

Middle School Second Grade

LEVEL UP
COAHUILA

UNIT 2
2025 - 2026

The Loch Ness Monster



Listen,



read and



cut.

Once upon a time, in Scotland, there was a deep and quiet lake called Loch Ness.

One morning, a fisherman went to the lake to fish. He threw his net into the water and waited.

Suddenly, he saw something strange moving in the water. The monster came out of the lake! The fisherman was very scared. He dropped his net and ran away.

Then, the monster disappeared into the water again.

Later, the fisherman told his friends about the monster.

Some people didn't believe him, so they used underwater cameras to look for it.

No one ever saw the monster again... but people still talk about it today.

Comprehension Questions

1. Where did the story happen?
2. What was the fisherman doing at the lake?
3. What did he see in the water?
4. How did the fisherman feel?
5. What did the fisherman do after he saw the monster?
6. Did people believe the fisherman?
7. Do people still talk about the monster today?



Listen



Spell

Lake _____

Water _____

Monster _____

Scared _____

Scotland _____

Fisherman _____

Swimming _____



The Loch Ness Monster (Sequencing Activity)



Listen,



read and



cut.



Glue

A long time ago, people in Scotland saw something strange in a big lake called Loch Ness. They said it looked like a big animal with a long neck.

Years later, scientists and divers used boats, cameras, and sonar to look for the monster. They found some strange pictures, but nothing clear.

Today, many tourists visit Loch Ness hoping to see the monster. Some believe Nessie is real, and others think it's only a story — a mystery that continues.

A couple was driving near the lake. They saw a large creature moving in the water. The story appeared in the newspaper, and everyone started talking about "Nessie."

A man took a black-and-white photo that showed a monster's head and neck. People around the world saw it and believed the monster was real.



Mix & Fix: George and the dragon



Listen,



number,



cut,



glue,



say and



color.

_____ The people in the village gave the dragon food, animals, and gold

_____ Everybody in the village was very happy.

_____ George was a brave knight. He did many exciting things.

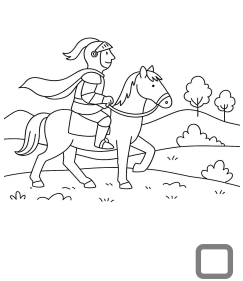
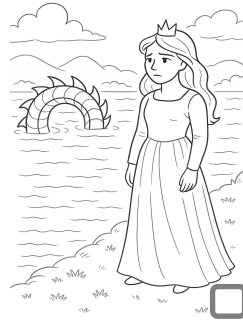
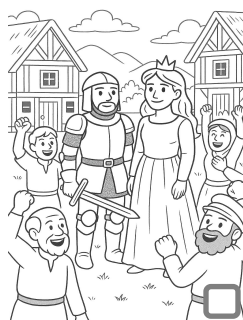
_____ The soldiers tried to catch the dragon

_____ The hermit told the knight that a big, bad dragon lived in the lake and attacked the village every day.

_____ The king had no more food or gold. To help his people, he sent his daughter, the princess, to the lake to wait for the dragon.

_____ George rode fast to the lake. The dragon jumped out and tried to eat the princess.

_____ George fought the dragon. He was brave and killed it.



Folktales and Past Tense Verbs



Read,



find and



write.

The Legend of the Chupacabras

Once upon a time, people in Mexico and Puerto Rico said that a strange creature lived in the countryside. It came out at night and attacked farm animals, especially goats. The people called it *El Chupacabras*, which means “the goat sucker.” Many farmers were scared because they found their animals dead in the morning. Some people said the Chupacabras had red eyes, sharp teeth, and green skin. Others believed it was only a story. Nobody ever caught it, so the mystery continues today

Draw your version of the creature



Borrowed words



Read ,



think and



write.

Tsunami	Japanese	"A tsunami hit the coast"
Pizza	Italian	"I ate pizza for lunch"
Taco	Mexican	"She loves tacos on weekends"
Ballet	French	"He practices ballet every day"
Kindergarten	German	"My sister goes to kindergarten"
Safari	Swahili	"We went on safari in Africa"
Yoga	Sanskrit	"She practices yoga to relax"
Karaoke	Japanese	"We sang karaoke at the party"
Chocolate	Spanish	"I love chocolate cake"
Robot	Czech	"The robot cleans the house"
Bungalow	Hindi	"They live in a small bungalow"
Emoji	Japanese	"I received a funny emoji"

- **Dragon** (from Old English/Latin)
- **Castle** (from Latin)
- **Wizard** (from Old English/Old French)
- **Princess/Prince** (from Latin/Old French)
- **Treasure** (from Latin)
- **Monster** (from Latin)

Using borrowed words write a folk tale you know



Vocabulary Treasure Hunt



Read and



classify.

