

ELA: Grade 2, Lesson 13, The Legend of the Dipper

**Lesson Focus:** Determine the values the legend tries to teach

**Practice Focus:** Use notes to categorize character actions into values

**Objective:** Students will use The Legend of the Dipper to determine the values of a legend with a focus on categorizing character actions.

**Academic Vocabulary:** spring, dipper, lap, brim, blazing, value

**TN Standards:** 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3

**Teacher Materials:**

- Chart paper and markers (You will be creating a chart describing the actions of the main character and how these actions teach a value that students will write about in their independent practice.)
- The Teacher Packet for ELA, Grade 2, Lesson 13

**Student Materials:**

- Two pieces of paper, pencil, surface to write on
- The Student Packet for ELA, Grade 2, Lesson 13 which can be found on [www.tn.gov/education](http://www.tn.gov/education)
- Phone to take picture of TV

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 2<sup>nd</sup> graders out there, though everyone is welcome to tune in. This lesson is the third in this week's series.</b></p> <p><b>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!</b></p> <p><b>If you didn't see our previous lesson, you can find it on <a href="http://www.tn.gov/education">www.tn.gov/education</a>. 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.</b></p> <p><b>Today we will be learning about a legend! Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"><li>• Two pieces of paper, pencil, surface to write on</li><li>• The Student Packet for ELA, Grade 2, Lesson 13 which can be found on <a href="http://www.tn.gov/education">www.tn.gov/education</a></li><li>• Phone to take picture of TV</li></ul> <p><b>Ok, let's begin!</b></p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p><b>Intro</b> (4 min)</p>	

In the previous lesson, we read the fable titled *The Tale of Peter Rabbit*. You wrote a response to a prompt about the moral of the story. Get out your response now and compare what you have written to what I wrote. Let's read the prompt again: Retell the important details from *The Tale of Peter Rabbit*. Describe the moral of the story.

Did you remember to use vocabulary words from the graphic organizer? When I read my response, I want you to wiggle your nose like a rabbit when you hear our vocabulary words.

[Show Slide 1.]

- Peter's mother went to the bakery and warned the children to not get into mischief. [Wiggle your nose.] Did you begin your response with a detail from the beginning of the fable? [Pause.]
- Peter disobeyed and got into mischief [Wiggle your nose.] by going to Mr. McGregor's garden. He was almost caught and trembled. [Wiggle your nose.] He had to scutter [Wiggle your nose.] to escape. Did you use important details from the middle? [Pause.] How many vocabulary words did you use? [Pause.]
- Peter made it home, but he didn't feel well. His mother gave him a dose [Wiggle your nose.] of tea and put him to bed as Flopsy, Mopsy, and Cotton-tail got bread and milk with blackberries. Did you use the same details from the end of the tale? [Pause.]
- The moral, or lesson, of the story is that there are consequences if you break the rules. Did you respond with the same moral? [Pause.]

Excellent job! Today our goal is to determine the values of the character in the legend. We will begin with me teaching you what a legend is, 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.

Today we are going to read a legend. This is a type of story that is similar to a myth. Let's first review a myth.

- Do you remember the myths we read last week? [Pause.]
- Touch your head if you remember listening to the myth Neptune last week? [Pause.] Good! Some of you listened.

[Show Slide 2 and Point to picture 1.] Neptune was the god of the seas. He had a very bad temper.

Students review their writing from the day before.

Students review what a myth is and review a myth they read in a previous lesson.

- [Point to picture 2.] He watched over the people of Rome and enjoyed the attention the townspeople showed him. He went in search for a town without a god, in hopes they would also want him.
- [Point to picture 3.] The town he found also had another god, Minerva, to show up. Now, there is no room for two gods in one town, so Minerva came up with a plan. She and Neptune would each give the town a gift, and the one the townspeople enjoyed the most would win the town's attention.
- [Point to picture 4.] Minerva won by giving the town an olive tree, which they could use for all sorts of things. This is why to this day, Rome's special tree is an olive tree.

[Show Slide3.] **Let's review the characteristics of a myth. First, these are stories that were passed down by word of mouth from many years ago. Second, the characters are often supernatural beings, like gods or goddesses. Lastly, their stories explain events in nature or teach people how to behave.**

**A legend had some similarities to a myth.**

- These are stories from many years ago that were passed down by word of mouth.
- The stories are meant to teach children values or how become a better person, just like a myth.
- Say values. [Pause.] A value is a trait that people strive to have. For example, a value your family might have is being honest, kind, or helpful. These values make you a good person.

