

Lesson Title: Cinderella Who?

Grade/Level: 2<sup>nd</sup> grade

Date/Learning Experience #:September 27, 2024

<b>Curriculum Standards</b> State Curriculum Standards – Underline your <u>language/vocabulary words</u> that connect to the lesson.		<b>Essential Question(s)/ I Can Statement(s):</b> What question(s) or I can statement(s) drive your instruction?
2.RL.IKI.9  <u>Compare</u> and <u>contrast</u> two or more versions of the same story by different authors or different cultures.		<ul style="list-style-type: none"> <li>• What can we learn about a culture by examining its version of a common story like Cinderella?</li> <li>• I can make a Venn diagram to show what is the same and what is different in two Cinderella stories.</li> <li>• I can tell how the characters and setting show the story's culture.</li> </ul>
<b>Subject Specific Emphasis (CUAI)</b> Please indicate which Subject Specific Emphasis is being addressed. This should be considered simultaneously with the State Curriculum Standard. <a href="#">Click here for more information.</a>		
<b>Central Focus: Comprehension</b> 1. Compare characters or versions of stories 2. Describe how characters/stories are similar and how they are different. 3. Identify the characters/plots in the story. 4. Use a graphic organizer to compare character traits, actions, and thoughts.		
<b>Lesson Objective(s) –</b>  Objectives use active verbs, are measurable, and link to standards.  Consider using Bloom’s Taxonomy or Webb’s Depth of Knowledge. Please number objectives.  <b>Add or remove rows as needed</b>	<b>Assessment/Evaluation</b> How will students demonstrate their understanding of lesson objective(s)?  For each assessment complete the following: 1. Title and Brief Description 2. Informal or Formal 3. Formative or Summative  Remember you should include multiple types of assessments and consider ways to assess whole group, small group, and individuals	
1. Students will apply their understanding of comparing and contrasting by creating Venn diagrams that illustrate the similarities and differences between two cultural versions of the story, Cinderella. (Apply)	1. Thumbs Up/Thumbs Down: TSW will communicate their understanding of the instructions by giving a thumbs up or thumbs down. 2. Informal 3. Formative	
2.	1. Turn and Talk (2): TSW turn to a partner and discuss what the term culture means to them. Then they will provide their answers to enrich the whole class discussion. Later in the lesson, TSW turn to a partner and discuss the similarities and differences between the two stories. They will provide their answers to complete a Venn diagram together as a class. 2. Informal 3. Formative	
3.	1. Comparative Venn Diagram: TSW complete a Venn Diagram detailing the differences and similarities between both stories. They will also choose which story they enjoyed the most and explain why. 2. Formal 3. Formative	
<b>Assessment/Evaluation Modifications</b>		

Include any modifications for assessments/evaluations for students (i.e., students with IEP or 504, ELLs, struggling learners, advanced learners, and others). At least one modified formal assessment must be included with the plan. For exceeds expectation, you should provide justification for the assessment design based on observations of previous learning and/or assessment data.

Do not list instructional accommodations here (e.g., read aloud, preferential seating, extra time, etc.) in this section. You will include this information in the Meeting Group and Individual Needs section.

The assessment for this lesson was modified and designed to accommodate the needs of struggling readers in a way that is effective for all students. The assessment contains minimal language with key points identified and underlined in a separate color to both highlight their importance, and distinguish them from one another.

**Academic Feedback: Pick one assessment** and describe how feedback will be provided.

How will your feedback promote student understanding and/or clarify misunderstanding of the learning objective(s)?

TTW provide immediate feedback during the activity as much as possible. This involves circulating the room while students are working on their Venn diagrams, observing their entries, and offering direct and specific feedback.

### Knowing Your Learners

What do you know about your students? How will this information be used in planning the lesson?

#### Pre-assessment data

How have students performed previously? From where is the data drawn? How will you use this information?

#### Personal, Cultural, and/or Community Assets

Identify these assets for your students and list specific ways this information will be incorporated into your plan.

TTW use easyCBM assessment results, as well as the information the mentor teacher has used to sort students into literacy groups. TTW take this data into account to ascertain which students will need extra support and scaffolding during the lesson.

