

ELA: Grade 2, Lesson 14, Do What You Can

Lesson Focus: Student will recount the details of the fable *Do What You Can* and determine the moral of the story.

Practice Focus: Student will recount the beginning, middle, and end of a story to determine the moral of a story in a written response.

Objective: Students will use the fable *Do What you Can* to recount the details of the story using the beginning, middle, and end structure with a focus on retelling the tale and determining the moral of the story in a written response.

Academic Vocabulary: harrow and weed, wither, crop, insist, commotion, ripen

TN Standards: 2.RL.KID.1; 2.RL.KID.2; 2.RL.CS.4; 2.RL.CS.5

Teacher Materials:

- The Teacher Packet for ELA, Grade 2, Lesson 14
- White Board or chart paper and markers
- Sheet of paper (to model folding)

Student Materials:

- Paper and a pencil, and a surface to write on
- The Student Packet for ELA, Grade 2, Lesson 14 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>[Prepare your white board/chart paper by drawing a rectangle split into fourths with the following labels: Beginning, Middle, End, Moral. See Slide 14.]</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 2nd graders out there, though everyone is welcome to tune in. This lesson is the fourth in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about farming and a fable titled <i>Do What You Can</i>! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Paper and a pencil, and a surface to write on• The Student Packet for ELA, Grade 2, Lesson 14 which can be found on www.tn.gov/education	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

<p>Ok, let's begin!</p> <p>Intro (1 min)</p> <p>In the previous lesson, we read <i>The Legend of the Dipper</i>. Your job was to write the values the legend tried to teach. Then, you were to tell how the character showed those values throughout the story. Get your paper out from the previous lesson yesterday. [Pause.] Check your paper as I read you mine. See if you included everything I did.</p> <p>[Show Slide 1.] <i>The Legend of the Dipper</i> was a legend about a little girl and her mother. The values this legend tried to teach the reader were to be kind, brave, and unselfish.</p> <ul style="list-style-type: none"> • Did you list all three values in your own writing? [Pause.] Raise the roof if you had all three. [Pause.] Excellent! <p>The little girl showed evidence of all three of these values throughout the story. The first value was to be kind. The little girl was showed kindness to her mother by going to get her water when she was sick. She also showed kindness to a dog and a stranger when she shared her mother's water with them.</p> <ul style="list-style-type: none"> • Did you describe how the little girl showed her kindness to others? [Pause.] Touch your head if you included some of the same evidence I did. [Pause.] Way to go! <p>The next value was to be brave. The little girl showed her bravery when she decided to go into the dark forest all alone to find her sick mother some water.</p> <ul style="list-style-type: none"> • Did you describe how the little girl showed her bravery? [Pause.] Jump up and down if you added this to your answer. [Pause.] Excellent! I thought she was pretty brave going out in the dark forest alone! <p>The last value was to be unselfish. The little girl showed this when she shared her mother's water with others. She also showed this when she chose not to drink her mother's water even though she was tired and thirsty from traveling.</p> <ul style="list-style-type: none"> • Turn in a circle 3 times if you described how the little girl was unselfish. [Pause.] Wahoo! What a great answer! <p>Today our goal is to read the fable <i>Do What you Can</i> to recount the events and details of the story using the beginning, middle, and end story structure. You will also</p>	<p>Student connects to previous lesson about The Legend of the Dipper by reviewing independent practice.</p>
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<p>determine the moral of the story. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</p>	
<p>Teacher Model (6 min)</p> <p>Today we will be reading a fable called <i>Do What You Can</i> by Carolyn Sherwin Bailey. This fable is set on a farm, so we need to think about words for farming before we begin reading.</p> <p>What do you think of when hear the word farm? [Pause.] I think about what I see. What are some things that you can see on a farm? [Pause.] I can imagine seeing a barn with lots of animals, fields, and even a silo (the tall round building that holds grain). In the barn, I think of all the animals a farm might have. What animals are found on a farm? [Pause.] I think of cows, pigs, horses, chickens and roosters. What are some of the sounds that those animals make? What sound does a horse make? [Pause.] Can you neigh like a horse? [Pause.] That's right! [Neigh like a horse.] What does a cow sound like? [Pause.] Yes! [Moo like a cow.] What sound does a pig make? [Pause.] That one is so silly! [Oink like a pig.] What do chickens do? [Pause.] Yes, they cluck. [Cluck like a chicken.] How about a rooster? Great job, friend! [Cock-a-doodle-doo like a rooster.]</p> <p>You already know so many things about a farm. Today we are going to concentrate on the fields of the farm. Farmers grow lots of fruits, vegetables, and grains. Can you name some for me? [Pause.] Some of my favorites are tomatoes, corn, pumpkins, strawberries, cucumbers, and squash. What do plants need to grow? [Pause.] Good thinking! Plants need sunlight, water, and nutrients from the soil to grow.</p> <p>We are going to look at some vocabulary words that will help us as we read today. I am going to show you the word, and, if you know it, tell me in your own words what it means. If you don't know it, then don't worry. We are going to learn them today before we read them in our story.</p> <p>[Show Slide 2.] What do you think it means to harrow and weed? Here's a hint: they are verbs. Remember, a verb is an action. [Pause.] [Show Slide 3.] Farmers need to prepare the fields of land before they can put seeds in the ground. Some of the earth is packed down tightly, and that makes it difficult to plant a seed into. The farmer uses a tractor to break up clods of dirt, remove weeds, and cover seeds.</p>	<p>Student will preview vocabulary words (harrow and weed, wither, crop, insist, commotion, ripen) and demonstrate understanding by using them in sentences.</p>

