Lesson Title: Variant Tales

Content Area and Grade level: Reading and Language Arts Grade 2

Author: Renae Bouza

School District: Yankton

Email: rbouza@ysd.k12.sd.us

Brief Description of the lesson/unit: Students will be reading and writing variant tales at their skill level

South Dakota Content Standards:

*Standard # and exact wording* 2.R.3.1 Students are able to compare and contrast different versions of the same story or poem from various cultures. 2.W.3.2. The students will model story structures or organizational patterns used by various authors.

*Unpacked standards* I can show in writing and or speaking likenesses and differences in different version of the same story from different backgrounds.

Materials:
Scholastic Trio Set 2 Variant Tales (3 reading levels of various Goldilocks stories. One story is African American) Various Cinderella stories such as *Mufaro’s Beautiful Daughters* (Africa), *Korean Cinderella* (Korea), *Rough Faced Girl* (N. American Native American) overhead transparency of comparison chart, Cinderella videos, paper, Venn diagram.

C layer (direct instruction learning about variant tales)

*1. Listen to Cinderella story read by teacher
2. Watch video of two different versions of Cinderella
3. Draw a picture of something that happened in each of the stories
4. Explain how the stories are the same & different*

B layer (Reading project with variant tales)

*1. Read new variant tale at student’s reading level
2. Large group activity-fill in chart comparing, contrasting, characters, events, settings etc.
3. Make a Venn Diagram comparing 2 of the stories
4. Write which story you liked better and give reasons why
5. Write which story you liked the least and give reasons why*
A layer (Differentiated writing project with variant tales) (students pick 1)
1. Write a new variant tale on your own
2. Write a new variant tale with a partner (sharing writing & ideas)
3. Write a new variant tale with a group and teacher using sharing the pen technique

* Required activity

Evaluation

Observation of class activities and discussions.
Running records of oral reading.
School district’s writing rubric scoring 1(low) to 5 (high) for ideas, organization, voice and conventions
Venn diagram- 1 point for each difference/similarity
   5 to 6 points-S Standard met
   More than 6 points-E exceeds standard
   Less than 5 points- I improving toward standard (according to school districts progress report scoring)