading Text/Video	Response to Reading	Vocabulary
Show the video for <i>Little Red Riding Hood</i> : <a href="#">Little Red Riding Hood Song</a> (YouTube/4 mins.)	<ul style="list-style-type: none"> <li>• Where does our story take place (or the setting)?</li> <li>• Who are the character(s) in our story?</li> <li>• What happened first? Next? Last?</li> <li>• The grandma (wolf) looked a <u>fright</u>. What does it mean to be frightened? Have you ever felt frightened?</li> </ul>	<u>fright</u> gurgling
Show the video for <i>Little Red Hen</i> : <a href="#">Little Red Hen Song</a> (YouTube/2 ¾ mins.)	<ul style="list-style-type: none"> <li>• Where does our story take place (or the setting)?</li> <li>• Who are the character(s) in our story?</li> <li>• What happened first? Next? Last?</li> <li>• What did the Little Red Hen do when the other animals said “Not I” when she asked for help? What did she do when the other animals wanted to share the muffins she made after all her hard work?</li> </ul>	morn soil grind

Purpose of an Interactive Read-Aloud	Interactive Read Aloud/Metacognitive Strategy	Standards
<a href="#">Interactive Read Aloud Purpose</a>	<p><a href="#">The Stinky Cheese Man and other Fairly Stupid Fairy Tales by Jon Scieszka</a> /Visualize (Do Day 3 Lesson <b>ONLY</b>)</p> <p><a href="#">Post It Note Template</a></p>	<p><b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on Grade 2 level and content.</p> <p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p>

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Shared Reading Texts/Videos	Response to Reading	Unit Vocabulary
<p>1) Show the following video of <i>Rumpelstiltskin</i>: <a href="#">Rumpelstiltskin</a> (YouTube/3 ¾ mins)</p> <p>2) Review any important story elements of the fairy tale: <i>Cinderella</i></p>	<ul style="list-style-type: none"> <li>● Where does our story take place (or the setting)?</li> <li>● Who are the character(s) in our story?</li> <li>● The queen was <u>furios</u>. What does it mean to be furious? Have you ever felt furious?</li> <li>● What happened first? Next? Last?</li> <li>● Remember, fairy tales are written to teach us a lesson. What lesson did you learn from this story?</li> </ul>	<p>overjoyed straw greedy unusual <u>furios</u></p>

Purpose of an Interactive Read Aloud	Interactive Read Aloud/Metacognitive Strategy	Standards
<p><a href="#">Interactive Read Aloud Purpose</a></p>	<p><a href="#">The Stinky Cheese Man and other Fairly Stupid Fairy Tales by Jon Scieszka</a> /Visualize (Do Day 4 Lesson <b>ONLY</b>)</p> <p><a href="#">Post It Note Template</a></p>	<p><b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking based on Grade 2 level and content.</p> <p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p>

Reading Literature/Shared Reading/Interactive Read-Aloud

<b>Comprehension Standard</b>	<p><b>CC.1.3.2.A</b> Recount stories and determine their central message, lesson, or moral.</p> <p><b>CC.1.3.2.B</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.3.2.C</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>CC.1.3.2.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p>
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Shared Reading Texts/Videos	Response to Reading	Vocabulary
<p>Show the video/song of <i>The Gingerbread Man</i>: <a href="#">Gingerbread Man Song</a> (YouTube/5 mins.)</p>	<ul style="list-style-type: none"> <li>• Where does our story take place (or the setting)?</li> <li>• Who are the character(s) in our story?</li> <li>• The gingerbread was made from <u>flour</u>. What other things did the Little Old Woman add to the gingerbread mix?</li> <li>• Who was the first animal the Gingerbread Man met in the story? Next? Last?</li> <li>• What happened at the end of the story?</li> </ul>	<p><u>flour</u> morsel current</p>

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