Matching Grid – Vocabulary Treasure Hunt

Instructions:

Match each **word** with its correct **definition**. Write the correct letter (A–H) in the box.

Words

1. Invade
2. Conquer
3. Inhabitants
4. Colonialism
5. Tsunami
6. Crush
7. Borrowed word
8. Legend

Definitions

- A. To enter a place with force, often with an army.
- B. People who live in a place.
- C. The practice of controlling another country or territory.
- D. A giant wave caused by an earthquake or volcano.
- E. To press something so hard that it breaks.
- F. A traditional story told from generation to generation.
- G. A word taken from another language.
- H. To defeat and take control of a place or people.

Word	Definition
1. Invade	_____
2. Conquer	_____
3. Inhabitants	_____
4. Colonialism	_____
5. Tsunami	_____
6. Crush	_____
7. Borrowed word	_____
8. Legend	_____

Reflection:

Which word is the most difficult for you?

Which one is similar in your language? _____



Folktales and Past Tense Verbs



Read,



find and



write.

Highlighting Sheet – Folktales and Past Tense Verbs

Stage 1 – Shared Reading

Instructions:

1. Read the short folktale below.
2. Underline or highlight all the **past tense verbs** you find.
3. Compare with a partner and discuss if you found the same verbs.

Short Folktale: The Clever Rabbit

Once upon a time, a rabbit lived near a big river. Every day, the rabbit went to the river to drink water. One morning, he saw a hungry lion waiting for him. The lion wanted to eat the rabbit.

The rabbit quickly thought of a plan. He told the lion: "There is another lion in the forest. He also said he is the king." The lion became angry and asked the rabbit to show him the other lion.

The rabbit led the lion to the river and pointed at his reflection in the water. The lion looked and believed it was another lion. He jumped into the water to fight and drowned.

The clever rabbit escaped and lived happily ever after.

1. Where did the rabbit live?
 - a) In a cave
 - b) Near a big river
 - c) On a mountain
2. What did the rabbit tell the lion?
 - a) "I am stronger than you."
 - b) "There is another lion in the forest."
 - c) "Run away!"
3. What happened to the lion?
 - a) He caught the rabbit
 - b) He jumped into the river and drowned
 - c) He became friends with the rabbit

Short Answer

1. How did the rabbit trick the lion? _____
2. Why did the lion believe the rabbit? _____
3. What lesson can we learn from this story? _____



Reading a Folktale



Read and



write.

Drafting Organizer – Reading a Folktale

Instructions:

Read the **Short Folktale: The Clever Rabbit**, once again. Take notes in the boxes to understand its structure.

Title of the Folktale: _____

Story Element

Notes (use keywords from the reading)

Characters (Who?)

Setting (Where?
When?)

Problem / Conflict

Main Events (at least
3)

1. _____
2. _____
3. _____

Ending / Solution

Moral / Lesson

Reflection (after reading):

What was the most important event in the story? _____

Did the story teach a lesson? YES / NO



Grammar Worksheet - Simple Past



Read,



complete and



write.

Part A – Complete the sentences

Fill in the blanks with the **correct form** of the verb (past simple).

1. Yesterday evening, I _____ (read) a book. The children _____ (play) in the park and it _____ (start) to rain.
2. My grandmother _____ (tell) me a legend last month.
3. They _____ (walk) to school and they _____ (see) a big dog.
4. The villagers _____ (work) in the fields.
5. Suddenly a Big Dragon _____ (arrive)

Part B – Write your own sentences

Write **4 sentences** using **past simple**

Past Simple:

1. _____
2. _____
3. _____
4. _____

Part C – Mini Writing Task

Write a short paragraph of 5–6 sentences. Use the past simple tense to tell a folk tale, including a clear beginning, middle, and end. Example starter: Once upon a time...

Reflection on Grammar in Writing a Folk Tale

Check your verbs: Did you use the past simple tense consistently to tell the story?

Sentence structure: Are your sentences complete and clear? _____

Sequence of events: Did you use words like *first*, *then*, *next*, *finally* to show the story's order? _____

Characters and actions: Did you describe what the characters did and what happened to them? _____

Improvements: What could you do better next time—more details, better verb choices, or smoother connections? _____



Anecdote Template



Read,



think and



write.

Anecdote Template (Writing Section)

Mini-Booklet: Writing a Personal Anecdote

Instructions:

Write a short anecdote (about 100–120 words). Use **past simple** for main actions and **past continuous** for background actions.

