

ELA: Grade 2, Lesson 9, The Friendship Bridge

Lesson Focus: Student will describe the overall structure of the fable to determine the moral.

Practice Focus: Student will determine the moral of *The Friendship Bridge* and write an informative response to a prompt.

Objective: Students will use *The Friendship Bridge* to describe the overall structure of the fable, including how the beginning introduces the story and the ending concludes the action, with a focus on determining the moral.

Academic Vocabulary: fable, moral, riverbank, enemies

TN Standards: 2.RL.KID.2; 2.RL.CS.5

Teacher Materials:

- the Teacher Packet for ELA, Grade 2, Lesson 9
- A piece of paper (to model folding)
- White board or chart paper and markers

Student Materials:

- Two pieces of paper and a pencil, and a surface to write on
- The Student Packet for ELA, Grade 2, Lesson 9 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 2nd graders out there, though everyone is welcome to tune in. This lesson is the fourth in this week's series.</p> <p>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!</p> <p>If you didn't see our previous lesson, you can find it on www.tn.gov/education. 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.</p> <p>Today we will be learning about the fable <i>The Friendship Bridge</i>! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Two pieces of paper and a pencil, and a surface to write on • The Student Packet for ELA, Grade 2, Lesson 9 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	<p>Student gathers materials for the lesson and prepares to engage with the lesson's content about the fable <i>The Friendship Bridge</i>.</p>
<p>Intro (3 minutes)</p> <p>We read <i>Pandora's Box</i> in the previous lesson, and we described how characters responded to major events and</p>	<p>Student connects to previous day's lesson on Pandora's Box by</p>

<p>challenges. At the end of the lesson, you wrote about Zeus in your independent practice. I did, too, and I would like to share what I wrote with you. Now get out your writing, so we can share. [Pause.]</p> <p>Do you remember our writing prompt? [Pause.] Our writing prompt asked: What does Zeus do when he hears Pandora cry? What does this tell you about Zeus?</p> <p>[Show Slide 1.] As I read, you should compare and contrast what you have written with what I have written. Listen and read along as I read my response aloud. [Pause.] Zeus gets sad hearing Pandora cry, so he adds hope to the box. [Pause.] Did you write about Zeus adding hope to the box? [Pause.] Did you add the details about Zeus being sad when he hears Pandora crying? [Pause.] Let's keep reading. By doing this, Zeus shows that he loves Pandora. [Pause.] Did you write about Zeus's love for Pandora? [Pause.] Was your writing response similar to mine? [Pause.] Kiss your brain!</p> <p>Today our goal is to describe the overall structure of the fable <i>The Friendship Bridge</i> and to determine it's moral. We will begin with me showing you what that looks like, 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.</p> <p>We will be reading another classic tale today, but this time it is called a fable. Can you tell me what a fable is? [Pause.] A fable is a short story intended to teach a lesson called "the moral of the story." Let's review. Are fables long or short? [Pause.] Correct! Fables are short. What is the lesson called that a fable teaches? [Pause.] That's right! The lesson that a fable teaches is called "the moral of the story."</p> <p>Let's read the cover together. [Show Slide 2.] The title of this myth is <i>The Friendship Bridge</i>. The fable is by Lesli Favor and the illustrator is Alexandra Colombo.</p> <p>Let's look closely at the cover and make predictions about what this fable might be about. Who do you see on the cover? [Pause.] Yes, I see many people, as well. There is one boy all by himself, though. I wonder if he is a main character. [Pause.] Hmm.... [Point.] What are these people doing? [Pause.] Great thinking! They are building a bridge. What do you expect this book to be about? [Pause.] I would agree. It looks like it is going to be about building a bridge. What is a bridge for? [Pause.] Yes, a bridge connects two areas. It</p>	<p>reviewing written response from the independent practice.</p> <p>Students will know the characteristics of a fable, and what a moral is.</p> <p>Students will make predictions about the story.</p>
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<p>usually crosses over water that can be dangerous. Think about the title. What do you think the bridge has to do with friendship? [Pause.] Interesting. I wonder what the story will be about. What do you think? [Pause.] Make a prediction. [Pause.] Great thinking! Let's find out.</p> <p>We can look at the back cover to find out more information. [Show Slide 3.] A boy watches his village build a bridge over the river. Who will they encounter on the other side?</p>	
<p>Read-Aloud/Guided Practice (20 minutes)</p> <p>As we read, we want to write down important details about characters and events. We are going need a piece of paper for that now. Can you get out one piece of paper? [Pause.] We are going to fold it to help us organize our work. [Fold the paper hamburger style.] First, fold it in half the short way, like a hamburger. [Pause.] Then fold it in half again. [Fold paper.] [Pause.] Now, open it up. [Pause.] You should have four sections. [Pause.]</p> <p>A story has a beginning, a middle, and an end. As we read the text, we will concentrate on how the beginning introduces the problem. What does the beginning introduce? [Pause.] Yes! The problem. The middle shows the struggle to solve it. What does the middle show? [Pause.] Kiss your brain! The middle shows the struggle. The end shows the solution. What does the end show? [Pause.] Yes! The solution. You did an excellent job!</p> <p>Beginning, middle, end. Say it with me: beginning, middle, end. Great! What did we find in each? Problem, struggle, solution. Say it with me. Problem, struggle, solution. Perfect! As we talk about our story, we will have hand motions to go with it. When you hear the word problem, I want you to scrunch up your face like you are thinking really hard and tap your brain. [Motion: scrunched up face, tapping the brain.] Do it with me. [Motion: scrunched up face, tapping the brain.] [Pause.]</p> <p>Next, I want you to think about playing tug-of-war. [Motion: tug-of-war.] Imagine you are picking up the rope with both hands. Hold on tightly! Now, pull it back and forth like someone is pulling it on the other end. Do it with me. [Motion: tug-of-war.] [Pause.] Whew! That is a struggle! When you hear the word struggle, move your hands back and forth like you are playing tug-of-war. [Motion: tug-of-war.] [Pause.]</p>	<p>Student will take notes on the structure of the story by recording key details for the beginning, middle, and end.</p> <p>Students will determine the moral of <i>The Friendship Bridge</i>.</p>