[Show Slide 4.] **What do you think the word wither means?**
[Pause.] [Show Slide 5.] **To wither is to become dry and small. When we are talking about a farm, what do you think would wither?** [Pause.] **Yes, plants can wither. Can you use it in a sentence? Here's a hint. Wither is a verb. A complete sentence needs a subject and a verb, and it is a complete thought.** [Pause.] **Nice sentence! Compare yours to mine. Your roses will wither if you do not water them every day. What was my subject?** [Pause.] **Yes, roses. What was my verb?** [Pause.] **Yes, our vocabulary word! Wither.**

[Show Slide 6.] **What do you think the word crop means?**
[Pause.] [Show Slide 7.] **A crop is a plant that is grown and harvested for food. What crops have you seen? I have driven by crops of wheat. I have visited a farm that had made a maze through a crop of corn. It was so tall! I couldn't see over the top. Use the word crop in a sentence.**
[Pause.] **Good thinking! Listen to my sentence. The farmer picked an ear of corn from his crop and ate it for dinner.**

Not all of our vocabulary words are related to farms only.
[Show Slide 8.] **Another word we need to know is the word insist. Do you know what insist means?** [Pause.] [Show Slide 9.] **Excellent! Insist is a verb that means to demand to do something. Can you use insist in a sentence? Say it aloud.**
[Pause.] **What a great sentence! I want to share mine, too. When riding a bike, I insist that you wear a helmet to keep you safe.**

[Show Slide 10.] **To help you understand your text today, we need to define the word commotion. What do you think the commotion means?** [Pause.] [Show Slide 11.] **Yes, commotion is a noisy confusion. What kinds of things could cause a noisy commotion?** [Pause.] **So many ideas! A dog barking and chasing a cat. A gaggle, or group, of geese honking during feeding time. A room full of crying babies who want their bottles. Can you put one of your ideas into a complete sentence while using the vocabulary word commotion?** [Pause.] **I like how you used the vocabulary word in the sentence. Listen to my sentence. I couldn't hear my grandmother calling my name because of the commotion caused by the honking geese as I was feeding them.**

