Grade 2
Lesson Plan

Lesson Plans

"The Fantastic World of Stellaluna"

Language Arts:
- **Reading:** Literary Response and Analysis
- **Writing:** Writing Applications (Genres and Their Characteristics)

Level:
Grade 2

Abstract:
- In this lesson, students will take a journey into the fantastic world of *Stellaluna*.
- Students will work in teams to create a Venn diagram noting where the author uses realistic and fantastic elements to create a believable story where the reader can make personal connections with characters that are not human.
- Students will use graphic organizers to note elements of fiction (emphasizing character and setting) and to identify personification of characters.
- Students will use *Stellaluna* as an example of good fiction and create a brainstorm of "What Makes a Good Animal Fantasy Story?" which will later be used as the student-generated rubric for their writing.
- Students will make personal connections with the animal character by imagining they are the main character and writing personal letters to another character in the book.
- Finally, students will brainstorm the four elements of fiction on a graphic organizer and write a variation on the book *Stellaluna,* which will include them in the plot.

Invitation:
Come to a world where critters are like humans, where they talk, feel, share, and think like we do! This is a place to imagine being friends with other creatures and where other creatures could befriend you! In this imaginary world, there are no limits to interacting with the animal kingdom! This is the world of personification! Let's take a journey to a warm, sultry forest, far, far, away, where there once lived a mother fruit bat and her new baby.

Situations:
- **Where:** This unit will occur in the classroom.
- **When:** This unit will occur during the language arts period.
- **How Long:** Approximately two weeks.

Tasks:

- **Task 1:**
  Introduce the book *Stellaluna* using the Invitation outlined above. Show only the first illustration in the book. Point out how realistic the illustration is and explain that upon entering into the world of personification, it looks very real, but we will soon see that it is a fantastic world.

- **Task 2:**
  Read the book aloud, focusing on the magical world of the fantasy mixed with realism.

- **Task 3:**
  Fill out the Character, Setting, Plot, and Theme graphic organizer. (See Step Sheet.)

- **Task 4:**
  Conduct a class discussion. Share with the class an example from the book where a character was personified. Share an example from the book where a character behaved realistically. Ask the students why they think it is important that fantasy also includes some reality (to make it believable). All good fantasy stories use some real mixed with some fantasy. Animal stories do this by personifying the animal characters.

- **Task 5:**
  Fill out the graphic organizer "What Makes a Good Animal Fantasy Story?" (See Step Sheet.) Continue to refer to the magical and real world of *Stellaluna,* because it is an exemplary piece for this genre.

- **Task 6:**
  (Jigsaw activity) Divide the class into small groups and assign them a portion of the book to work with (you will need to copy portions of the book for teams). Each team will look for realistic features and fantastic features in the part of the story they are reading. They will fill out a hard copy of a Venn diagram showing bat characteristics, people characteristics, and shared characteristics. (See Step Sheet.) Have students enter their findings on the computer to generate a master copy with everyone's findings. You will need to make a schedule for this so that their time is allotted for entering their findings.

- **Task 7:**
  Ask the students to imagine themselves in the magical world of *Stellaluna.* Imagine themselves interacting with Stellaluna, the personified fruit bat. How would you relate with Stellaluna if you found

her? What would you say to her to comfort her? Read the story aloud to the class.

- **Task 8:**
  Stop after reading the page where the mother bird reprimands Stellaluna. Ask the children to imagine they are Stellaluna and she is writing a letter to her mother because she misses her so much. Tell the children to relate their own people feelings as they are writing so that Stellaluna is a personified fruit bat with real people feelings.

- **Task 9:**
  Ask students to imagine they are the ones who find Stellaluna. Invite them to begin brainstorming possibilities as a whole class on a projection device (See Step Sheet.) Point out realistic and fantastic features as the process of brainstorming unfolds. Refer to the "What Makes a Good Fantasy" chart as students hit on key concepts while brainstorming.

- **Task 10:**
  Hand out a hard copy of the Character, Setting, Plot, and Theme graphic organizer and have the students partner up to brainstorm their story in that format. Post the group character, setting, plot, and theme brainstorm generated earlier to assist those who need it.

- **Task 11:**
  Have the students go through the appropriate writing processes to write their storys in final draft form. Use the "What Makes a Good Fantasy Story?" graphic throughout the process and continue to add to it as genre literacy evolves and articulates itself in the writing process and mini lessons.

- **Task 12:**
  Publish their stories in one of the following ways: a parent word processes them, students word process them if they have the keyboarding skills, or you word process for them.

- **Task 13:**
  Return their published pieces and have them illustrate the story.

Interactions:
- **Full Class:** As a teacher, you will initiate meaningful and in-depth conversations to generate brainstorms with graphic organizers, that help structure insights into author's purpose or character's perspectives. These conversations are built upon the principle where all ideas generated are valued.

- **Small Group:** Students will jigsaw the book (divide the book up among the class) as they identify realistic and fantastic elements of their portion of the story on a Venn diagram.

- **Partners:** Students will collaborate to brainstorm story variations on the book *Stellaluna.*

- **Individual:** Students will write a personal letter from the main character's perspective. Students will write a story variation of *Stellaluna.*

Standards:
- **Language Arts:** Reading
  - Narrative Analysis of Grade-Level-Appropriate Text.
  - Generate alternative endings to plots by writing a friendly letter and a variation story of *Stellaluna.*
- **Language Arts:** Writing
  - Writing Applications (Genres and Their Characteristics)
  - Students write a brief narrative (variation of *Stellaluna*), which incorporates the elements of fiction they studied while reading (character, setting, plot and personification of animal characters).
  - Write a friendly letter from one character in the book to another, complete with the date, salutation, body, closing, and signature.

Assessments:
- Rubric component of 2nd Step Sheet
- Personal Letter Rubric Created by Teacher Using Step Sheet

Tools:
- "Microsoft Word" Word Processing Application

Project Tips and Alternatives:
- **Tip#1:** Use the video "The Mouse and the Motorcycle" as another example of personification.

- **Tip#2:** Extend the unit or replace parts of it with the WebQuest titled "In Search of Stellaluna's Mother."

Related Units:
- WebQuest: "In Search of Stellaluna's Mother"
- Word Grade K – "Alphabet Potluck Soup"
- Word Grade 1 – "Soup from a Stone, Fancy That"
- Word Grade 3 – "Me, Myself, and I"
- Word Grade 4 – "My Autobiography"
- Word Grade 5 – "Mr. President"

Attachments:

- "Step Sheet: Creating a Graphic Organizer"
- "Step Sheet Sample: Graphic Organizer"
- "Step Sheet: Creating a Graphic Organizer for Brainstorming"
- "Step Sheet Sample: Graphic Organizer for Brainstorming"
- "Step Sheet: Creating a Template of a Venn Diagram"
- "Step Sheet Sample: Template of a Venn Diagram"

Web Resources

- A list of linked web resources for Word can be found on the [Word Resources](#) page.

Assistive Technology:

- Please refer to the [Assistive Technology](#) section for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.