TTW explain that there are different types of culture, such as state/regional, nationalist, ethnic/religious, and sports/hobbyist culture. TTW point out that the culture may be different in California, where Sidney, Levi, and the teacher are from. Or in New York and Nebraska where Grady and Micah are from. TTW compare this to the Southern culture that most students are accustomed to. TTW mention sports, highlighting how excited many students are about the Vols and going to Dobyss-Bennet games. TTW highlight Bennett's love of baseball. Finally, TTW bring up video game culture and mention Fortnite, Minecraft, Roblox, and other games the kids play. TTW also use cats and dogs as the example topics for practicing Venn diagrams, because most of the students love and have these pets at home.

### Academic Language Demands

**Key Language Task:** Select one activity from your lesson where language is featured. Describe this activity below.

Students will create individual Venn diagrams to visually and textually compare and contrast the stories of "The Irish Cinderlad" and "The Rough-Faced Girl," focusing on plot elements, characters, and cultural influences. TTW review the stories briefly with the class, ensuring that the students recall key details. TTW introduce the Venn diagram, explaining its purpose and how to use it to compare and contrast two subjects. TTW demonstrate how to fill out a Venn diagram using the simple example of cats and dogs, which is familiar to students. TTW discuss the importance of using specific examples from the stories to fill in the diagram. TSW begin filling in their Venn diagrams. One circle will represent "The Irish Cinderlad," and the other circle will represent "The Rough-Faced Girl."

Language Objective - Write a language objective for your Key Language Task.	Identified Language Demands	<b>How will you support each demand?</b> <b>Objective:</b> TSW explain the difference between World War I and World War II. <b>Function:</b> Explain <b>Function support:</b> Model, Anchor Chart <b>Vocabulary support:</b> Word Chart, Journals, Glossary, Picture Cards <b>Syntax or Discourse support:</b> Graphic Organizer, Sentence Stems
TSW articulate the similarities and differences between "The Irish Cinderlad" and "The Rough-Faced Girl" by using complete sentences to describe key elements of each	Function: Articulate	To support students comprehension of the language function, TTW model describing and comparing elements by using examples from familiar topics and both stories.

story's plot, characters, and cultural context in a Venn diagram and during class discussions. (Analyze)	Academic: Articulate Content: Compare, contrast, culture/cultural, perspective	To support students understanding of vocabulary, TTW review and introduce important vocabulary terms prior to the key language task.
	Syntax or Discourse? Discourse	To support students comprehension of discourse, TTW use a Venn diagram as a visual organizer to help structure students' thoughts for comparing and contrasting the stories.
<b>General Language Supports</b> – What are things you do in the class every day to support language (e.g., word walls, anchor charts, vocabulary journals, etc.)?	Students have individual dictionaries with banks of words to assist them with spelling and writing. When students encounter a new word they cannot spell, it is added to the dictionary. In addition, word walls, sentence stems, weekly vocabulary, and spelling words are posted in the classroom to support language.	
<b>Individual Supports</b> – How are you supporting individual students to accomplish the key language task (e.g., ELL, student with autism, struggling reader or writer, student with significant language delays).	Struggling readers receive extra support with writing and spelling. TTW write words on the iPad for them to see in the moment. TTW add the words to their spelling dictionaries after the lesson. All materials have been designed to use minimal language and visuals for support where applicable.	

Higher Order Thinking Questions, Activities, Engagement	
<p><b>Questions and/or activities for higher order thinking:</b> These are open- ended and cannot be answered by yes or no. There should be a high frequency of questions,asked at various points throughout the lesson to guide rather than direct student thinking</p>	<ul style="list-style-type: none"> <li>• If you could change one part of either story to make it more like your own life, what would you change and why?</li> <li>• How might the story of <i>The Irish Cinderlad</i> be different if it was set in today's world? What modern things could you add to the story?</li> <li>• How do the main characters in both stories show bravery? Are they brave in the same way, or are their brave actions different because of where they come from?</li> <li>• Imagine you are a friend to the main character in one of the stories. What advice would you give them when they face their biggest challenge?</li> <li>• Can you think of a story from our own culture that reminds you of "The Irish Cinderlad" or "The Rough-Faced Girl"? How are they similar and how are they different?</li> </ul>
<p><b>Activities that require high levels of student engagement.</b> Please describe the activities students do in the lesson that require high engagement levels. (These activities are more student-centered, requiring students to take more responsibility for learning.)</p>	<p>After creating the collaborative Venn diagram, each student completes their own diagram to compare and contrast the two stories. This task shifts from peer-supported learning to individual responsibility, requiring students to independently apply analytical skills and demonstrate their understanding through a visual and textual representation.</p>
<b>Instruction</b>	