We have one last vocabulary word to concentrate on. [Show Slide 12.] **Ripen. What does ripen mean?** [Pause.] [Show Slide 13.] **Ripen means to become ready for harvesting or eating. A good example is a banana. Most bananas are**

<p>yellow, soft, and sweet. A farmer needs to know when to harvest, or pick, the banana for it to be the best tasting banana. If a banana is not ripe, then it will be green, it will be tough, and it will not be very sweet. It has to be exactly the right time to harvest for it to taste delicious. A banana is ripe when it is yellow, soft, and sweet. If it has ripened too much, a banana will turn brown and be very mushy. It is no longer good to eat.</p>	
<p>Read-Aloud/Guided Practice (20 min)</p> <p>As we read, we want to write down important details about characters and events in a story structure organizer. We have made one of these before when we read <i>The Friendship Bridge</i>. We are going need a piece of paper for that now, and so we can create the structure organizer together. We are going to start by folding it to help us organize our work. [Teacher models folding the paper.] First, fold it in half the short way, like a hamburger. [Pause.] Then fold it in half again. [Pause.] Now, open it up. [Pause.] You should have four sections. [Pause.]</p> <p>A story has a Beginning, Middle, and End. You are familiar with these words, so we are reviewing them. As we read the text, we will concentrate on how the Beginning introduces the Problem. What does the Beginning introduce? [Pause.] Yes! The Problem. The Middle shows the Struggle to solve it. What does the Middle show? [Pause.] Kiss your brain! The Middle shows the Struggle. The End shows the Solution. What does the End show? [Pause.] Yes! The Solution. You did an excellent job!</p> <p>Beginning, Middle, End. Say it with me: Beginning, Middle, and End. Great! What did we find in each? Problem, Struggle, Solution. Say it with me. Problem, Struggle, Solution. Perfect! As we talk about our story, we will have hand motions to go with it. When you hear the word Problem, I want you to scrunch up your face like you are thinking really hard and tap your brain. [Motion: scrunched up face, tapping the brain.] Next, I want you to think about playing tug-of-war. [Mime motions.] Imagine you are picking up the rope with both hands. Hold on tightly! Now, pull it back and forth like someone is pulling it on the other end. Whew! That is a Struggle! When you hear the word Struggle, move your hands back and forth like you are playing tug-of-war. [Motion: mime tug-of-war.] Our last hand motion is for Solution. When you hear the word Solution, I want you to smile REALLY big and point in the air. [Motion: REALLY big smile and finger pointed in the air.] Got it? Let's put them together. Make the motions as we say Problem, Struggle,</p>	<p>Student will describe how words (harrow and weed, wither, crop, insist, commotion, ripen) and phrases supply meaning in a story.</p> <p>Students will record key details of the fable in a story structure organizer.</p>

and Solution together. Problem. [Motion: scrunched up face, tapping the brain.] **Struggle.** [Motion: mime tug-of-war.] **Solution.** [Motion: REALLY big smile and finger pointed in the air.] **That looks amazing! I want you to make those motions EVERY time you hear or say Problem,** [Motion: scrunched up face, tapping the brain.] **struggle,** [Motion: mime tug-of-war.] **solution.** [Motion: REALLY big smile and finger pointed in the air.]

Since we will be recording what happens in the Beginning, Middle, and End of the story today on our paper, we need to label our paper with those words.

At the top, left corner of the first section, write Beginning. [Write Beginning on your paper.] **Let's find the next section. You can tell by the crease in the paper. At the top, left corner of that section, we are going to write Middle.** [Write Middle on your paper.] **Now let's find the next section. Again, at the top, left corner of that section, we are going to write our label. This one is called End.** [Write End on your paper.] **We have one more section. We are going to label the last section Moral.** [Write Moral on your paper.] **We know that fables have a moral of the story, so we want to record it on our paper, too.**

I wrote these labels on my white board so it will be easier for you to see. When we take notes, I am going to write on my white board while you write on your paper. Keep your paper and something to write with nearby.

