

LESSON PLAN by Stephanie Bennett, Jillian Cartwright, Kristi Grehl, Kathryn Moore

Lesson: Cinderella Stories **Length:** 20-30 minutes

Age or Grade Intended: 2nd Grade

Academic Standard:

Standard 3 Reading Comprehension and Analysis of Literacy Text
2.3.1 Compare plots, settings and characters presented by different authors.

Performance Objectives:

- Given five different versions of Cinderella stories, the student will compare the plots of the different stories by listing four to five differences.
- Given five different versions of Cinderella stories, the students will compare the settings of the different stories by listing four to five differences.
- Given five different versions of Cinderella stories, the students will compare the characters of the different stories by listing four to five differences.

Assessment:

- We will assess the students by having a group discussion about the differences in the five different stories.
- We will assess the students by having them write a short paragraph about one difference they noticed between two different versions of the Cinderella stories that we discussed.

Advanced Preparation by Teacher:

- The room will be set up so that the desks are in four different groups that are not right next to each other.
- The materials needed are the list of books that are being used, card stock, masking tape and markers.

Procedure:

Introduction/Motivation:

- Ask the class if any of them have seen or heard about different Cinderella stories.
- Then tell them that they are going to discuss different versions of the Cinderella story but first we are going to discuss the original Cinderella.

Step-by- Step Plan:

- As a class read the original story of Cinderella
- On the chalk board fill in the chart with title, country, setting, characters, and the plot for the original Cinderella.
- Before dividing the class into groups while they are still in one big group example to them what they will need to once they are divided

into their small groups; read their assigned story, find the things listed on the chart, write on card stock and then post on board in correct spot.

- Once the class understands what they are to do divide them into four groups
- Give each group a different version of Cinderella and they need to start off by reading the story, which will be read to them, and once the story has been read they will need to start finding their answers to fill in the chart. The students will be kept on track by the teacher that is working with their group, she will make sure they are paying attention to the story and they are writing down their answers.
- Each person in the group will be given a piece of stock card and on that card will be written a certain thing that needs to be found in the story they are reading.

Closure:

- Once all the groups have found their answers, written them on the card stock and posted on the board the groups will come back together as a big group and together we will go over the five stories and see what differences were found.
- Some discussion questions will be used are what are some of the differences that we see between all five versions and what are some similarities that we see between all five versions.

Homework:

- The students will then write a journal entry of a couple paragraphs.
- The first paragraph will discuss one of the differences they saw between the two different versions of the Cinderella stories.
- The second paragraph will consist of what the students' favorite version of Cinderella they like best and what they liked and/or did not like about the activity.

Adaptations/Enrichment:

- The gifted students in the class could give a quick five minute speech as to where their original ideas and history of the different Cinderella stories came from. This information will be presented to the class.

Self- Reflection:

- Based on the students' journals, we can get an idea of how they felt about the activity. We can make future changes if needed based off the journal entries. As we work in our groups, each of us observed what worked and went well. Future changes to our lesson plan can be based off that as well.