

## Lesson 4: Determining Story Elements and Central Message: *The Lizard and the Sun*



### CCS Standards

- **RL.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RL.2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3:** Describe how characters in a story respond to major events and challenges.
- **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.
- **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.2.4b:** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
- **L.2.5:** Demonstrate understanding of word relationships and nuances in word meanings.
- **L.2.5a:** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

### C3 Framework for Social Studies State Standards

- **D2.Civ.2.K-2:** Explain how all people, not just official leaders, play important roles in a community.



### Daily Learning Targets

- I can recount the story *The Lizard and the Sun* by using story elements from the text. (RL.2.1, RL.2.2, SL.2.2)
- I can determine the central message of *The Lizard and the Sun* based on how the characters respond to the problem/challenge. (RL.2.1, RL.2.2, RL.2.3, RL.2.6)

### Ongoing Assessment

- During Work Time A, listen as students describe other things that could be described as “smooth” or “sharp” and use the Language Checklist to track students’ progress toward L.2.5.a (see Assessment Overview and Resources).
- During Work Time B, circulate as students engage in the Role-Play protocol and notice if they are demonstrating understanding of the story elements by observing the choices they make to act out *The Lizard and the Sun*. (RL.2.1, RL.2.2, RL.2.6, SL.2.2)

## Agenda

1. **Opening**
  - A. Song and Movement: “We Do What We Can” (10 minutes)
2. **Work Time**
  - A. Reading Aloud: *The Lizard and the Sun* (25 minutes)
  - B. Role-Play Protocol: *The Lizard and the Sun* (20 minutes)
3. **Closing and Assessment**
  - A. Oral Recounting: *The Lizard and the Sun* (5 minutes)

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- Recall that students complete a cycle of instruction in Lessons 4–5 that is similar to that of Lessons 2–3. In Lesson 4, students work to understand the key details of the story elements and central message of *The Lizard and the Sun* by examining how the characters respond to the problem/challenge (RL.2.2, RL.2.3). They also role-play the story to better understand it.
- The pages of *The Lizard and the Sun* are not numbered. For instructional purposes, the page that begins with “The whole world knows that the sun ...” should be considered page 1 and all pages thereafter numbered accordingly.
- In the Opening, students continue to sing the song “We Do What We Can” and start to determine the meaning of new words formed when a prefix is added. This increases students’ vocabulary and furthers their reading comprehension. (RL.2.4, L.2.4.b)

### How this lesson builds on previous work:

- This lesson follows the same pattern as Lesson 2. Students apply their understanding of story elements to orally recount and infer the central message of *The Lizard and the Sun*.

### Areas in which students may need additional support:

- In Work Time B, continue to remind students how to take notes in words and phrases. As needed, refer them to the Story Elements and Central Message Class Notes: *The Little Hummingbird* (completed in Lesson 1) as a model of how to write notes.

### Down the road:

- In Lessons 6–7 and 8–9, students will repeat the cycle of reading, role-playing, recounting, and writing about the story elements and central message with two new fables to support their ability to use story elements to infer the central message of texts.

### In advance:

- Preview the text *The Lizard and the Sun*.
- Post: Learning targets and applicable anchor charts (see materials list).

#### Consider using an interactive white board or document camera to display lesson materials.

- Continue to use the technology tools recommended throughout Modules 1-3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

### Supporting English Language Learners

Supports guided by in part by CA ELD Standards 2.I.B.6 and 2.I.B.8

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing opportunities for movement and for fluency practice during the Role-Play protocol.
- ELLs may find it challenging to determine the story elements of *The Lizard and the Sun* because it is longer and more complex than prior texts. During Work Time B, work closely with students to process the story elements of the text. Students may also discuss with partners.

#### Levels of support

##### *For lighter support*

- During Work Time B, encourage students to be the “director” in their groups. Empower them to coach other students on the voices they use when they say their lines.
- The supports in this lesson and Lesson 5 are similar to the supports in Lessons 2–3 because the tasks mirror one another. Based on student performance in Lessons 2–3, consider releasing students from some of the supports applied in those lessons to foster independence and to assess student progress.