[Optional: Show Slide 14.] **Let's review what we are going to write in each section. What will we take notes about in the Beginning?** [Point to Beginning on the board then pause.] **Yes! The Problem** [Motion: scrunched up face, tapping the brain.] **Did you remember to make the motion?** [Pause.] **Let's do it again. Problem.** [Motion: scrunched up face, tapping the brain.] **What notes will we take for the Middle?** [Point to Middle on the board then pause.] **Absolutely! The Struggle.** [Motion: mime tug-of-war.] **What will our notes be about for the End?** [Point to End on the board then pause.] **You got it! Solution.** [Motion: REALLY big smile and finger pointed in the air.] **Let's begin reading together.**

[Show Slide 15.] ***Do What You Can* by Carolyn Sherwin Bailey.**

[Show Slide 16.] **There was once a farmer who had a large field of corn. He harrowed it and weeded it with the greatest care, for he wanted to sell the corn and buy good things for**

his family with the money. But after he had worked hard, he saw the corn wither and droop, for no rain fell, and he began to fear that he was to have no crop. He felt very sad, and every morning he went out to the field and looked at the thirsty stalks and wished for the rain to fall.

- **What character was introduced?** [Pause.] **Excellent! A farmer.**
- **What part of the story is this?** **The beginning, middle, or end?** [Pause.] **Yes, the beginning. We want to write an important detail in our structure organizer. What should we write?** [Pause.] **Very good! You located the problem** [Motion: scrunched up face, tapping the brain.] **in the beginning of the fable. Write on your paper under the heading beginning as I write on the board.** [Write on board: A farmer harrowed and weeded his field of corn, but the crop withered without rain.] **A farmer harrowed and weeded his field of corn, but the crop withered without rain.**

[Show Slide 17.] **One day, as he stood looking up at the sky, two little raindrops saw him, and one said to the other: "Look at that farmer. I feel very sorry for him. He took such pains with his field of corn, and now it is drying up. I wish I might help him."**

"Yes," said the other, "but you are only a little raindrop. What can you do? You can't wet even one hill."

- **Why does the raindrop feel badly for the farmer?** [Pause.] **Good job! The raindrop feels badly because the farmer's crop is dying.**
- **What section of the story structure are we reading now?** [Pause.] **Yes! The middle. And what do we find in the middle?** [Pause.] **Yes! The struggle!** [Motion: mime tug-of-war.] **Can you identify the struggle? Here is a hint, think of the key details that we just read. What is the struggle?** [Motion: mime tug-of-war.] **Great thinking, scholar! The struggle** [Motion: mime tug-of-war.] **is that the raindrop wants to help the farmer but is ONLY one little raindrop.**
- **Let's write that in our organizer. You will write on your paper as I write on the board.** [Write on the board: The raindrop wants to help the farmer but is ONLY one little raindrop.] **The raindrop wants to help the farmer but is ONLY one little raindrop.**

[Show Slide 18.] **"Well," said the first, "I know, to be sure, I cannot do much; but perhaps I can cheer the farmer a little, and I am going to do my best. I'll go to the field to show my good will (hmmm, good will...that means a friendly or helpful feeling or attitude). [Re-read] I'll go to the field to show my good will, if I can't do anything more. Here I go!"**

- **This sounds like a key detail. What are you going to write down? [Pause.] Great sentence! Write on your paper as I write on the board. [Write on board: The raindrop falls to the field to show a helpful attitude.] The raindrop wants to help in any way it can, so the raindrop falls to the field to show a helpful attitude. Let's read together again.**

[Show Slide 19.] **The first raindrop had no sooner started for the field than the second one said:**

"Well, if you really insist upon going, I think I will go, too. Here I come!" And down went the raindrops. One came — pat — on the farmer's nose, and one fell on a thirsty stalk of corn.