**However, a legend differs in the fact that:**

- The characters are normal people or people from history.
- The stories are believed to have happened in some capacity, but elements of fantasy, or make believe, things have been added.

**So, let's review.**

- **How are myths and legends similar?** [Pause.] Excellent! They are both stories passed down by word of mouth and they both teach people how to behave!
- **How is a legend different?** [Pause.] Great! Legends are about normal people, not supernatural people like gods and goddesses. Legends also are thought to

Students learn the characteristics of a legend.

Students review the characteristics of a legend.

<p>have been real events, just with a bit of make-believe added in.</p>	
<p><b>Teacher Model/Read-Aloud</b> (20 min)</p> <p>The legend we are going to read today is called <i>The Legend of the Dipper</i>. As we read today, I want us to pay attention to the actions of the character. Remember, legends are supposed to teach us values that will help us become better people.</p> <p>As we read, we will take some notes about the actions of the character.</p> <ul style="list-style-type: none"> <li>First, I want you to take out one of your pieces of paper and your pen or pencil. We will need this to take notes.</li> </ul> <p>There was once a little girl who had a dear mother, and they lived, quite alone, in a little house in the woods. They were always very happy, but one day the mother grew so ill that it seemed as if she could never be strong and well again.</p> <ul style="list-style-type: none"> <li>Who are the characters in our story? [Pause.] Yes, a little girl and her mother.</li> <li>What is the setting, or where the story is happening? [Pause.] Excellent! A little house in the woods.</li> <li>What seems to be the problem? [Pause.] Yes, the mother is very sick.</li> </ul> <p>[Show Slide 4.] Let's keep reading.</p> <p>"I must have a drink of clear, cold water," she cried, as she lay in bed, so weak and suffering from thirst. It was dark night, and there was no one near to ask for water, so the little girl took her tin dipper and started out alone to the spring to bring her mother a drink.</p> <ul style="list-style-type: none"> <li>What does the girl's mother need? [Pause.] Yes, she needs a drink of water.</li> <li>Listen to this phrase. Which word from the phrase gives you evidence that the mother needs a drink? "She lay in bed, so weak and suffering from thirst." [Pause.] Excellent! Yes, suffering from thirst means that she is thirsty and wants a drink.</li> <li>When we think back to the setting, we said that this story was taking place in a little house in the woods. In this part of the story, we heard that "there was no one near to ask for water." Why might that be? [Pause.] Good answer. The girl and her mom are living alone in the woods. They don't have neighbors like most of us do, so there wouldn't be someone to ask for help.</li> </ul>	<p>Students create their note taker with the teacher.</p> <p>Students answer questions about the characters, setting, and problem.</p> <p>Students answer questions about the story.</p>