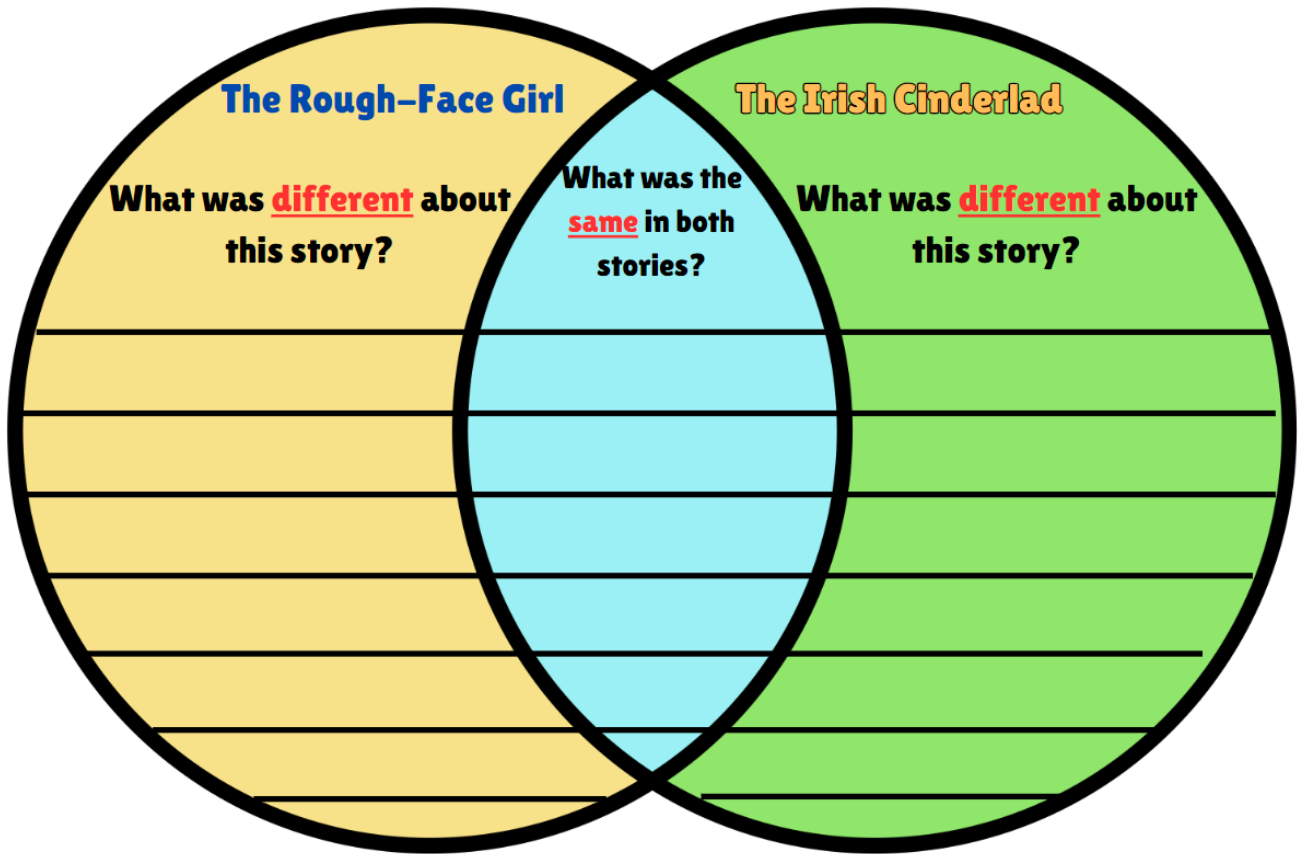
Lesson Part	Description of Activities and Instruction (Teacher Does)	Description of Activities and Instruction (Students Do)	Meeting Individual & Group Needs
<p><b>Opening:</b> Describe the beginning of your lesson. This can include a hook/motivator, presentation of objectives, Essential Question, and/or introduction of topic.</p> <p>Additionally, relevance &amp; connections must be made to prior learning, personal, cultural or community assets.</p>	<ol style="list-style-type: none"> <li>1. TTW play a lesson hook video introducing the topic of culture that highlights how there are different ways to tell a single story.</li> <li>2. TTW introduce the objective, as well as the essential question, I can statement, and key vocabulary.</li> <li>3. TTW will display a slideshow presentation and introduce the term “culture”. TTW will ask students to turn and talk to a partner to discuss what they believe culture means.</li> <li>4. TTW call on volunteers to express their ideas of culture.</li> <li>5. TTW discuss these ideas with the group, providing positive feedback and gratitude for the effort.</li> <li>6. TTW use the slides to introduce that culture comes in different varieties. TTW convey that culture can encompass many things, including where people are from, the sports they like, or even the video games they play. TTW relate examples of state culture and mention personal experiences and those of specific students from outside Tennessee. TTW connect to background knowledge by explain that there is one cultural element that students definitely know about. TTW change the slide to reveal how the show <i>Bluey</i> is an example of Australian culture.