Our last hand motion is for solution. When you hear the word solution, I want you to smile REALLY big and point in the air. [Motion: big smile and finger pointed in the air.] **Do it with me.** [Motion: big smile and finger pointed in the air.] [Pause.] **Got it?** [Pause.]

Let's put them together. Make the motions as we say problem, struggle, and solution together. [Motion: scrunched up face, tapping the brain.] **Problem.** [Pause.] [Motion: tug-of-war.] **Struggle.** [Pause.] [Motion: big smile and finger pointed in the air.] **Solution.** [Pause.] **That looks amazing! I want you to make those motions every time you hear or say:** [Motion: scrunched up face, tapping the brain] **Problem.** [Pause.] [Motion: tug-of-war.] **Struggle.** [Pause.] [Motion: big smile and finger pointed in the air.] **Solution.** [Pause.]

Since we will be recording what happens in the beginning, middle, and end of the story today on our paper, we need to label our paper with those words. Make sure you have the paper that we folded into sections. [Get out your paper.] [Pause.]

At the top, left corner of the first section, write beginning. [Show correct section, write and talk.] **B. E. G. I. N. N. I. N. G.** [Pause.] **Let's find the next section. You can tell where it is by the crease in the paper. At the top, left corner of that section, we are going to write middle.** [Show correct section, write and talk.] **M. I. D. D. L. E.** [Pause.] **Now let's find the next section. Again, at the top, left corner of that section, we are going to write our label. This one is called end.** [Show correct section, write and talk.] **E. N. D.** [Pause.] **We have one more section. We are going to label the last section moral.** [Show correct section, write and talk.] **M. O. R. A. L.** [Pause.] **We know that fables have a moral of the story, so we want to record it on our paper, too.**

I am going to write the labels on my chart so that it will be easier for you to see. When we take notes, I am going to write on my chart while you write on your paper. Keep your paper and something to write with nearby. [Write beginning, middle, end, and moral on chart.]

Let's review what we are going to write in each section. What will we take notes about in the beginning? [Point to beginning on the board.] [Pause.] **Yes! The** [Motion: scrunched up face, tapping the brain.] **problem. Did you remember to make the motion?** [Pause.] **Let's do it again.** [Motion and talk.] **Problem. What notes will we take for the**

Students create note taker.

middle? [Point to middle on the board.] [Pause.] **Absolutely!**
The [Motion: tug-of-war.] **struggle.** [Pause.] **What will our**
notes be about for the end? [Point to end on the board.]
 [Pause.] **You got it!** [Motion: big smile and finger pointed in
 the air.] **Solution.** [Pause.]

