

# Literature

Community Read Alouds  
Classic Lit.  
Mythology

SAMPLE





## About the Course

This course includes the following topic(s): Mythology: Grade 2, Classic Lit.: Grade 2, Community Read Alouds: Grades 1-12

### About Community Read Alouds: Grades 1-12

This is meant to be a read-aloud for all ages to enjoy together in the afternoon at least 1 time a week. We encourage you to choose a book that is specific to your region. However, we will offer some suggestions in the Grades 1-3 Literature lessons and Grades 4+ Citizenship lessons. The suggested book titles will be available June 1st in the lesson plans.

### About Classic Lit.: Grade 2

This course introduces students to John Bunyan's classic work, Pilgrim's Progress, building their vocabulary and furnishing their imaginations along the way.

### About Mythology: Grade 2

Introduce students to foundational Greek myths through Nathaniel Hawthorne's A Wonder Book for Boys and Girls.



## Placement & Combining Tips

### Classic Lit.: Grade 2

Students in Grades 1-3 can share these lessons if combining.

### Mythology: Grade 2

Students in Grades 1-3 can share these lessons if combining.



## Scheduling

GRADE	SCHEDULE INFO.	BOOKS
1-12	Community Read Alouds: Grades 1-12 1+ time/week 20 min+	
2	Classic Lit.: Grade 2 1 time/week 15 min	Pilgrim's Progress: Updated, Modern English
2	Mythology: Grade 2 1 time/week 15 min	A Wonder Book for Girls and Boys

### Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Literature: Grade 2</b>				
	Classic Lit.: Grade 2		Mythology: Grade 2	Community Read Alouds: Grades 1-12



## Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view

online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Literature: Grade 2

NOTE: We have noticed that some books with the same ISBN have slightly different pagination. If the pagination in your book does not exactly match the lesson plans, please go by the beginning/ending quotes. There is no need to let us know about wrong page numbers.

- As desired, plan for a read-aloud time. Suggestions are provided in the Community Read Aloud Quick Link, but local favorites are highly recommended whenever possible.
- The right-hand column of the lesson plans includes teacher notes and ideas to dive deeper into the lesson. Activities such as an "ILLUSTRATE" prompt are mainly intended as afternoon occupations, but they can be included during the lesson if time allows.



## Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Literature: Grade 2

Classic Lit.: Grade 2



Pilgrim's Progress: Updated, Modern English

Mythology: Grade 2



A Wonder Book for Girls and Boys



## Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)  
(No Subject Supplies Assigned)



## Quick Links

Literature: Grade 2

- ∞ [Extra Helpings](#)
- ∞ [Community Read Alouds](#)
- ∞ [Foundations \(See Section 9: Literature\)](#)

Click THIS text  
or scan the QR  
code for links.



# Literature: Grade 2

## How To Teach



### Prepare

- Read through the lesson and gather any materials or find any necessary links.
- If you have not already read the book, you may want to read the selected pages in advance.



### Recap

- Connect back to the previous lesson. Ask students to give a summary of what they remember. (Full narration is not necessary.)
- If students have difficulty recalling, teachers might try showing them a picture from the reading, sharing something that the teacher remembers, or prompting them with the first sentence of the last reading. This will often refresh their memory enough to allow them to recall.
- If students still cannot recall anything from the last reading, then teachers might consider continuing anyway (with a shorter reading this time) or repeating the last lesson, depending on the reading and the nature of the book.



### Introduce

- Optional: use a picture, map, or engaging question to pique the student's interest in the day's lesson.
- If necessary, you may talk about one or two unfamiliar words that will be crucial to understanding.



### Read

- Read the day's passage out loud. When reading to pre-readers, point to the words as you read, even if it seems like they aren't paying attention.
- Move at the student's pace for the lesson time rather than a particular number of pages. It is vitally important that teachers not try to 'force feed' a student more than they can consume in one sitting.
- Students who have a difficult time sitting still or listening may benefit from a fidget of their choice, such as a piece of putty or clay or an afghan; flexible positioning, such as a wobble seat or inverted sitting; or sensory modulation, such as a weighted vest or blanket or adjustment of light, temperature, or sound.