</li> <li>7. TTW reintroduce the topic of Cinderella that was briefly discussed on Tuesday. TTW remind them that different cultures have ways of telling the same story, but from a new perspective.</li> </ol>	<p>What do you plan for students to do during the major steps of this lesson?</p> <p>Please make your numbers correspond to the numbered steps in the other columns.</p> <ol style="list-style-type: none"> <li>1. TSW watch the video.</li> <li>2. TSW listen and think about the information they are receiving.</li> <li>3. TSW view the presentation and listen to the teacher, considering the concept of culture. TSW participate in a turn and talk to reflect on what culture means to them.</li> <li>4. TSW volunteer their ideas of culture when called on.</li> <li>5. TSW listen to the discussion and provide input if they have any.</li> <li>6. TSW listen to the conversation and consider their own experiences.</li> <li>7. TSW listen to the discussion and consider these ideas.</li> </ol>	<p>Plans instruction to meet the needs of individual students. Adaptations are tied to learning objectives. Consider ELL and other specific individual or group learning; includes requirements in IEP or 504 plans.</p> <ol style="list-style-type: none"> <li>1. N/A</li> <li>2. All information is provided verbally to assist struggling readers.</li> <li>3. All information is provided verbally to assist struggling readers.</li> <li>4. N/A</li> <li>5. N/A</li> <li>6. All information is provided verbally and with images to assist struggling readers.</li> <li>7. N/A</li> </ol>