<ul style="list-style-type: none"> <li>• Listen to the following sentence: “The little girl took her tin dipper and started out alone to the spring to bring her mother a drink.” There are a couple of words in that sentence that I want to talk about.</li> <li>• Say dipper. [Pause.] This is referring to a water dipper. Long ago in houses where there was no running water, people would use these to dip water from streams to drink.</li> <li>• Make a fist to pretend like you are holding a dipper. (model holding a water dipper) Now let’s say dipper as we take a sip. Ready? [Pause.] Dipper. [Say dipper as you pretend to take a drink from the water dipper and make a sipping sound with your mouth.]</li> <li>• Say spring. [Pause.] Hmmmm... the girl’s mother was thirsty. The girl took her water dipper and started out towards the spring. What do you think a spring might be? [Pause.] Good guess! It is a source of water. Springs can often be found in mountains or woods.</li> <li>• Let’s make a movement with our hand like the waves in a stream. [Model moving you hand up and down and across your body like a waves.] Now let’s say spring as we move our hand to make water. Ready? Springs. [Say spring as you pretend to move your hand up and down and across your body like waves.]</li> <li>• How is the little girl going to solve the problem of her mother being thirsty? [Pause.] Absolutely! She is going to go get her mother some water [Pretend to sip.] from the spring. [Do the wave motion with your hand.]</li> <li>• A character trait is something we say about a character based on their actions. For example, earlier this week, we read the story of The Elephant and the Crocodile. When they asked the lion to help them determine who the better animal was, the lion gave them a challenge that they would have to do together in order to succeed. This action makes the Lion a wise character for offering a solution to their argument.</li> <li>• Let’s think about a character trait that might describe the actions of this little girl. Listen: “It was dark night, and there was no one near to ask for water, so the little girl took her tin dipper and started out alone to the spring to bring her mother a drink.” How is she acting by going out in the dark, all alone, to get her mother some water? [Pause.] Yes, those are good traits. One trait I thought about was brave.</li> </ul>	<p>Students learn about two vocabulary words.</p>                      <p>Students learn about what a character trait is.</p>                     <p>Students determine what character trait the little girl is displaying.</p>
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- **Do you think the little girl was brave to go out alone in the dark woods?** [Pause.] **Yes! I do too! She is very brave.**
- **Remember, today we are looking for actions the character does that might teach us values, or ways to be good people.**
- **Did the little girl do anything that might show she is a good person?** [Pause.] **Yes! She decided she was going to get water for her mother alone because no one was there to help.**
- **Let's add this to our notes. Take one of your pieces of paper. Let's first make a bullet to keep our notes organized. Draw a bullet on your paper like mine.**  
[Draw a bullet point on your chart paper.]
- **Let's add "brave to get her mom water" to our chart. Write it on your page as I write in on our chart paper. Ready?**
- **Brave to get** [Pause.] [Write this phrase on the chart paper.]
- **Her mom water** [Pause.] [Write this phrase on the chart paper.] **Excellent**

**Let's keep reading.**

She went a long way through the woods, and she ran so she grew very tired, being such a tiny girl; but she filled her tin dipper at the spring and started home. Sometimes the water spilled, because it was not easy to carry, and sometimes the little girl stumbled over the stones in the dark road. All at once she felt a warm touch upon her hand, and she stopped. It was a little dog who had been following her, for he, too, was nearly dying of thirst, and he had touched her hand with his hot tongue.

- **Why did the littler girl get tired?** [Pause.] **Great, she traveled a long way through the woods, and she ran**
- **Why did the water spill?** [Pause.] **Yes, it was not easy to carry, and she tripped on rocks.**
- **Who did she meet on her way back home?** [Pause.] **You're right! She met a dog.**
- **What was wrong with the dog?** [Pause.] **Yes, he was thirsty. The text said he was nearly dying of thirst.**

**Let's see what happens next.**

The little girl looked at her dipper. There was only a very little water in it, but she poured a few drops into her hand, and let the thirsty dog lap them. He seemed as refreshed as if he had been to the river to drink. And a wonderful thing happened to the tin dipper- although the little girl did not

Students add notes to note taker.

Students answer questions about new characters and their encounters.

