2nd grade literature
INTERACTIVE JOURNAL



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Interactive Reading Journal
2nd Grade Literature

Standard:

Ask and Answer Questions

Good Readers ask and answer questions

- Before- predicting
- During- clarify and check comprehension
- After- check comprehension question author, think beyond the text




BEFORE READING
DURING READING
AFTER READING
When?
What?
Where?
Who?
Why?
How?
Ask and Answer Questions
BEFORE READING
DURING READING
AFTER READING


Standard
Ask and Answer Questions
BEFORE READING
DURING READING
AFTER READING


Why?
How?

RL2.1

Answering Questions

Right There Questions
The answer is in the text.

Inferential Questions
You need to use text clues + your brain to determine the answer.





To Answer Questions about a Story:

Read the text completely through until you comprehend it.

Read the question through one time.

Read the question through a second time. This time, circle and underline key words.

Ask yourself "Is this a right there question, or an inferential question?"

If it is a "right there" question, look for the answer in the text and underline it.

If it is an inferential question, look for text evidence and underline it. Then ask yourself, "What conclusion can I draw based on this text evidence?"

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Goldilocks and The Three Bears

Author: Unknown



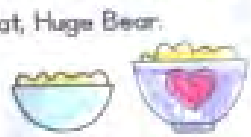


Once upon a time there were Three Bears, who lived together in a house of their own, in a wood. (#1)

One of them was a Little, Small, Wee Bear; and one was a Middle-sized Bear; and the other was a Great, Huge Bear. (#2)



They had each a pot for their porridge; a little pot for the Little, Small, Wee Bear; and a middle-sized pot for the Middle Bear, and a great pot for the Great, Huge Bear.



And they had each a chair to sit in; a little chair for the Little, Small, Wee Bear; and a middle-sized chair for the Middle Bear, and a great chair for the Great, Huge Bear. And they had each a bed to sleep in; a little bed for the Little, Small, Wee Bear; and a middle-sized bed for the Middle Bear, and a great bed for the Great, Huge Bear.

One day, after they had made the porridge for their breakfast, (#4) and poured it into their porridge-pots, they walked out into the wood while the porridge was cooling, that they might not burn their mouths by beginning too soon to eat it. (#3)



And while they were walking, a little Girl called Goldenlocks came to the house. First she looked in at the window, and then she peeped in at the keyhole; and seeing nobody in the house, she turned the handle of the door.

The door was not fastened, because the Bears were honest Bears, who did nobody any harm, and never suspected that anybody would harm them. So Goldenlocks opened the door, and went in; and pleased she was when she saw the porridge on the table. (#5)

If she had been a thoughtful little Girl, she would have waited till the Bears came home, and then, perhaps, they would have asked her to breakfast; for they were good Bears—a little rough or so, as the manner of Bears is, but for all that very good-natured and hospitable. But the porridge looked tempting, and she set about helping her


"Right There" Questions & Answers
Inferential Questions & Answers
Interactive Journal
Fables and Folktales
Recount stories, including fables and folktales from diverse culture, and determine their central message, lesson, or moral.

L22

Fables



The Lion and the Mouse



The Fox and the Grapes



and the Grasshopper



The Tortoise and the Hare

s are short stories that have animals
act like humans. Fables teach a moral or
n.

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The Fox and the Grapes
By Aesop

A Fox one day spied a beautiful bunch of ripe grapes hanging from a vine trained along the branches of a tree. The grapes seemed ready to burst with juice, and the Fox's mouth watered as he gazed longingly at them.

The bunch hung from a high branch, and the Fox had to jump for it. The first time he jumped he missed it by a long way. So he walked off a short distance and took a running leap at it, only to fall short once more. Again and again he tried, but in vain.

Now he sat down and looked at the grapes in disgust.

"What a fool I am," he said. "Here I am wearing myself out to get a bunch of sour grapes that are not worth gaping for."

And off he walked very, very scornfully.

There are many who pretend to despise and belittle that which is beyond their reach.

Characters: Fox

Setting: outdoors

Problem: Fox was unable to reach the juicy grapes.