- **Why does the second raindrop follow the first? [Pause.] Great thinking! It is driven by the first raindrop's actions. Let's keep reading to find out what happens next.**

[Show Slide 20.] **"Dear me," said the farmer, "what's that? A raindrop! Where did it come from? I do believe we shall have a shower."**

[Show Slide 21.] **By this time a great many raindrops had come together to see what all the commotion was about. When they saw the two kind little drops going down to cheer the farmer, and water his corn, one said:**

"If you two are going on such a good errand, I'll go, too!" And down he came. " And I!" said another. "And I!" And so said they all, until a whole shower came and the corn was watered. Then the corn grew and ripened — all because one little raindrop tried to do what it could.

- **What happened next? [Pause.] All of the raindrops came together to form a shower. That is a key detail that we need to write down. Where will it go in our organizer? [Pause.] Yes, the end. You will write it on your paper as I write it on the board. [Write on board: All of the raindrops came together to form a shower.] All of the raindrops came together to form a shower.**

<ul style="list-style-type: none"> • When is the corn able to grow? [Pause.] Can the corn grow when the first two raindrops work together? [Pause.] Is it when the farmer collects rain for watering? [Pause.] Can the corn grow when the first raindrop offers its support? [Pause.] Or, it when all the raindrops come together? [Pause.] What do you think? [Pause.] Yes! The corn is able to grow when all the raindrops come together. You need to add that detail to your organizer as I write in on the board. Where should it go? [Pause.] Yes, the end. [Write on the board: The corn is able to grow when all the raindrops come together.] The corn is able to grow when all the raindrops come together. • Hmmm... since we are at the end, did we identify the solution [Motion: REALLY big smile and finger pointed in the air.] to the problem? [Motion: scrunched up face, tapping the brain.] What is it? [Pause.] Excellent, scholars! The solution [Motion: REALLY big smile and finger pointed in the air.] for the corn to grow is all the raindrops coming together. • Now you will determine the moral of the story. Let's review our notes from the organizer to help. [Read from organizer.] In the beginning, a farmer harrowed and weeded his field of corn, but the crop withered without rain. The raindrop wants to help the farmer but is only one little raindrop. The raindrop wants to help in any way it can, so the raindrop falls to the field to show a helpful attitude. All of the raindrops came together to form a shower. The corn is able to grow when all the raindrops come together. • It's time to put on your thinking cap. What can everyone learn from the fable <i>Do What You Can</i>? What is the moral of the story? [Pause.] Kiss your brain! The moral of the story is that one person can make a big difference by inspiring others. That is a wonderful message. Let's write that on our organizer. [Write on the board: One person can make a big difference by inspiring others.] One person can make a big difference by inspiring others. 	
<p><u>Independent Work</u> (2 min)</p> <p>Now it's your turn to demonstrate your understanding of the fable <i>Do What You Can</i>. You will respond to a prompt by writing the answer on a piece of paper. You need to write your answer in complete sentences. Remember, a complete sentence has a subject and a verb. It is a complete thought. You can use your story structure organizer to help. I also want you to use transition words. We used them in our</p>	<p>Students will retell the fable using transition words in order to determine the moral of the story in a written response.</p>

<p>writings for other lessons such as <i>Neptune</i>. What are some examples of transition words? [Pause.] Great thinking! In the beginning, Next, Finally.</p> <p>[Show Slide 22.] I will read the prompt two times, so you have time to write it down. Retell the fable <i>Do What You Can</i> by Carolyn Sherwin Bailey using key details and transition words. Write the lesson learned through the moral of the story. To be an excellent scholar, use some of the vocabulary words that you learned in this lesson.</p> <p>[Pause.] One more time. Retell the fable <i>Do What You Can</i> by Carolyn Sherwin Bailey using key details and transition words. Write the lesson learned through the moral of the story.</p>	
<p><u>Closing</u> (1 min)</p> <p>I enjoyed working on determining the moral of the story for <i>Do What You Can</i> by recording key details in an organizer with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	

Do what you can by Carolyn Sherwin Bailey sourced from www.comonlit.org.