<p>see. It was changed to a silver dipper, with more water in it than before.</p> <ul style="list-style-type: none"> <li>• <b>What did the girl do for the dog?</b> [Pause.] <b>Yes, she gave him some water.</b></li> <li>• <b>Why do you think she decided to share some water with him?</b> [Pause.] <b>I think you're right. The dog was thirsty and she wanted to help.</b></li> <li>• <b>In our story today, the little girl offered to share some water with the thirsty dog, even though it was for her sick mother and even though she only had a little. What word might we be able to use to describe the little girl? What is this character trait?</b> [Pause.] <b>Yes! I think we could say that she is kind.</b></li> <li>• <b>Let's add that to our notes. First, make a new bullet point.</b> [Add a new bullet point to the chart paper.] <b>We want to say the girl is kind because she helps the dog. Write this on your paper and I write in on our chart paper. Ready?</b></li> <li>• <b>Kind</b> [Pause.] [Write this phrase on the chart paper.]</li> <li>• <b>Because she helps the dog,</b> [Pause.] [Write this phrase on the chart paper.] <b>Excellent.</b></li> <li>• <b>Ok, now let's look at another word that might be confusing from our story. Listen to this sentence. "She poured a few drops into her hand and let the thirsty dog lap them." Hmmm... Does anyone know what lap might mean?</b> [Pause.] <b>Good guesses!</b></li> <li>• <b>Raise your hand if you have a dog.</b> [Pause.] <b>I love dogs. When dogs drink, they use their tongues to scoop up the water. This is called lapping. So, the dog drank the water from her hand.</b></li> <li>• <b>What happened because she shared her water?</b> [Pause.] <b>Yes! Her tin dipper turned to silver and more water appeared.</b></li> </ul> <p><b>Let's keep reading.</b>  <b>The little girl started on again, hurrying very fast, for she remembered how much her mother needed her, but she had not gone very far when she met a stranger in the road. He was tall, and wore shining garments, and his eyes looked down with a wonderful smile into the little girl's face. He reached out his hand for the dipper, and he begged for a drink of the clear, cold water.</b></p> <ul style="list-style-type: none"> <li>• <b>So what happens as the girl continues her trip?</b> [Pause.] <b>Yes, she meets a man.</b></li> <li>• <b>What does he want?</b> [Pause.] <b>Yes, he also wants a drink of her water.</b></li> </ul>	<p>Students look for additional character traits and actions.</p> <p>Students add notes to note-taker.</p> <p>Students learn a new vocabulary word.</p> <p>Students answer questions about new characters and encounters.</p>
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<ul style="list-style-type: none"> <li>• <b>Do you think she will share her water with the stranger?</b> [Pause.] <b>Let's keep reading to find out.</b></li> </ul> <p><b>Now, the little girl thought how her mother had told her that she should always be kind to a stranger, so she held the water up to his lips. And very suddenly, as the stranger drank, the silver dipper was changed to a gold dipper- full to the brim with sparkling water.</b></p> <ul style="list-style-type: none"> <li>• <b>Was your prediction right? Did she share her water?</b> [Pause.] <b>Yes! She did share her water.</b></li> <li>• <b>Why did she decide to do that?</b> [Pause.] <b>You're right. She remembered her mother said to always be kind to strangers.</b></li> <li>• <b>Do you think we should add this action to our notes?</b> [Pause.] <b>I do too.</b></li> <li>• <b>First, let's make another bullet point.</b> [Make another bullet point on the chart paper.] <b>Ok, let's write shared her water with a stranger. Ready? Write on your paper and I write on our chart paper.</b></li> <li>• <b>Shared her water</b> [Pause.] [Write this phrase on the chart paper.]</li> <li>• <b>With a stranger.</b> [Pause.] [Write this phrase on the chart paper.] <b>Excellent, this is another example of the little girl's kindness and willingness to share.</b></li> <li>• <b>What happened to the dipper now?</b> [Pause.] <b>You're right. It changed from silver to gold and more water was added.</b></li> <li>• <b>When the author wrote about the water, they said, "The dipper changed to gold and was full to the brim with water." Touch your head if you have ever heard someone say, "Full to the brim"?</b> [Pause.] <b>Wow! The brim is the upper part of something. So, the dipper was filled all the way to the top.</b></li> </ul> <p><b>The little girl hurried on, but the road was so very long, and she was so tired, that it seemed as if she could never reach home again. She was weak and faint, and she longed to drink just a few drops of the water; but, no, her mother would need all that was left. So she never took a drink herself, but hastened home and carried it to her dear mother.</b></p> <ul style="list-style-type: none"> <li>• <b>How is the little girl feeling in this part of the story?</b> [Pause.] <b>Yes, she is feeling weak, tired, and thirsty.</b></li> <li>• <b>Why doesn't she take a drink of the water? She shared it with the dog and the stranger already.</b> [Pause.] <b>Yes, she doesn't know that the water has</b></li> </ul>	<p>Students add more notes to note-taker.</p> <p>Students learn about a new vocabulary word.</p> <p>Students add more notes to note-taker.</p>
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<p>been replenished, or filled back up, after each time she shares it.</p> <ul style="list-style-type: none"> <li>• This is a special trait known as being unselfish. When someone is selfish, they don't share with others and they only think of themselves. To be UNselfish means the opposite of that. She didn't think of herself, instead, she thought of her mother and saved the water for her.</li> <li>• Let's add this to our chart. Ready? Write on your paper and I write on our chart paper.</li> <li>• Unselfish [Pause.] [Write this phrase on the chart paper.]</li> <li>• Thought of others [Pause.] [Write this phrase on the chart paper.]</li> <li>• Before herself. [Pause.] [Write this phrase on the chart paper.] Excellent.</li> </ul> <p>And then came the greatest wonder of all! As soon as the dear mother drank, she became quite well and strong once more; and the gold dipper, as it touched her lips, was changed to a diamond dipper- all shining and blazing with glittering gems.</p> <ul style="list-style-type: none"> <li>• How did her mother respond to drinking the water? [Pause.] Excellent! She became well and strong</li> <li>• What happened to the dipper? [Pause.] Yes! It turned from gold to diamonds.</li> <li>• The author uses the phrase "blazing with glittering gems." Blazing means to burn brightly.</li> </ul> <p>[Show Slide 5.] And the diamond dipper left her fingers to shine up in the sky, over the house and the woods. There it shines every night to tell all little children how, once, a child was brave and unselfish and kind.</p> <ul style="list-style-type: none"> <li>• What happened to the dipper? [Pause.] Yes, it went to shine in the sky as a constellation.</li> <li>• What reminder does the dipper give us? [Pause.] You're right! It reminds us to be kind, brave, and unselfish, just like the little girl.</li> </ul>	<p>Students answer more questions.</p> <p>Students list the values the girl's actions have displayed.</p>
<p><b>Guided Practice</b> (3 min)</p> <p>Earlier, we talked about the characteristics of a legend. Let's review the characteristics as we determine where we found evidence of these in the story.</p> <ul style="list-style-type: none"> <li>• Legends are meant to teach children values to become a better person.</li> <li>• What values does this legend teach us? Think about the characteristics the girl showed. [Pause.] Great! Be kind, brave, and unselfish.</li> </ul>	<p>Students review characteristics of a legend and make connections to the text from today.</p>