[Show Slide 4.] **Let's start reading together. There once was**
a boy who lived in a fishing village. On fine days, he sat on
the riverbank. He picked up smooth, round stones. He
skipped them across the water.

One day, the boy was skipping stones on the water. His
mother gathered berries nearby. "Who are those people
who live across the river?" the boy asked.

[Show Slide 5.] **His mother frowned. "Those people are like**
monsters. They have been our enemies forever and a day.
Don't look at them. It's bad luck."

Hmm.... Enemies. What does the word enemies mean in this
book? [Pause.] **If I read the words around it then maybe I**
will find out. What does the mother say? [Pause.] **Let's read**
together. "Those people are like monsters. They have been
our enemies forever and a day." In this book, enemies are
people who could hurt you. Great thinking, friend!

Why was the little boy not supposed to look at the people
across the river? [Pause.] **Correct! They were the villagers'**
enemies. How long had the people of the two villages been
enemies? [Pause.] **Yes, the mother says they have been**
enemies for forever and a day. Why were they enemies?
 [Pause.] **Isn't it curious! They don't really know why they are**
enemies. Why do you think they don't really know? [Pause.]
Smart thinking! It has been such a long time that they can't
even remember why they are enemies.

There is definitely a [Motion: scrunched up face, tapping the
 brain] **problem in this story. We are reading the beginning of**
the story, and we know that the beginning will have a
 [Motion: scrunched up face, tapping the brain.] **problem.**
Let's get our paper with the labels beginning, middle and
end. [Pause.] **Hmm.... What words should I write on my**
paper about the [Motion: scrunched up face, tapping the
 brain.] **problem?** [Pause.] **For my notes, I am going to write**
the villagers across the river have been enemies for forever
and a day. As I write on the board, you write on your paper.
 [Write and talk.] **The villagers across the river have been**

Students add to notes about the
 problem.

enemies for forever and a day. [Pause.] Our notes are looking good! Let's keep reading together.

One day the mayor spoke to the people of the village. "We have been skillful fishers for forever and a day," he said. "Our river is filled with fish. They seem to throw themselves into our nets. We are lucky."

What were the villagers good at? [Pause.] Good job! The villagers were good at catching fish.

[Show Slide 6.] The mayor spoke again. "The Wise Leaders have told me about something new, something special. It is called a bridge. We will build a bridge over the river. Every man, woman, and child in the village can stand on the bridge to fish!"

That very day, workers gathered at the river. They brought tools and wood, and they began to build the bridge.

Why did the villagers want to build a bridge? [Pause.] Great job! Since they are good at catching fish, they want to be able to stand on a bridge to fish.

What activity starts? [Pause.] The villagers began building the bridge with tools and wood. I wonder where we could put that in our notes. [Pause.] We already know the [Motion: scrunched up face, tapping the brain.] problem is that the villagers want to fish from a bridge. [Motion: tug-of-war.] Struggle is an action, and building is an action. I think we are in the middle! Let's record it under the label middle. Write on your paper as I write on the board. [Write and talk.] The villagers began building the bridge with tools and wood. [Pause.] Let's keep reading together.

[Show Slide 7.] On the second day, the boy went to the river to skip rocks. He looked across the river. The people over there were building a bridge, too!

"Mother!" he cried. "Look across the river!"

But his mother would not look. "It's bad luck to look at our enemies across the river," she said.

What happened after the villagers started building their bridge? [Pause.] Yes! Their enemies on the other side of the river started building a bridge.

Students add to notes about the struggle.

[Show Slide 8.] **All that day, workers cut boards and hammered nails. The bridge grew longer.**

[Show Slide 9.] **On the third day, the workers brought their tools, as usual. The bridge was long now, but they set to work. They wanted to make it even longer.**

From the riverbank, the boy watched.

Hmm.... What does the word riverbank mean? [Pause.] I know it's a compound word. It is river and bank together. I need some clues. The picture shows the boy sitting at the edge of the water. [Pause.] Riverbank means the edge of the river where land meets water.

