



Subject Area: Library	Course: Grade 2 Library	
Unit 8 Title: Fairy Tales/Folklore/Fables	Start: Date April	End: Date April
Unit Summary: Fables, fairy tales, and folklore often carry cultural and moral lessons. Introducing students to stories from different cultures helps them develop an understanding and appreciation of diverse perspectives and values. These genres provide opportunities to explore basic literary elements such as plot, character, setting, and theme. Students can identify story elements more easily in these often straightforward narratives.		

Massachusetts Learning Standards

- 1.1 Ask a question that requires information seeking.
- 1.2 Rephrase the classroom assignment: What am I supposed to do?
- 1.3 Identify existing knowledge and, with assistance, areas where more information is needed. Example: complete a topic chart, "What I Know," "What I Think I Know," "What I Need to Find Out."
- 1.4 Brainstorm additional questions to answer in solving an information problem.
- 2.1 Exhibit proper respect for and care of library materials, facilities, and equipment.
- 2.6 Recognize which resources are the best to use and why.
- 2.7 Web or map a topic based on prior knowledge and preliminary background information.
- 5.3 With assistance, present a final product using an appropriate format: report, poster, electronic program, or other medium.
- 6.1 Demonstrate appropriate group conduct (take turns speaking, respect opinions, use library voice).
- 6.2 Listen to the information and ideas of others.
- 6.3 Cooperate with others and share resources.
- 6.4 Work with other students to create and evaluate simple information products.
- 6.5 Assist other students with book selection.
- 7.1 Use a provided checklist or rubric to determine that project is complete and accurate.
- 8.1 Understand the importance of the library as an information source.
- 8.2 Demonstrate active listening skills.

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to...

- Rewrite the ending of a familiar fable or fairy tale to explore alternative resolutions and discuss how different endings might change the moral lesson.

Meaning

Enduring Understandings

Students will understand that...

- Fairytales and folklore are known for their imaginative and fantastical elements. Introducing students to these genres encourages creativity, imagination, and a sense of wonder.

Essential Questions

Students will consider...

- What lessons about life, character, and culture can we learn from the stories passed down through fables, fairy tales, and folklore?

Acquisition

Knowledge

Students will know...

- Moral
- Archetype
- Protagonist
- Antagonist
- Theme
- Setting
- Symbolism
- Oral tradition
- Enchantment

Skills

Students will be skilled at...

- Comparing and contrasting different stories within these genres.
- Identifying common themes, variations, and cultural differences
- Demonstrating a nuanced understanding of the narratives.

Subject Area: Library

Course: Grade 2 Library

Unit 9 Title: Biography/inventors

Start:
Date May

End:
Date May

Unit Summary: Introducing students to inventors can inspire curiosity and creativity. Learning about individuals who have made significant contributions through their inventions can motivate students to explore their own innovative ideas.



Massachusetts Learning Standards

- 1.1 Ask a question that requires information seeking.
- 1.2 Rephrase the classroom assignment: What am I supposed to do?
- 1.3 Identify existing knowledge and, with assistance, areas where more information is needed. Example: complete a topic chart, “What I Know,” “What I Think I Know,” “What I Need to Find Out.”
- 1.4 Brainstorm additional questions to answer in solving an information problem.
- 2.6 Recognize which resources are the best to use and why.
- 4.18 Indicate the source of information.
- 5.1 Create and share developmentally appropriate text and images with others.
- 5.2 Use new information in the final product.
- 5.3 With assistance, present a final product using an appropriate format: report, poster, electronic program, or other medium.
- 6.1 Demonstrate appropriate group conduct (take turns speaking, respect opinions, use library voice).
- 6.2 Listen to the information and ideas of others.
- 6.3 Cooperate with others and share resources.
- 6.4 Work with other students to create and evaluate simple information products.
- 7.3 Judge the product by asking questions, e.g., Did I complete all the steps required by my teacher? What have I learned? How can I improve my final product? If I had to do it over again, what would I do differently?
- 8.1 Understand the importance of the library as an information source.
- 8.2 Demonstrate active listening skills.

Vision of a Graduate Performance Outcome(s)

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to...

- Independently identify and discuss everyday items or technologies that were invented, recognizing their impact on daily life.

Meaning

Enduring Understandings

Students will understand that...

Essential Questions

Students will consider...

• Inventions have a tangible impact on society, improving people's lives and shaping the world we live in. • Inventions should be considered in their historical and contemporary contexts.	• How do inventors use their creativity and problem-solving skills to come up with solutions that make a positive impact on our world?
Acquisition	
Knowledge Students will know... • Inventors • Creativity • Contributions • Impact • Innovation • Ideas • Technologies • Solutions • Problem-solving • Curiosity • Motivation • Innovations	Skills Students will be skilled at... • Identifying significant inventions • Discussing the impact of inventions • Recognizing historical and contemporary contexts of inventions • Exploring innovative ideas • Understanding the creative process of inventors • Analyzing the problem-solving approaches of inventors • Evaluating the societal implications of invention • Comparing and contrasting different inventions • Applying critical thinking to assess the significance of inventions • Reflecting on the role of inventions in shaping society • Communicating ideas about inventions effectively • Researching inventors and their contributions