### Narrate

- Have students retell the passage orally.
- Alternatively, learners may use words, pictures, Legos, dolls, etc., to process and convey ideas in the manner most natural to them.
- Teachers may take turns to model.
- Narration is a complex skill requiring the coordination of several parts of the brain. If a student struggles to narrate in general, with a specific subject or book, or on one day but not others, then this is an opportunity to learn. Observe when they struggle with this or any other activity today. Notice facial expressions and body language; listen to what they say about why it is hard or how they feel about it. Take note of these observations for later, tell them that you see how hard they

are working, and then offer whatever support they need to end on a positive note. If necessary, take a break for the day.



## Discuss

- Give the student an opportunity to share thoughts on the lesson and any connections made.
- To stimulate discussion, you could ask them what they thought about the passage or ask an open-ended question.

SAMPLE



## Term 1

### WEEK 1 15m Classic Lit.: Grade 2 - Lesson 1

*Christian Reading His Book*

Materials: Pilgrim's Progress Book 1

#### → INTRO

This story is an allegory, which is a type of story that uses characters and events to represent ideas and teach a lesson.

#### → READ, NARRATE, & DISCUSS

"The First Stage" p.1-6 "As I walked" - "in my book."

- Look at Obstinate in the picture on p.7. How do you feel when you make that face? What do you think Obstinate's name might mean? [stubborn].

- ILLUSTRATE - Draw a scene from the story using watercolor or another medium such as chalk, pastels, or crayons.

### WEEK 1 15m Mythology: Grade 2 - Lesson 1

*Welcome to Tanglewood*

Materials: A Wonder Book for Girls and Boys

#### → INTRO

This is a book of imaginary stories from the ancient world before some men knew of the true God.

#### → READ, NARRATE, & DISCUSS

"Tanglewood Porch" p.1-4 "Beneath the porch" - "the next spring."

- ILLUSTRATE - Draw a scene from the story using watercolor or another medium such as chalk, pastels, or crayons. If an alternative to watercolor is needed, students may illustrate using another medium with which they are comfortable (e.g. pencil, chalk, finger paint, Lego, puppets, etc)

### WEEK 2 15m Classic Lit.: Grade 2 - Lesson 2

*Christian Fell Into the Slough*

Materials: Pilgrim's Progress Book 1

#### → INTRO

Do you know what a slough is? Christian will fall into a slough in today's readings. [View picture on p.12 after reading.]

#### → READ, NARRATE, & DISCUSS

"The First Stage" p.6-13 "Tush. Obstinate held" - "all they can."

- Today, we met Pliable. Something that is "pliable" bends easily. Why do you think the author named this character Pliable?

- ILLUSTRATE - Draw a scene from the story using watercolor or another medium such as chalk, pastels, or crayons.

### WEEK 2 15m Mythology: Grade 2 - Lesson 2

*Meet Eustace Bright*

Materials: A Wonder Book for Girls and Boys

#### → READ, NARRATE, & DISCUSS

"Tanglewood Porch" p.4-6 "Now, Eustace Bright" - "to do so."

#### ★ TEACHER TIP

If you haven't planned for a Community Read Aloud yet, consider adding it to your gathering, meal time, or as a way to lighten the burden of chores! You can find suggestions in Quick Links.

- ILLUSTRATE - Draw a scene from the story using watercolor or another medium such as chalk, pastels, or crayons.

# Literature: Grade 2

[Click THIS text or scan the QR code for links.](#)



## Term 1

### WEEK 3 15m Classic Lit.: Grade 2 - Lesson 3

*Mr. Worldly Wiseman*

Materials: Pilgrim's Progress Book 1

#### → INTRO

Someone who is "worldly wise" might be considered knowledgeable and sophisticated. Let's see if that describes Mr. Worldly Wiseman.

#### → READ, NARRATE, & DISCUSS

"The First Stage" p.13-17 "By the direction" - "from his home."

• ILLUSTRATE - Draw a scene from the story using watercolor or another medium such as chalk, pastels, or crayons.

### WEEK 3 15m Mythology: Grade 2 - Lesson 3

*Meet Perseus*

Materials: A Wonder Book for Girls and Boys

#### → READ, NARRATE, & DISCUSS

"The Gorgon's Head" p.7-10 "Perseus was the" - "sting him soundly."

• ILLUSTRATE - Draw a scene from the story using watercolor or another medium such as chalk, pastels, or crayons.

SAMPLE