<p><b>Instructional Procedures/ Learning Tasks:</b> Continue numbering your steps as they continue from the opening.</p> <p>Provide specific step-by-step details of lesson content aligned with objectives, utilizing a variety of teaching strategies.</p>	<ol style="list-style-type: none"> <li>8. TTW say that just like on Tuesday, the class is going to read another culture’s perspective on Cinderella. On Tuesday the class heard a Cinderella story from Ireland (“The Irish Cinderlad” by Shirley Climo) and today they are going to hear one from a Native American viewpoint.</li> <li>9. TTW read “The Rough-Face Girl” by Rafe Martin to the class.</li> <li>10. TTW discuss why it is important to compare and contrast stories, highlighting what we can learn by doing so.</li> <li>11. TTW display a Venn diagram comparing cats and dogs. TTW explain how these diagrams work. TTW ask students to volunteer differences and similarities between cats and dogs and will record the answers in the diagram.</li> <li>12. TTW switch to a slide comparing the two stories with a Venn Diagram. TTW ask students to turn and talk to a partner about the similarities and differences between the stories.</li> <li>13. TTW call on students to provide answers and will enter them into the Venn diagram.</li> <li>14. TTW display the Venn diagram worksheet and will explain the instructions. TTW use a thumbs up/thumbs down assessment to assess understanding and ask if students have any questions.</li> <li>15. TTW dismiss the students to their seats and will distribute the worksheets.</li> <li>16. TTW circulate around</li> </ol>	<ol style="list-style-type: none"> <li>8. TSW will listen to the discussion and recall the story of “the Irish Cinderlad.”</li> <li>9. TSW listen to the story.</li> <li>10. TSW will listen to the teacher and consider the importance of comparing and contrasting.</li> <li>11. TSW provide differences when called. TSW will ask for any clarifications if they are confused by the Venn diagram.</li> <li>12. TSW talk to a partner about the differences and similarities they perceived between the two stories.</li> <li>13. TSW provide their answers for the Venn diagram.</li> <li>14. Students will give a thumbs up or down and will ask clarification questions, if necessary.</li> <li>15. TSW return to their seats.</li> <li>16. TSW complete their worksheets and ask for help, if needed.</li> <li>17. TSW complete the character comparison sheet if they finish their diagram early.</li> </ol>	<ol style="list-style-type: none"> <li>8. The story on Tuesday was read aloud to accommodate struggling readers.</li> <li>9. The story is read aloud to accommodate struggling readers.</li> <li>10. N/A</li> <li>11. The slide is written using minimal language and visuals are provided to assist struggling readers.</li> <li>12. The slide is written using minimal language and visuals are provided to assist struggling readers.</li> <li>13. N/A</li> <li>14. The instructions are explained verbally and thoroughly to accommodate struggling readers.</li> <li>15. N/A</li> <li>16. TTW visit struggling readers during circulations to ensure they are understanding the material and are on task.</li> <li>17. The worksheet uses minimal language and pictures to accommodate struggling readers.</li> </ol>
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	<p>the room, observing how students are progressing with the assignment and aiding where needed.</p> <p>17. TTW provide a character comparison worksheet for early finishers.</p>		
<p><b>Closure:</b> Continue numbering to describe the end of your lesson.</p> <p>Make clear connections to real-world situations and require students to reflect on and apply their learning through verbal or written expression.</p>	<p>18. TTW call students back to the rug and revisit the essential question and importance of understanding different cultures and perspectives through stories.</p> <p>19. TTW connect the lesson to real world applications.</p> <p>20. TTW collect the worksheets and direct the students to clean up for Related Arts.</p>	<p>18. TSW return to the rug and listen to the teacher.</p> <p>19. TSW listen to the teacher and consider the connections being made.</p> <p>20. TSW clean up and prepare for Related Arts.</p>	<p>18. N/A</p> <p>19. N/A</p> <p>20. N/A</p>
<p><b>Material/Resources:</b> What do you need for this lesson? Identify, within a bulleted list, the specific resources that you will use. Describe how these materials add value, depth, and extend students' learning.</p>	<p><b>Technology:</b> Describe the technology you plan to use in your lesson. How does the identified technology in your lesson improve student learning? If applicable, (c) explain how you will use this technology to support a variety of student needs within the learning environment, and (d) If you used this technology to design and implement formative and/or summative assessments, please explain. Did you use the technology to collect and/or analyze your data to inform instruction? Explain.</p>		
<ul style="list-style-type: none"> <li>• Lesson plan presentation</li> <li>• Venn diagram worksheet</li> <li>• Character comparison early finisher worksheet</li> <li>• "The Rough-Face Girl" by Rafe Martin</li> <li>• "The Irish Cinderlad" by Shirley Climo</li> <li>• Pencils</li> <li>• Stuffed animals</li> </ul>	<ul style="list-style-type: none"> <li>• Boxlight (To display the lesson presentation)</li> <li>• Canva (To create the lesson plan, character sheet early finisher, and lesson presentation)</li> <li>• CapCut (To make the lesson hook video)</li> <li>• Stop Motion Studio (To make the lesson hook video)</li> <li>• iMovie (To make the lesson hook video)</li> <li>• iPad</li> <li>• Notability App (To spell words for struggling readers)</li> <li>• Laptop</li> </ul>		
<p><b>Management:</b> Explanation of processes and/or procedures, transitions from one activity to another, strategies for gaining attention, motivating students to engage in the lesson and focus on learning (e.g., work boards, posted procedures, modeling, positive feedback, redirection). If management decisions were addressed above, please underline those processes and procedures.</p>			
<p>When students are off task or talking, TTW say "class class," and TSW reply "yes yes." There are also a series of claps that students will copy to redirect focus. For minor problem behavior with specific students, TTW move student magnets on the behavior management board. For severe misbehavior, the principal will be called, and students will receive a tally against the schoolwide behavioral management system.</p>			

# Assessment

This assessment was designed to be accessible for all students, including those who struggle with reading.



**Which story did you like the best? Why?**

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