##### *For heavier support*

- During Opening A, cut out pieces of sentence strips with the prefixes *un-*, *non-*, and *dis-* written on each. Give students hands-on experience with morphology by inviting them to place the prefixes in front of words and discuss how each placement changes the meaning of each word.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide visual display of questions and student responses on a chart or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may need it with expressive language by providing sentence frames to help them organize their thoughts.

- **Multiple Means of Engagement (MME):** Recall that some students may need examples of how to problem-solve when they want to write a word with tricky spelling. Continue to emphasize sustained effort and process by modeling how to sound out a word with tricky spelling and demonstrate how to use environmental print to support spelling accuracy.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

### New:

- anxiously, scampering, lagoon, barges (T)

### Review:

- prefix, story elements, central message (L)

## Materials

- ✓ “We Do What We Can” (from Lesson 2; one to display)
- ✓ Prefix anchor chart (new; teacher-created; see supporting materials)
- ✓ Prefix anchor chart (example, for teacher reference)
- ✓ *The Lizard and the Sun* (from Lesson 1; one per group and one to display; for teacher read-aloud)
- ✓ Fluency anchor chart (begun in Lesson 2)
- ✓ Role-Play Protocol anchor chart (begun in Lesson 2)
- ✓ Fables and Folktales response notebook (from Lesson 3; added to during Work Time B; one per student and one to display)
  - Story Elements and Central Message Student Notes: *The Lizard and the Sun* (page 4 of the Fables and Folktales response notebook)
- ✓ Fables and Folktales response notebook (from Lesson 3; example, for teacher reference)
- ✓ Story Elements and Central Message Class Notes: *The Lizard and the Sun* (new; co-created with students during Work Time B; see supporting materials)
- ✓ Story Elements and Central Message Class Notes: *The Lizard and the Sun* (example, for teacher reference)

## Opening

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### A. Song and Movement: “We Do What We Can” (10 minutes)

- Gather students whole group.
- Display “**We Do What We Can**” and invite students to sing the first verse chorally in a hummingbird’s voice.
- Review the definition of *prefix* (part of a word added to the beginning of another word to change the meaning).

## Providing for Pollinators

- Turn and Talk:  
*“What prefixes do you know?” (Responses will vary, but may include: re- from recount.)*
- Tell students that the prefixes they will focus on today are: un-, dis-, and non-.
- Using a total participation technique, invite responses from the group:  
*“What do you think un-, dis-, and non- mean?” (not or the opposite)*
- Say:  
*“If you do the things in this poem, you are helpful, friendly, able. But if you believed you were too small or too short to help, you would do the opposite. You would be unhelpful, unfriendly, or unable.”*
- Direct students’ attention to the **Prefix anchor chart** and read aloud the base words and their meanings.
- Using a total participation technique, invite response from the group:  
*“What is the opposite of helpful?” (unhelpful)*  
*“What is the opposite of able?” (unable)*  
*“What is the opposite of loyal?” (disloyal)*  
*“What is the opposite of organized?” (disorganized)*  
*“What is the opposite of living?” (nonliving)*  
*“What is the opposite of verbal?” (nonverbal)*
- As students share out, clarify and capture the words with prefixes added to them on the right-hand side of the Prefix anchor chart. Refer to Prefix anchor chart (example, for teacher reference) as necessary.
- Turn and Talk:  
*“What do these words have in common?” (They all mean the opposite of the base word that follows the prefix.)*
- Invite students to give you an air high-five for their hard work on completing the Prefix anchor chart.

