

Second Grade

Feathers: A Jewish Tale from Eastern Europe

Retold by Heather Forest
Illustrated by Marcia Cutchin

About the Book:

Guided Reading:

1

Lexile Level:

550L

Character Traits:

Citizenship

Trustworthiness

Caring

Region:

Europe

ISBN:

978-0-8748-3755-1

Outcome:

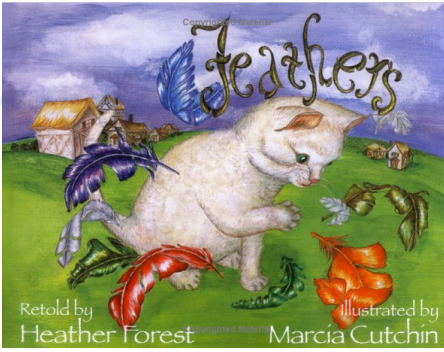
Children will experience the character education values of kindness, responsibility, and decision-making. Students will write to promote a connection between the spoken and written word. Personal experiences will enhance each student's writing piece. Students will increase vocabulary when certain words from the story are selected, identified, and described by utilizing synonyms and verbs.

Instructional Plan:

Introduction

Directions:

- Using the "Vocabulary" worksheet, provide each student with one word. Students don't share their word with other students.
- Give students time to reflect on their word and then ask them to define their word without revealing their word.
- Students will not know that *rumor*, *humor*, and *justice* are the only words distributed.
- Descriptions and synonyms are recorded on the board next to each student's name.
- After receiving descriptions from half of the class and asks students to hypothesize about a developing pattern.
- After all descriptions are recorded, teacher indicates that only 3 words were distributed and described.
- Teacher reveals all three words at this time and emphasizes the likelihood that not everyone interprets these words in exactly the same context.



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Common Core

Standards:

**CCSS.ELA-
LITERACY.L.2.4**

Determine the meaning of unknown words

**CCSS.ELA-
LITERACY.RL.2.1**

Ask and answer questions to demonstrate understanding

Instructional Plan

Teacher Reads the Story

- Ahead of time, teacher lists words from the story that might be difficult to comprehend.
- Students discuss these words before hearing the story and listen for these words within the context of the book.
- Teacher should read the entire story without stopping to discuss difficult words.
- Continuity provides for opportunities to visualize a beginning, middle and end to the story.

Questions for Assessing Students'

Comprehension:

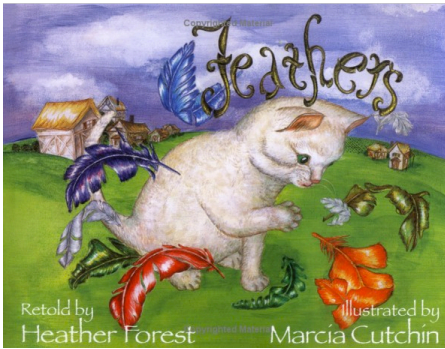
- Who does the main character blame for carrying forth her words?
- Can you take back your words?
- Where does she take the pillow?
- What is the woman's crime?
- How was the rabbi wise?

Follow Up Activities:

Sequencing

Directions:

- The woman's personality goes through a series of changes as the story progresses. Can you identify a beginning, middle and end to the story.
- Compare these sections of the story to the woman's personality?
- Identify the setting, problem and solution and retell them as they were presented in the book.



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Common Core

Standards:

CCSS.ELA-
LITERACY.RL.2.1

Ask and answer questions to demonstrate understanding

CCSS.ELA-
LITERACY.RL.2.3

Describe how characters respond to events and challenges

Follow Up Activities:

Predicting Outcomes

Directions:

- Do you think the woman expects to be forgiven by the village rabbi?
- Based on the illustrations in the book, can you predict when this story might have taken place?
- When the rabbi assigns the woman her task, do you think she assumes it will be difficult or easy to accomplish?
- Do you think the woman and the rabbi have similar views of the task?
- Based on the woman's ability to complete the task, do you think she has learned a valuable lesson?
- Can you predict whether you think she will speak unkind words again?

Drawing Conclusion

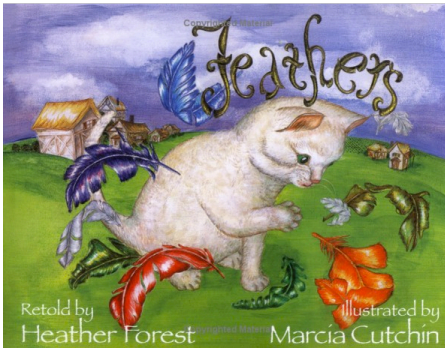
Directions:

- Now that you have met the woman and the rabbi, how would you describe them?
- What was the task that the rabbi assigned to the woman? What is a realistic task that could be effectively accomplished?
- Did the rabbi get his point across to the woman? Do you think he could have made the same point by using only his words, or was an assigned task required?
- This story is based on a traditional folktale. What parts of the story do you think might change as it is shared from family to family and culture to culture?

Characterization

Directions:

- How can you tell if someone is happy or sad? (facial expression, attitude, posture, position in space)
- Based on the facial expressions of the main character, describe how she feels about her actions.
- Do you think her feelings change at any point during the story?
- Identify where her change in facial expression correlates with a change in her feelings.



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Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer questions to demonstrate understanding

CCSS.ELA-LITERACY.RL.2.9

Compare/contrast two or more versions of the same story

Follow Up Activities:

Characterization Continued

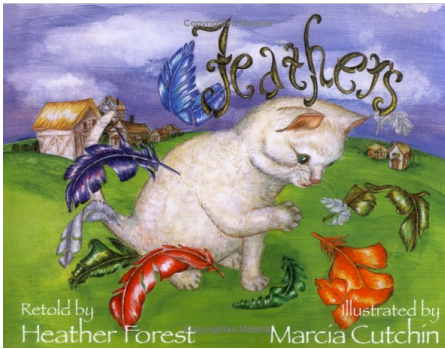
- Compare and contrast the main characters expressions with those of the village people. Why do you think they often differ?

Using the pictures, provide adjectives to describe different characters moods and personalities based on their body language.

Compare Feathers

Directions:

- After reading, ask the class why they thought it was difficult for the girl to collect all of the feathers that came out of the pillow.
- Highlight the comparison of our words and actions to the feathers that floated through the air.
 - Were her words misinterpreted? Why or why not?
 - Do we share similar views on things that done in jest?
 - Does humor always involve a positive experience?
 - Do our own personal opinions and experiences effect how we view certain situations?
- Give students the option to choose between two different writing activities.
 - Instruct students to write a poem about rumor, humor or justice and how this word can be misconstrued. Poems may or may not rhyme and should be at least 5 lines.
 - Instruct students to write a paragraph about a time when their words or actions were misunderstood. Teacher may provide examples to help students think of their own personal experience.
 - Saving a seat at lunch for your friend may appear to be a harmless decision, but ultimately someone's feelings will be hurt and they will feel excluded.
 - Excluding classmates from special activities, games, and birthday parties.



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Follow Up Activities:

Math

Directions:

- Measuring and comparing the lengths of different bird feathers in inches and centimeters.

Spelling

Directions:

- Add spelling words that reflect values illustrated in this book.
 - Forgiveness, lesson, actions, gossip, solution

Language Arts

Directions:

- Use the “Verb Story Map” worksheet and have students use verbs to create a story map.

Common Core

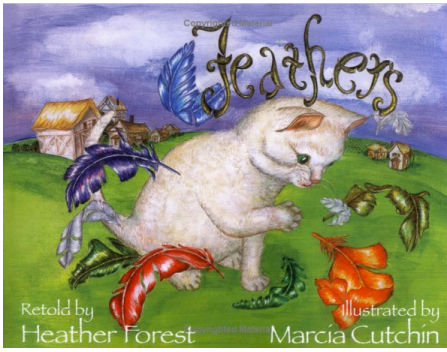
Standards:

CCSS.ELA-
LITERACY.L.2.1.D

Form and use past tense of verbs

CCSS.ELA-
LITERACY.L.2.2.D

Generalize learned spelling patterns



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Name _____

Date _____

Vocabulary

humor

rumor

justice

humor

rumor

justice

humor

rumor

justice

humor

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justice

humor

rumor

justice

humor

rumor

justice

humor

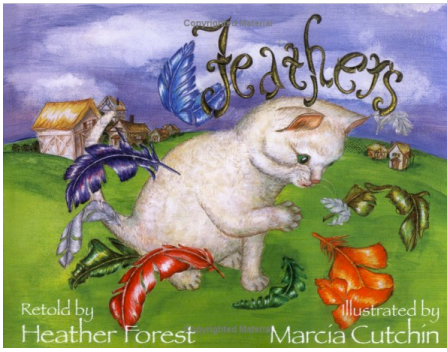
rumor

justice

humor

rumor

justice



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Name _____

Date _____

Verb Story Map