[Show Slide 10.] **Suddenly, the workers on the bridge met workers on the other bridge. The bridges met in the middle!**

How many days does it take to build the bridge? [Pause.] Yes! Three days. It is time to think back. What does the boy observe each day? [Pause.] On the second day, the boy notices the villagers across the river were building a bridge, too. On the third day, the boy notices that both bridges were getting longer. Those will make great notes for our middle section. Write on your paper as I write on the board. [Write and talk.] On the second day, the boy noticed the villagers across the river were building a bridge, too. On the third day, the boy notice that both bridges were getting longer. [Pause.]

Why don't others notice their enemies building across the river? [Pause.] Yes, they thought it was bad luck to look at their enemies. That is important to take note of for us, too. Let's write it together under the middle section. [Write and talk.] The others didn't notice the enemies building a bridge because they thought it was bad luck to look at them. [Pause.]

What happens to force the workers on the bridge to look at their enemies? [Pause.] Good thinking! The bridge meets in the middle. Now they are right next to each other. How do you think they feel about this meeting? [Pause.] I agree! I think it would be surprising. It would be a [Motion: tug-of-war.] struggle to be next to someone whom you believed to be a monster. Make the motion with me as we say it together. It would be a [Motion: tug-of-war.] struggle to be next to someone whom you believed to be a monster. Let's

Students add to notes about the struggle.

Students add to notes about the struggle.

Students add to notes about the struggle.

write that in our notes. [Write and talk.] The villagers are surprised to be next to their enemies. [Pause.]

Both villages worked hard to build the bridge. How can you tell? [Pause.] Excellent thinking, scholar! Since both met in the middle then they were both doing equal work!

[Show Slide 11.] For a moment, there was silence. The, the mayor walked out upon the bridge. "Why has the work stopped?" he cried. "Is the bridge finished?"

And then something happened that had not happened in forever and a day. One mayor looked right into the face of the other mayor.

The boy held his breath and waited. What would these enemies do?

The boy's mayor turned to the Wise Leaders. "I was told that our enemies were monsters. But now I have seen the face of our enemy. He looks a lot like me! What should we do?"

[Show Slide 12.] The Wise Leaders gathered in a tight circle to talk. Everyone else waited without a word.

Finally, one of the Wise Leaders spoke. "A bridge is like a handshake," she said. "It brings people together in friendship. Those who were once enemies are now friends."

The mayor turned back to the other mayor. He held out his hand. "This bridge shall remind us of the friendship between our villages. It shall last forever and a day."

Then the mayors shook hands. Villagers on both sides of the river clapped and cheered.

Let's talk about what happened. What did the villagers decide about their enemies? [Pause.] Their enemies were really just like them. They were people, too. How is a bridge like a handshake, according to one of the Wise Leaders? [Pause.] Great thinking! The bridge brought the people together just like a handshake brings people together.

What [Motion: big smile and finger pointed in the air.] solution does one Wise Leader propose? [Pause.] Excellent! The Wise Leader's [Motion: big smile and finger pointed in the air.] solution is to make their enemies their friends. Did you do the motion for [Motion: big smile and finger pointed in the

air.] **solution?** [Pause.] **Say it with me and do the motion.**
The Wise Leader's [Motion: big smile and finger pointed in the
 air.] **solution is to make their enemies their friends. Where**
should this information go in our notes? [Pause.] **In the**
 [Point and talk.] **beginning, we recorded the** [Motion:
 scrunched up face, tapping the brain] **problem. What notes**
did we take for the [Point and talk.] **middle? Yes! Details**
about the [Motion: tug-of-war] **struggle. We have now**
discovered the [Motion: big smile and finger pointed in the
 air.] **solution. Where do write it in our notes?** [Pause.] **Yes!**
We will record the solution in the section labeled [Point and
 talk.] **end. Write in your notes as I write on the board.** [Write
 and talk.] **The Wise leader's solution is to make their**
enemies their friends. [Pause.]

I am curious about something else in the story. I am
wondering why the author wrote a certain section. Let's
reread the section so we can talk about it. [Pause.] **The**
mayor turned back to the other mayor. He held out his hand.
"This bridge shall remind us of the friendship between our
villages. It shall last forever and a day."

Then the mayors shook hands. Villagers on both sides of the
river clapped and cheered. [Pause.]

You are going to have to think really hard for my next
question. Why did the author add the second paragraph
about shaking hands and the people cheering? [Pause.] **That**
was a challenging question! The author added the second
paragraph to show the reader that people from both villages
were happy to be friends.

[Show Slide 13.] **The two villages have lived happily as**
neighbors ever since.

How does the story ending solve the [Motion: scrunched up
 face, tapping the brain] **problem of the fishing village?**
 [Pause.] **Let's look at our paper.** [Pause.] **What did we**
record for the [Motion: scrunched up face, tapping the brain
 and then pause] **problem? Yes, we wrote the villagers across**
the river have been enemies for forever and a day. Excellent!
What did we record for the [Motion: big smile and finger
 pointed in the air.] **solution in the end?** [Pause.] **Yes! The**
Wise Leader's [Motion: big smile and finger pointed in the air.]
solution is to make their enemies their friends. So how does
the story ending solve the [Motion: scrunched up face,
 tapping the brain.] **problem of the fishing village?** [Pause.]
Excellent thinking, scholar! They now know the enemies are

Students add to their notes about
 the solution.

<p>not monsters. They are just like them, and they can be friends.</p> <p>What lesson does it teach the villagers? [Pause.] Good thinking! The villagers learned that they can't just believe something without knowing why. They thought the enemies were monsters because it had been that way for forever and a day. They learned they were wrong.</p> <p>Can you think of another lesson this story teaches? [Pause.] The moral of the story is that you may think someone is your enemy, but they are actually just like you. Let's write that down in our notes under the moral section. [Write and talk.] You may think someone is your enemy, but they are actually just like you. [Pause.]</p>	<p>Students add to notes about the moral.</p>
<p>Independent Work (3 minutes)</p> <p>Now it's your turn to demonstrate your understanding of <i>The Friendship Bridge</i>. You will respond to a question by writing the answer on a piece of paper. You need to write your answer in complete sentences. Remember, a complete sentence has a subject and a verb. It is a complete thought.</p> <p>I will read the prompt, and then we will reread parts of the story to help us remember the events of the story.</p> <p>[Show Slide 14.] The boy's mother says it is bad luck to look at their enemies. Does this end up being true? What lesson do the people learn? What is the moral of the story?</p> <p>Let's read these pages together again. As I read think about our prompt. What lesson do the people learn? What is the moral of the story? [Show Slide 15.] Suddenly, the workers on the bridge met workers on the other bridge. The bridges met in the middle!</p> <p>[Show Slide 16.] For a moment, there was silence. Then the, the mayor walked out upon the bridge. "Why has the work stopped?" he cried. "Is the bridge finished?"</p> <p>And then something happened that had not happened in forever and a day. One mayor looked right into the face of the other mayor.</p> <p>The boy held his breath and waited. What would these enemies do?</p>	<p>Student will determine the moral of <i>The Friendship Bridge</i> and write an informative response to a prompt.</p>

<p>The boy's mayor turned to the Wise Leaders. "I was told that our enemies were monsters. But now I have seen the face of our enemy. He looks a lot like me! What should we do?"</p> <p>[Show Slide 17.] The Wise Leaders gathered in a tight circle to talk. Everyone else waited without a word.</p> <p>Finally, one of the Wise Leaders spoke. "A bridge is like a handshake," she said. "It brings people together in friendship. Those who were once enemies are now friends."</p> <p>The mayor turned back to the other mayor. He held out his hand. "This bridge shall remind us of the friendship between our villages. It shall last forever and a day."</p> <p>Then the mayors shook hands. Villagers on both sides of the river clapped and cheered.</p> <p>Did you think about what you will write? [Pause.] Remember that you can use your notes to help you.</p> <p>[Show Slide 18.] Get out your second piece of paper. [Pause.] I will read the prompt two more times so that you have time to write it down on your paper. Ready? [Pause.] The boy's mother says it is bad luck to look at their enemies. [Pause.] Does this end up being true? [Pause.] What lesson do the people learn? [Pause.] What is the moral of the story? [Pause.]</p> <p>One more time. The boy's mother says it is bad luck to look at their enemies. [Pause.] Does this end up being true? [Pause.] What lesson do the people learn? [Pause.] What is the moral of the story? [Pause.]</p>	<p>Students write the prompt on their paper to use after the lesson is finished.</p>
<p><u>Closing</u> (1 min)</p> <p>I enjoyed working on recording details of the structure of the fable <i>The Friendship Bridge</i> and determining the moral 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>	



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