### Meeting Students’ Needs

- For ELLs: (Recalling Language Dive) Recall the Language Dive sentence from Lesson 1 to remind students of their discussion about the prefix in the word *unimportant*.
- For ELLs and students who may need additional support with vocabulary: (Comparing and Contrasting: Prefixes) Ask students what is the same and different about each prefix. (They are all spelled and pronounced differently, but they all mean the same thing.) Tell students that although it may be confusing to know which prefix to use, they will soon learn with practice. (MMR)

## Work Time

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### A. Reading Aloud: *The Lizard and the Sun* (25 minutes)

- Refocus whole group.
- Display the folktale *The Lizard and the Sun* and read aloud the title. Remind students that the folktale will have a beginning, middle, end, and central message.
- Direct students' attention to the posted learning targets and read them aloud:
  - “I can recount the story *The Lizard and the Sun* by using story elements from the text.”
  - “I can determine the central message of *The Lizard and the Sun* based on how the characters respond to the problem/challenge.”
- Remind students:
  - *Story elements* include how the characters respond to the problem or challenge, and also that how the characters respond helps readers understand the central message.
  - They will learn a lesson from this folktale.
- Point out that there are two titles of *The Lizard and the Sun*. Ask:
  - “What do you notice about the second title?” (It is in Spanish.)
  - “Does anyone here speak Spanish?” (Responses will vary.)
- With excitement, tell students *The Lizard and the Sun* is a dual-language book, which means the story is written in two languages.
- Tell students this folktale comes from Mexico, and that the story is also written in Spanish because most people who live in Mexico speak Spanish.
- Tell students you will read a few of the sentences throughout the book in Spanish. Invite students who speak Spanish to help translate the sentences you read.
- Direct students' attention to the **Fluency anchor chart** and remind students what it means to be a fluent reader. Say: “When I read *The Lizard and the Sun* aloud, I am going to read it smoothly, with expression, not too fast and not too slow. I'm going to pay special attention to the characters of the book to make sure I change my voice to sound like each character.”
- Read aloud the story with minimal pauses, using voices to distinguish between the lizard and other animals. Choose a few key sentences to also read in Spanish.
- On page 9, pause after reading the sentence that ends in “... rocks that were rough and sharp.”
- Share that some of the words in this sentence describe the rocks: smooth, polished, rough, and sharp.
- Turn and Talk:
  - “What else can you think of that can be described as smooth?” (Responses will vary, but may include: fabric, clothing, music, water, hair.)
  - “What else can you think of that can be described as sharp?” (scissors, knives, cheese, corners, thorns or stickers on a plant)

## Providing for Pollinators

- Continue reading, pausing to clarify the following vocabulary by inserting synonyms orally while reading:
  - *anxiously* (eagerly)
  - *scampering* (quickly run)
  - *lagoon* (shallow water)
  - *barges* (boats)
- After the first read, Turn and Talk:
  - “What characters help the lizard overcome her challenge? How did each of them help? (the emperor, woodpecker, dancers, and singers; the emperor asked the woodpecker to wake up the sun; he asked dancers and singers to sing and dance for the sun.)***
  - What did the lizard do to show perseverance in finding the sun? (She kept looking for the sun until she found the sun. When she could not wake up the sun, she got others to help.)***
  - Conversation Cue: “What, in the text, makes you think so?” (Responses will vary.)***
- Tell students that they will now have a chance act out the story of *The Lizard and the Sun* with their same group from Lesson 2.

### Meeting Students' Needs

- For ELLs: Mini Language Dive. “The lizard / ***did not stop to look*** / at the barges / or at the market’s wares.
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *To look*: “Why might the lizard have stopped, but didn’t?” To look at things. (infinitive verb of purpose)
    - “Why did the author repeat the phrase did not stop on this page?” To show how the lizard responded to the challenge by persevering. She kept trying.
  - Practice: “The lizard did not stop to \_\_\_\_.” (eat; rest)
  - Reconstruct: Reread the sentence. Ask:
    - “Now what do you think the sentence means?”***
    - “How does your understanding of this sentence add to your understanding of how the lizard responded to the challenge?”***
  - Practice: Ask:
    - “Can we divide this sentence into two or more sentences? How?”***
- For students who may need additional support with comprehension: Invite students to rephrase or restate the learning targets using more familiar language or synonyms. (MMR)