Solution: He told himself the grapes were sour & walked off.



Moral: People pretend to hate what they can't have.

The Tortoise and the Hare
By Aesop

A Hare was making fun of the Tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."

The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully, and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

The race is not always to the swift.

Characters
Tortoise & Hare

Setting
Race

Problem
Hare was certain he would beat Tortoise in the race, so he took a nap.

Solution
Tortoise ended up beating Hare.



Moral
Winners are not necessarily the fastest.


CHARACTERS
SETTING
BEGINNING
MIDDLE
END
MORAL
RL2.2- Recount fables
The Town Mouse and the Country Mouse

Folktales

RL.2.2



Timeless and placeless story passed down orally in a culture.



Characters are people and animals



Problem/ Solution





Sets of Three

Elements of Magic





Explains something or teaches a mor



Good vs. Evil



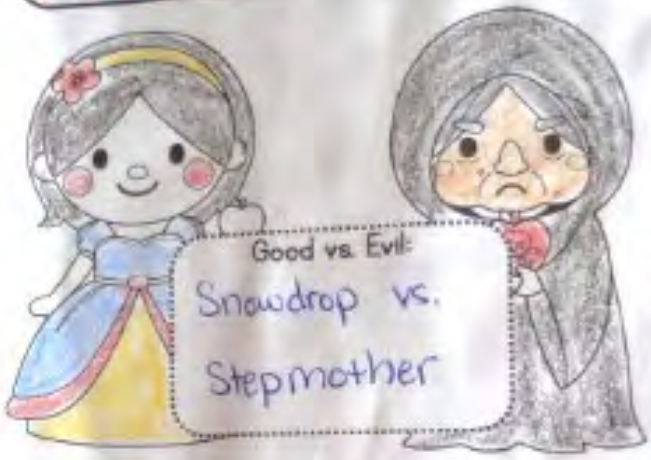
Happy Endings

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Folktale Title:

RL.2.2

Snowdrop and the Seven Dwarves



Good vs. Evil:

Snowdrop vs. Stepmother



-Magic Mirror
-poison comb
-poisan apple
-snowdrop comes back to life

Elements of Magic



Happy Endings

Snowdrop is saved and maries the Prince



Lesson or Moral

-Good overcomes evil
-Be cautious of others intentions

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RL2.2

Folktale Title:
Little Red Riding Hood

French
Culture:



Characters:
Red Riding Hood
Wolf
Grandma
Huntsman



Setting
Woods
Grandma's House



Problem
The wolf follows Red Riding Hood home to eat her and grandma

Solution
① Red Riding Hood & Grandma are eaten & the huntsman finds & shoots the wolf
② Red told Grandma about the wolf & they tricked him.

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Interactive Journal
character challenge



RL.2.3

Describe how characters in a story respond to major events and challenges.

RL2.3 Describe how characters in a story respond to major events and challenges.



To determine how a character responds to major events and challenges:

1. Find the place in the text where there is a major event or problem.
2. Ask your self:
   - "What does the character do?"
   - "What does the character think?"
   - "What does the character say?"
   - "How does the character feel?"

In response to the major event or problem.

3. Ask yourself: "What does the character's reaction tell me about their personality?"

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RL2.3 Book Title: Chrysanthemum

Do	Think	Say	Feel
Chrysanthemum wilted	wished she could change her name	"School is no place for me"	ashamed
dragged her feet in the dirt	she thought her name was absolutely dreadful.	"I look like a flower."	embarrassed
She blushed She beamed She bloomed	She knew her name was perfect		proud

The character's reaction tells me

In the beginning Chrysanthemum loves her name. Once kids at school made fun of her she felt ashamed. I know this because she wilted and wished she could change her name. In the end Mrs. Twinkle makes Chrysanthemum feel proud [illegible] she blushed beamed and bloo

Interactive Journal

words and phrases in poetry



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.

RL.2.4 Words and Phrases in Poetry

Rhyme

- Words end in the same letters

Rhyming patterns can be in the same line, at the end of each line, or skipping lines.

