

Topic	<i>Cinderella</i> (Cultures around the world, fairytale commonalities)
Grade Level	4 th grade
Rationale	Students will analyze multiple multimedia and literary versions of <i>Cinderella</i> . Students will gain an understanding of literary cultural differences of fairytales in other countries and be able to make similarities and differences between each.
Where/How would this lesson fit in to the overall unit plan?	This would come near the end of the unit. While one specific story is being used in this lesson, it is tying together the idea of all fairytales and the ideas represented by them (i.e. good vs. evil, happily ever after, etc.).
Estimated length of time to teach this lesson	30 minutes
Common Core State Standards (CCSS)	CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	<ul style="list-style-type: none"> - <u>Unit Objective</u> – Students will incorporate a variety of reading and writing strategies through the reading and writing of familiar and personalized fairytales and fables. - <u>Lesson Objective</u> – As a result of this lesson, students will be able to reach and draw conclusions about a commonality found in specific fairytales and in all fairytales. - <u>Performance Objective</u> – Students will be able to compare similarities and differences presented in many different versions of <i>Cinderella</i> originated in other countries. Students will be able to reach conclusions about what all fairytales have in common.
Lesson Inquiry Question	What do all fairytales have in common? (Overarching question) What are the similarities and differences between modernized, traditional, and other versions of <i>Cinderella</i> as told in different countries?
Materials Needed	<ul style="list-style-type: none"> • <i>Cinderella</i> stories from different countries (http://www.lowvilleacademy.org/webpages/MBlow/cinderella.cfm?subpage=868111 - variety of stories, no specified ones need to be used) • Video clips (from “Anticipatory Set”) • Lined paper / writing journal
Anticipatory Set (the “hook”)	Begin the lesson by reviewing with students the concept of fairytales (basic story of each: hero, antagonist, problem occurs, always some type of “happily ever after”). Students will name examples of fairy tales (either from in class or prior knowledge) that fit these standards. After discussion, explain to students, “Today, we will be looking at one more familiar fairytale: <i>Cinderella</i> . This story has been told all around the world, with a little twist on each version. Let's see if we can discover the similarities and differences between each version and if it fits into the overall theme of all fairytales.”
Procedures/Activities: -Teacher Input -Checking for Understanding -Guided Practice -Closure -Independent Practice	<ul style="list-style-type: none"> - <u>Teacher Input</u> – Make a list with students on the board (also written down in journals as teacher writes) about some common themes or plots that happen in all fairytales (be specific towards ones that have been previously read in class if students require more guidance). <ul style="list-style-type: none"> • Characters (Good (hero): Hansel/Gretel, Little Red Riding Hood, 3 Little Pigs (or Big Bad Wolf depending on which viewpoint is discussed. What makes them good? What are each character's personalities like? Bad (antagonist): Big Bad Wolf (or vice versa in <i>3 Little Pigs</i> story), evil witch, etc. What makes them bad? Personality traits?) • Plot: What is the reason for a fairytale? Is there a problem that needs to be solved? • Beginning of each story (“Once upon a time...”) • End of story (“...and they all lived happily ever after.”) <p>Write down all student ideas and come up with a class list on board. Afterwards, students will focus on the story of <i>Cinderella</i>. Address same questions as listed above, but for that particular story. Once a list has been determined for this (also written in journals), read a few different versions of <i>Cinderella</i> found in different countries (refer to list in “Materials”). Show various clips of modernized or different versions of <i>Cinderella</i>. Students will check off similarities that are found in each one (from previous list). If different, write next to the trait that has been changed and explain what was different about it.</p> <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=FW7RxoY4xs8 - “A Cinderella Story” trailer • http://www.youtube.com/watch?v=Dyl_nW2n528 - “Cinderella” ball scene <ul style="list-style-type: none"> - CfU – Student participation will be key in a teacher's idea to check for understanding. Most of

	<p>this lesson will be discussion-based either in small groups or in whole-class discussions. Teacher needs to make sure to acknowledge each student in the class and hear his or her ideas in order to see if he or she has grasped basic understanding of fairytale themes.</p> <ul style="list-style-type: none"> - <u>Guided Practice</u> – Guided practice will occur with the students writing own ideas in journal (conducting a “think-pair-share” with another student/in a small group) before discussing it as a class. - <u>Closure</u> – Reiterate the idea of fairytale themes (commonalities in all – teaching lessons, ideas of good vs. evil, etc.). Segway and begin to explain the idea of the unit project with students. - <u>Independent Practice</u> – Since this lesson will occur near the end of the unit, it will segway into the beginning of the unit project (student creating own unique fairytale while incorporating fairytale aspects into it). Students can begin to think about what type of fairytale they will choose and begin writing ideas in journal.
Self-evaluation/ Reflection	<p>How effective was the lesson for all students (both high- and low-level readers AND for outgoing or shy students)? Was it effective to lead a majority of the class discussion? Were all students involved in the discussion, or did some not have the opportunity to respond? Was the fairytale familiar and introduced enough to all students (ELL learners or special needs students) that it was easy to work with? Were all the students participating and thoroughly involved in the activities? How effective have lessons been throughout the unit? Are students grasping fairytale traits in all stories that were introduced?</p>
Differentiation	<p><u>Content</u>: All students have had exposure to fairytales and have a concrete understanding of what they are. It has been discussed in previous lessons what types of things fairytales teach to children and common theme and character traits are evident. Students will all have the opportunity to share ideas, especially when pulling them straight from the texts.</p> <p><u>Process</u>: Students all have the ability to respond to discussion questions and form ideas before presenting it to the entire class. Incorporating more than just literary texts will enhance student learning, especially for visual and auditorial learners.</p> <p><u>Products</u>: Lower- and higher-level reading students, ELL students, and special needs students' will all be incorporated into the class discussions. Most of the lesson will be whole-class and group-based, so students will continually be able to help one another come up with ideas for commonalities in fairytales and in <i>Cinderella</i>. The questioning can often be found in the previous text and journal writings/activities that have been conducted earlier in the unit.</p>