## Work Time

### B. Role-Play Protocol: *The Lizard and the Sun* (20 minutes)

- Tell students they will now participate in the Role-Play protocol to act out *The Lizard and the Sun*. Remind them that they used this protocol in Lesson 2 and review as necessary using the Role-Play Protocol anchor chart. Refer to the Classroom Protocols document for the full version of the protocol.
  - Invite students to move to sit in their small groups from Lesson 2.
  - Distribute a copy of the story to each group.
  - Guide students through the protocol by reading *The Lizard and the Sun* aloud using voices to distinguish between the lizard and other characters. Stop in the following places to direct students to role-play.
    - Page 6: Students act out the animal actions (The animals were cold. They began searching for the sun.)
    - Page 16: Students act out the lizard’s actions (The lizard went back and forth searching for the sun.)
    - Page 30: Students act out the lizard’s, emperor’s, and woodpecker’s actions (The lizard gets the emperor. The emperor asks the woodpecker to wake up the sun. The woodpecker wakes up the sun.)
    - Page 36: Students act out dancers’ and singers’ actions (The dancers sing and dance for the sun.)
- When 10 minutes remain, refocus whole group and invite students to return to their workspaces.
- Display the **Story Elements and Central Message Student Notes: *The Lizard and the Sun*** on page 4 of the **Fables and Folktales response notebook**.
  - Tell students they will now fill in their own student notes for story elements related to the characters, setting, and the challenge.
  - Distribute Fables and Folktales response notebooks.
  - Circulate to support students as they write. Remind them to write their notes as words and phrases to help them remember the story elements, rather than as complete sentences. Refer to **Fables and Folktales response notebook (example, for teacher reference)** as necessary.
  - When 5 minutes remain, direct students to close their response notebooks and leave them at their seats as they gather whole group.
- Display the blank **Story Elements and Central Message Class Notes: *The Lizard and the Sun***.
- Using total participation techniques, invite response from the group:
  - “*What is the beginning of The Lizard and the Sun?*” (*The sun disappeared, and the lizard looked for it.*)
  - “*What is the middle of The Lizard and the Sun?*” (*The lizard found the sun sleeping under a rock. The emperor, woodpecker, dancers, and singers helped wake it up.*)

**“What is the end of *The Lizard and the Sun*?”** (*The sun woke up and shone brightly in the sky.*)

**“What is the central message of *The Lizard and the Sun*?”** (*Keep working until you succeed.*)

- As students share out, clarify and capture their responses on each part of the Story Elements and Central Message Class Notes: *The Lizard and the Sun*. Refer to **Story Elements and Central Message Class Notes: *The Lizard and the Sun*** (example for teacher reference) as necessary.
- Say:

**“Wow! All of your ideas helped us collect the class notes. We will use the notes to write about *The Lizard and the Sun* tomorrow.”**

### Meeting Students' Needs

- For ELLs: (Leadership) Invite a few students who might normally shy away from participation to demonstrate their role-play in front of the class.
- For ELLs: (Home Language: Role-Play) Encourage students to use their home languages in addition to English. If students speak Spanish, read them lines from the dual-language edition of *The Lizard and the Sun*.
- For students who may need additional support with fine motor skills: Offer choice with the Story Elements and Central Message Student Notes: *The Lizard and the Sun* by providing a template that includes lines or additional space for each section. (MMR, MMAE)

## Closing and Assessment

### A. Oral Recounting: *The Lizard and the Sun* (5 minutes)

- Use the same routine from the Closing of Lesson 2 to guide students through and oral recounting of *The Lizard and the Sun*.
  - Focus students on the Story Elements and Central Message Class Notes: *The Lizard and the Sun*, and challenge students to do a 2-minute recount of the story.
  - Remind students that they can use the anchor chart headings as a checklist for what to include in the recount.
  - Turn and Talk:

**“What happened in *The Lizard and the Sun*?”** (*The sun disappears, and lizard looks for the sun and finds it sleeping under a rock. The lizard, emperor, dancers, and musicians wake up the sun, and the sun goes back to the sky.*)

**Conversation Cue: “Can you say more about that?”** (*Responses will vary.*)

- Preview tomorrow’s work: writing about *The Lizard and the Sun*.