Rhyme can help create a mood in poems. For example if the rhyming words are silly, the mood of the poem is probably humorous.







Rhythm

- Beat

You can tap or clap out the rhythm of a poem.

Rhythm helps create mood. For example a fast rhythm may create a light hearted mood. A slow rhythm may create a mysterious mood.

Alliteration

- Repeating the beginning sounds in a group of words.

Alliteration draws your attention to important words the author wants to stress.

Repetition

- Words or phrases that are said over and over

Authors use repetition to stress important words or phrases. Repetition can also create a rhythm.



My Brother's Not a Werewolf

By Ken Nesbitt

My brother's not a werewolf R
though it often looks that way
He has to shave his whiskers
almost every single day.

His feet are getting furry
and his hands are sprouting hair.
His voice is deep and growling
like a grumpy grizzly bear.

He often sleeps throughout the day
and stays up half the night.
And if you saw the way he eats
you'd surely scream in fright.



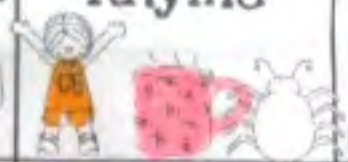
His clothes are ripped and dirty
like the stuff a werewolf wears.
His socks and shirts are shredded
and his pants have countless tears.

If you should ever meet him
you'll discover what I mean.
My brother's not a werewolf: R
he's just turning seventeen.
—Kenn Nesbitt

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Poem	Rhythm/ Beats	Alliteration	Rhyme	Repetition ABAB	Meaning
My Brother's Not a Werewolf By Ken Nesbitt	-pattern of stressed and unstressed syllables makes poem humorous	-"feet are getting furry" -"grumpy grizzly bear" -"socks and shirts are shredded" *Alliteration stresses how brother is like a werewolf.	-end of 2nd & 4th line in each stanza - Rhyming words emphasize brother's similarities to a werewolf.	-The first line is repeated in last stanza because this is the author's main idea that his brother is not a werewolf. He is just a teenager	This poem is comparing the author's brother to a werewolf because he is a teenager. Many of the words and phrases make the reader imagine a werewolf (his voice is deep and growling like a grumpy grizzly bear"). The rhyme, rhythm, and alliteration make this poem humorous.
Knoxville, Tennessee by Nikki Giovanni	-beat is created by the repeated word "and" and the single words in a line by themselves -single words show what is important to author	-"fresh corn from daddy's garden" -barbeque and buttermilk" - Alliteration emphasizes the food that is important to the author	None	"And" is repeated throughout the poem. This makes the poem seem like a list	The author listed why she likes summer in Knoxville. Many of the items on the author's list have to do with foods. The church is also listed twice, which shows that it is important to the author. The important people such as the author's daddy and grandmother are also listed in this poem.

Poem	Rhythm/ Beats 	Alliteration 	Rhyme 	Repetition 	Meaning 
Who Has Seen the Wind? By Christina Rossetti	Syllables in each line create a pattern L1 - 5 L2 - 5 L3 - 8 L4 - 6 L5 - 5 L6 - 5 L7 - 8 L8 - 6	None	you, thrugh I, by Lines 2 & 4 rhyme Lines 6 & 8 rhyme	"Who has Seen the wind?" "Neither I nor you .. Neither you or I"	Even though you can't see wind, you can see it move things. The mood in this poem is light hearted. The rhythm, repitition, & rhyme Create this mood.
Stopping By Woods on a Snowy Evening By Robert Frost	Each line has 8 Syllables. This creats a steady rhythm that sounds like a horse trotting though the woods.	dark and deep Sound's the sweep	Abnormal rhyme pattern AABA BBCB CCDC DDDD	"And miles to go before I sleep" is repeated 2x at the end to emphasize the long journey	This poem is about a man on a journey with his horse through the snowy woods. He stops to observe the scenery, but continues on his long journey. The mood of this poem is peaceful. the beat and language create this mood.

Poem	Rhythm/ Beats 	Alliteration 	Rhyme 	Repetition 	Meaning 
Where IS the Rain	The beat of this poem is fast paced. This creates a light hearted mood.	green grass will grow	AA BB... pattern The rhyme adds to the light-hearted mood.	- none	A Giraffe & Elephant are discussing how they wish it would rain. Later that day it does rain. This poem takes place somewhere in Africa. I know this b/c of the animals & the drought.

Interactive Journal
story structure



RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.



Transition words signal change in stories.

so	at last
later on	then
next	but

To describe the structure of a story:

1. Read the text all the way through
2. Reread the text and look for transition words.
3. Use the transition words to help you plot the events on a story ma
4. Use your story map to retell the beginning, idle, and end of the story.

The Princess and the Pea

Once upon a time there was a Prince, and he wanted to get himself a wife, but she must be a proper Princess. So he travelled all the world over to find one, but everywhere there was some obstacle.

There were Princesses enough, but whether they were real proper Princesses he could not be quite certain; there was always something not perfectly correct. So he came back home and was very much cast down, for he did so want to get a real proper wife.

One evening there was a terrible storm; it lightened and thundered and the rain poured down; it was quite fearful. There came a knock at the town gate and the old King went off to open it.

It was a Princess that was standing outside; but gracious! what a figure she was with the rain and bad weather! The water ran all down her hair and her clothes and in at the toes of her shoes and out at the heels; and she said she was a real Princess.

"Ah, we'll find that out right enough," thought the old Queen to herself, but she didn't say anything; she went into the bedroom, took all the clothes off the bed and laid one dried pea on the bottom of the bed. Then she took twenty mattresses and laid them on top of the pea, and then twenty eiderdowns on top of the mattresses, and there the Princess was to sleep that night.

In the morning they asked her how she had slept. "Oh, dreadfully badly," said the Princess; "I hardly closed my eyes the whole night! Goodness knows what there was in the bed! There was something hard I lay on that has made me black and blue all over! It's quite dreadful."

Then they could see that this was a proper Princess, since she had felt the pea through the twenty mattresses and the twenty eiderdowns. Nobody could possibly have such a tender skin but a real Princess.

So the Prince took her to wife, for now he knew that he had got a proper Princess; and the pea was put in the treasure chamber, where it is still to be seen, unless somebody has taken it away.

Now there is a proper story for you.



Transition Words:
- Once upon a time
- So

racters & Setting
ce wanted
er princess
traveled the
find
was
ssful and
home.

Middle

End

RL2.5 Story: The Princess and


Beginning
Middle
End
Story:
Beginning
Middle
olution
Story:

Interactive Journal

character point of view



RL.2.6

Acknowledge difference in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.6

Acknowledge difference in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Point of View: Who tells the Story



I know my voice should sound very sweet when I read the first sentence because the text says "the wolf said sweetly." When the wolf says "I'll HUFF and I'll PUFF and I'll BLOW YOUR HOUSE DOWN!" my voice should be angry, loud, and threatening because the text is in capital letters. The text also says "boomed."



To Speak in a voice like a character:

1. Look through the text for words and picture clues that describe how the character acts and sounds when they speak.
2. Ask yourself: "What could the character sound like?"
3. Read the dialogue aloud in a voice that would sound like the character.

distressed, tired

Point of View:

The Three Little Pigs

The Evil Stepmother disguised as Old Woman in "Snowdrop and the Seven Dwarves"

Red Riding Hood

Shocked
High pitched
upset

Papa Bear in "Goldilocks and the Three Bears"

Interactive Journal

Use Illustrations and words to understand characters, setting, and plot



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.

RL2.7 Understanding Characters



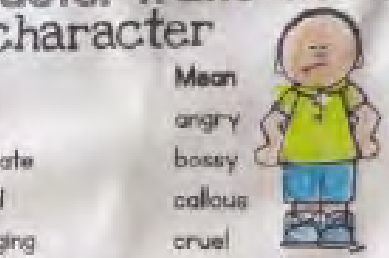
To determine who your character is on the inside...

1. Read the text for a second time.
2. Ask yourself "What does the character say or think that will give me hints about their personality?" Underline any text evidence.
3. Ask yourself "What does the character do that will give me hints about their personality?" Underline any text evidence.
4. Ask yourself "How does the character feel?" Underline any text evidence.
5. Look at the list of character traits to determine what you could say about your character on the inside.

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RL2.7 Character Traits

Character Traits- Words that describe the character



Nice
caring
considerate
delightful
encouraging
friendly
kind
likeable
loving
peaceful
pleasant
polite
respectful
sensitive
sweet
thoughtful



Mean
angry
bossy
callous
cruel
disrespectful
evil
harsh
hateful
impolite
insensitive
malicious
rude
selfish
spoiled

Active
adventurous
ambitious
dynamic
energetic
lively



Inactive
boring
careless
dull
lazy
neglectful
sluggish
slothful

Happy
blissful
cheerful
content
jovial
Merry



Sad
blue
depressed
gloomy
glum
lonely
miserable
moody



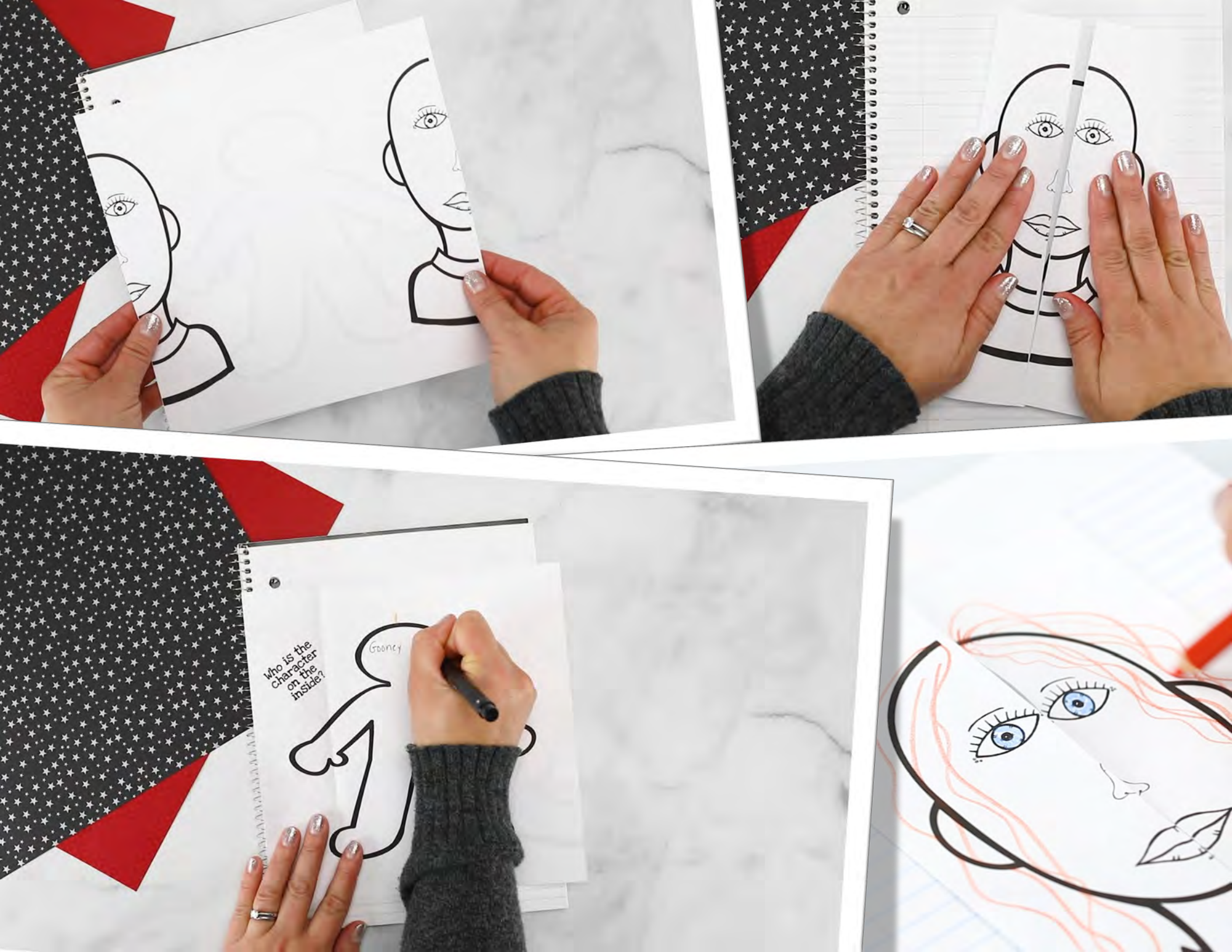
Positive Character Traits
cooperative
dependable
fair
honest
humble
humorous
mature
patient
shy
trustworthy



Negative Character Traits
uncooperative
reactive
unfair
dishonest
conceited
immature
impatient
irresponsible
untrustworthy



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Who is the character on the inside?
Goonery



Setting

Standard:

Setting-time, place, and environment of a story

Time

When?

-Time of day
-Season
-Time Period



Place

Where?

-Home
-School
-Beach



Environment

What?

-Stormy
-Sunny
-Cold
-Dark



1. Look for clues in the words and pictures about the setting.
2. Ask yourself, "How does the setting effect the main characters?"
3. Ask yourself, "How does the setting effect the plot?"
4. Notice if the setting changes. If it changes, how does it effect the plot?

Snowdrop and the Seven Dwarves

Setting
- Castle
- house of the Seven Dwarfs

The Three Little Pigs

Setting
- Country

Sleeping Beauty

Setting
- Castle

Red Riding Hood

Setting
Woods

Goldilocks and the Three Bears

Setting
- Cabin in the woods
- morning

Plot Story Title: Red Riding Hood

Suddenly...

Illustration:

Words: Riding Hood told the wolf where she was going. He beat her there and gobbled up Grandma

After...

Illustration:

Words: Red Riding Hood set off to her grandmothers. Along the way she met a wolf.

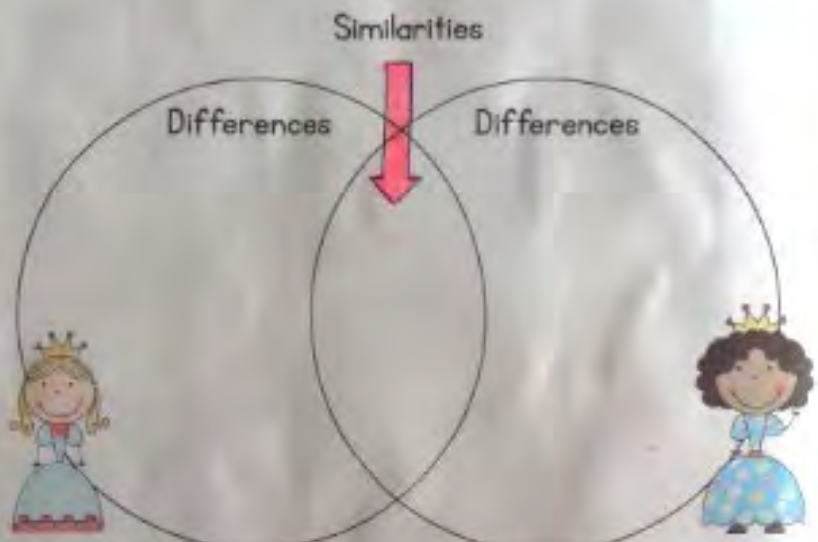
Finally...

Illustration:


Setting
Cabin in the
Goldilocks and the Three Bears
Setting
Castle
House of Seven Dwarves
Sleeping Beauty
Setting

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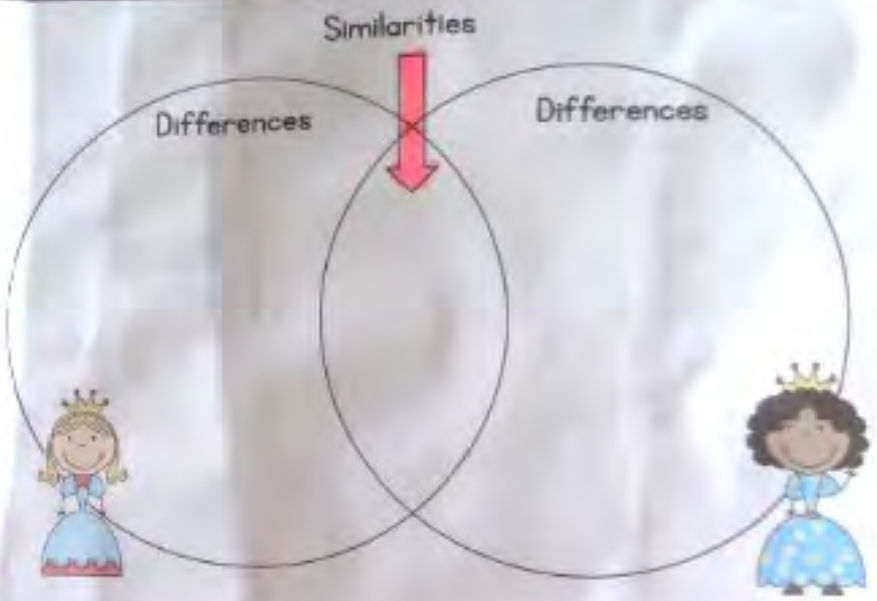
compare and contrast stories



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.

RL2.9 Compare and Contrast Stories



To compare and contrast two stories:

1. Look for similarities and differences in characters.
2. Look for similarities and differences in settings.
3. Look for similarities and differences in the plot.
4. Look for similarities and differences in the lesson or moral.

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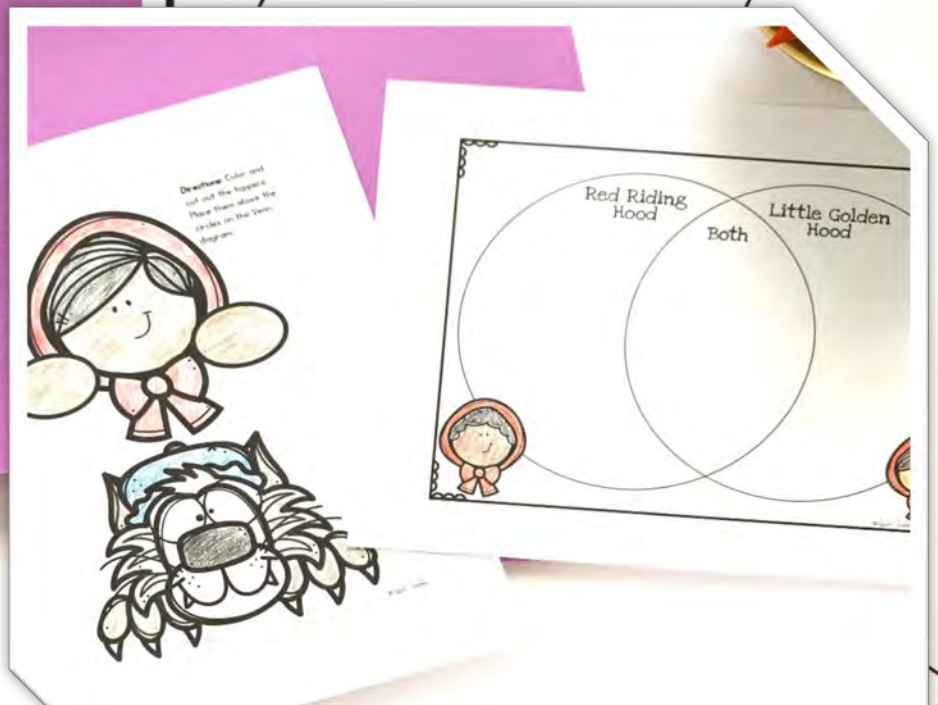




Red Riding Hood

Both

Little Golden Hood






Cinderella
Both
title:


Cinderella
Troth
title:
Fairy Godmother is magical.
Animals come to life and talk.

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