<ul style="list-style-type: none"><li>• The characters are normal people or people from history.</li><li>• Who were our characters? [Pause.] Good, the little girl, mom, dog, and stranger.</li><li>• Could all the characters be from normal life? [Pause.] Yes, they could be.</li><li>• The stories are believed to have happened in some capacity, but elements of fantasy, or make believe, things have been added.</li><li>• What parts of the legend could have really happened? [Pause.] Good, the mom being sick, the girl fetching water, the girl sharing water, and many more.</li><li>• What parts are fantasy and make believe? [Pause.] Great! Dippers can't magically change from tin, to gold, to diamonds. Dippers also can't turn into constellations.</li></ul> <p>Legends are meant to teach us values. The three values we learned were to be kind, brave, and unselfish. Let's read back through our notes and see if we can remember when the little girl displayed these values and showed them through her actions.</p> <p>[Show Slide 6.] The first value was being brave.</p> <ul style="list-style-type: none"><li>• Where in our notes do we call out that the little girl's actions showed that she was brave? [Pause.]</li><li>• You're right! At the beginning, she had to go find water for her mother. It was dark and she was all alone in the forest. This was a brave thing she did.</li></ul> <p>The next value was being kind.</p> <ul style="list-style-type: none"><li>• Where in our notes do we have evidence of the girl acting kind? [Pause.]</li><li>• Excellent! There are many places. Once was when she made the decision to go get water for her sick mother. Another example was when she shared her water with a dog and a stranger.</li></ul> <p>The final value was being unselfish. Remember this means sharing with others.</p> <ul style="list-style-type: none"><li>• Where in our notes do we have evidence of the girl acting unselfishly? [Pause.]</li><li>• Great! When she shares her water with others and at the end when she decides to save the water for her mother instead of drinking any herself.</li></ul>	<p>Students review notes to look for evidence of values.</p>
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**PBS Lesson Series**

<p><b>Independent Work</b> (2 min)</p> <p>Today we read <i>The Legend of the Dipper</i>. A legend is a story that teaches values, or how to be a good person. The character in the story does things for others even though she has very little.</p> <p>What are the values <i>The Legend of the Dipper</i> tries to teach? How does the character show these values throughout the story?</p> <p>[Show Slide 7.] Take a minute to take a picture of the TV with a phone or pause the TV to write down your assignment.</p> <p>I encourage you to read your story to someone at your house today!</p>	<p>Student learns about independent practice and write the assignment down or take a picture of the TV.</p>
<p><b>Closing</b> (1 min)</p> <p>I enjoyed reading <i>The Legend of the Dipper</i> 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>	

The Legend of the Dipper by Carolyn Sherwin Bailey sourced from [www.comonlit.org](http://www.comonlit.org).