Title of My Anecdote: _____

When did it happen? (time expression)

Where did it happen?

Who was there?

What happened?

(Write at least 3 sentences – use past simple for actions)

1. _____
2. _____
3. _____

How did it end?

Reflection

- One **past simple** verb I used: _____
- One **past continuous** verb I used: _____
- Was it easy or difficult to write in past tense? _____



Simple Past



Read,



find and



write.

Grammar Worksheet – Simple Past

Read the text. Underline all the **past simple verbs**

A Stormy Night

Last Saturday evening, I was reading a book in my room when suddenly the lights went out. It rained heavily, and the wind bowed hard. My brother came into my room and we looked out of the window. We saw a tree that had fallen. While we were talking about it, the electricity returned. We felt relieved that there was neither a monster nor a ghost.

Task 1 – Identify the verbs

Write 3 examples of **past simple** from the text (underline):

1. _____
2. _____
3. _____

Task 2 – Apply the grammar

Write 3 sentences about your last weekend:

- _____
- _____
- _____

Task 3 – Reflection

When do you use past tense ? Why?

Because _____



Interview worksheet



Discuss and



say.

Instructions: Ask your partner the following questions. Listen carefully and write short notes about their answers. Use past tense verbs (was, went, saw, heard, ate, etc).

1. What did you do last weekend?

2. Where did you go on your last holiday?

3. Who did you go with?

4. Have you ever heard a folktale or legend from your family?

5. What happened in that story?



Japanese Folk Tale: Momotaro (The Peach Boy)



Read,



draw and



write.

A long time ago, in Japan, there lived an old man and an old woman. They had no children and felt very sad.

One day, the old woman went to the river to wash clothes. She saw a big peach floating in the water. She took the peach home. When they cut the peach, a baby boy came out! They were very surprised and happy. They called him Momotaro, which means "Peach Boy."

Momotaro grew up strong and brave. One day, he decided to fight some bad ogres (*oni*) who stole things from the village. The old woman gave him rice cakes for his journey.

On the way, Momotaro met a dog, a monkey, and a pheasant. They became his friends and helped him. Together, they went to the ogres' island, fought them, and won. The ogres said sorry and gave back the treasure.

Momotaro returned home with his friends and the treasure. Everyone in the village was happy again.

Sequence the Story. Write numbers 1–6 to put the events in order:

- ___ The old woman found a big peach.
- ___ Momotaro met a dog, monkey, and pheasant.
- ___ Momotaro and his friends fought the ogres.
- ___ An old man and an old woman lived in Japan.
- ___ Momotaro came out of the peach.
- ___ The ogres gave back the treasure.

Intercultural reflection

What values does this story teach? (Kindness, teamwork, bravery)

Do you know a similar story from Mexico or your culture?

Why are folk tales important in every culture?

Retell the story to your partner using voices, gestures, and sounds to make it more expressive and fun.



My favorite Folktale Elements



Read,



think and



write.

STORY TITLE

SETTING

TIME

MAIN CHARACTERS

PLOT
Beginning

Middle:

End:

MAGICAL ELEMENTS

PROBLEM

SOLUTION



Thanksgiving



Listen,



number,



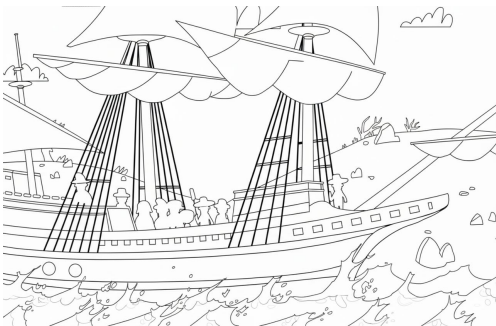
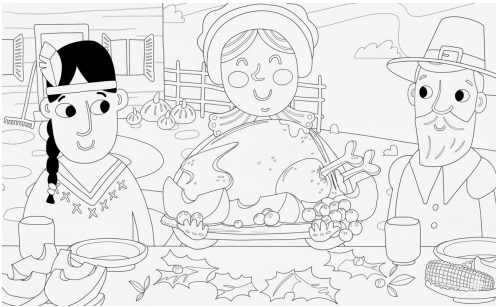
cut,



glue and



color.



Thanksgiving

1. In 1620, the Pilgrims got off their ship in America.
1. It was a cold winter and they did not have enough food; many people got very sick.
1. Native Americans showed them how to grow plants.
1. In the fall, Pilgrims gathered a big harvest
1. They decided to have a fancy dinner and invited their Native American neighbors.
1. Pilgrims were thankful that they settled in a new place and started a new life.



Mind-Map Template



Read,



think and



write.

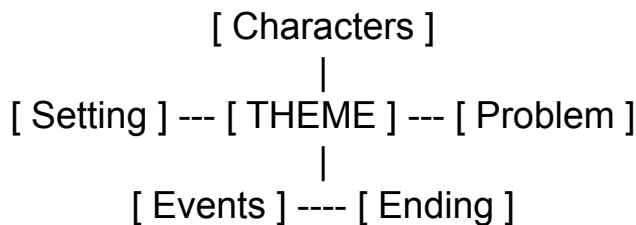
Mind-Map Template – Stage 1 (Writing Section)

Brainstorming Folktales & Legends

Instructions:

- Write the **topic / theme** in the center circle.
- Add ideas in each branch: characters, setting, problem, events, ending.
- Use keywords or short phrases only.

Main Theme / Title (Central Circle)



Writing Guide (around the mind-map):

- **Characters:** Who is in the story? (people, animals, heroes, spirits)
- **Setting:** Where and when does the story happen?
- **Problem:** What is the main conflict or challenge?
- **Events:** What important actions happen? (at least 3)
- **Ending:** How is the problem solved? What is the result?

Reflection (after completing the mind map):

- Which part was the easiest to write? _____

- Which part was the most difficult? _____



Reading a Folktale



Think and



write.

Drafting Organizer

Group Writing Workshop: Folktale / Legend Draft

Instructions:

Work with your group to draft a folktale or legend (100–150 words). Use **past simple** and include vocabulary from class.

Title of the Story: _____

Characters (Who?): _____

Setting (Where/When?): _____

Problem / Conflict:

Main Events (at least 3):

Ending / Solution:

Moral / Lesson (if any):

Draft Checklist:

- We used past tense verbs.
- Our story has beginning, middle, and end.
- We used vocabulary from folktales/legends.
- We wrote between 150–200 words.



Illustration Template



Read,



draw and



write.

Illustration Template – Stage 4 (Writing Section)

Anthology Page Illustration with Caption

Instructions:

After writing your story, create an illustration that represents the main idea. Add a short caption in English.

Story Title: _____

Group Members: _____



Caption (1–2 sentences about the scene you drew):

Illustration Checklist:

- My drawing relates to our written story.
- My caption is clear and in English.
- My visual is neat and creative.



Retelling Notes Template



Think and



write.

Retelling Notes Template

Read or listen to the story. Take notes in the boxes. Then use your notes to **retell the story** to your group in the correct order.

Title of the Story: _____

Story Element	My Notes (use keywords and verbs in past tense)
Characters (Who?)	_____
Setting (Where? When?)	_____
Problem / Conflict	_____
Main Events (at least 3)	1. _____ 2. _____ 3. _____
Ending / Solution	_____
Moral / Lesson (if any)	_____

Retelling Checklist (for students to self-check):

- I used past tense verbs.
- I told the story in the correct order.
- I included all main events.
- I spoke clearly.



Anthology Cover Template



Think and



write.

Anthology Cover Template – Stage 5

Final Product: Anthology of Short Folktales and Legends

Instructions: Complete the next information about your Anthology.

Title of the Anthology: _____

(Students write the chosen title of their class anthology here)

Subtitle (optional): *Preserving Languages and Cultures*

Class Information:

- School: _____
- Grade: _____
- Group: _____
- Teacher: _____
- Year: 20____ – 20____

Synopsis:

Reading Checklist:

- The title is clear and creative.
- The illustration relates to folktales/legends.
- All class information is included.
- Work is neat and complete.



Anthology Cover Template



Read,



draw and



write.

Anthology Cover Template – Stage 5

Final Product: Anthology of Short Folktales and Legends

Title of the Anthology: _____

(Students write the chosen title of their class anthology here)

Subtitle (optional): *Preserving Languages and Cultures*

Illustration Space (draw, paste, or design): [Large blank box for drawing / collage / printed image]

Reading Checklist:

- I understood the main characters and events.
- My drawing matches the reading.
- My caption explains the picture clearly.



Self-Reflection Template



Think and



write.

Reflecting on My Learning

Instructions:

Answer the questions in complete sentences. Be honest about your progress.

Name: _____ **Date:** _____

1. What have I learned about languages and cultures in this project?

2. Which part of the writing process has been the easiest for me?

3. Which part of the writing process have been the most difficult?

4. One thing I have improved in my writing (grammar, vocabulary, ideas):

5. My personal goal for the next project is:

