Lesson Title: Cinderella Unit

Content Area and Grade Level: Second Grade Language Arts and Social Studies

Author: Pat Cassutt

School District: Mitchell School District

Email: patcassutt@k12.sd.us

Brief Description of the Lesson/Unit:
The students will be introduced to various versions of the story Cinderella. They will use context clues from each story to find similarities and differences using graphic organizers. The students will be able to make connections to self-text-world.

South Dakota Content Standards:

- **Standard numbers and exact wording**
  2.R.3.1 (Comprehension) Compare and contrast different versions of the same story or poem from various cultures.
  2.R.2.2 (Application) Explain major literary elements in text to convey an understanding of stories and informational material.

- **Unpacked standards (in student-friendly wording)**
  2.R.3.1 I can find the similarities among different versions of the same story from various cultures.
  2.R.3.1 I can find the differences among different versions of the same story from various cultures.
  2.US2.1 I will explain how different cultures share similar traditions.
1. What enduring understandings are desired?

   1) The students will identify story elements: characters, setting, plot, conflict, and resolution. The students will use prior knowledge to make connections to self, text, and world. The students will identify some difference and similarity in cultural traditions.  

   2) How does prior knowledge help you make a connection to self, text, or to the world? How do story elements help you find what is similar and what is different in a given text? How do graphic organizers help you organize information?

2. What essential questions will guide this unit and focus both the teaching and the learning?

   How does prior knowledge help you make a connection to self, text, or to the world? How do story elements help you find what is similar and what is different in a given text? How do graphic organizers help you organize information?

3. What key knowledge and skills will students acquire as a result of this unit?

   The students will identify and explain basic story elements from various cultures. The students will be able to better understand other cultures and identify similar traditions to another story.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?

   *Students may be unfamiliar with other cultures.  
   *Students may have short attention spans.  
   *Students may be weak in comprehension.
What evidence will show that students understand?

1. **Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):**
   - Prior knowledge
   - Making connections: text, self, world
   - Graphic organizers: KWL, Venn diagrams, story elements
   - Individual and whole group questioning and activities

2. **Performance Tasks:**
   - Story Boards
   - Individual graphic organizers
   - Individual activities
   - Projects

3. **Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):**

4. **Formative Assessment (Dialogues, Observations, Work Samples, etc.):**
   - Teacher observation
   - Whole-group graphic organizer activity
   - Individual graphic organizers
   - Discussion groups

**Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.**

Students will work on various graphic organizers, either individually or with a buddy, to find similarities and differences amongst different versions of the story Cinderella. Students will work on Story Organizer Story Map

5. **Student Self-Assessment:**
*Graphic organizers
*Individual writing projects: story boards, jigsaw books, flip books, etc.

6. **Attach or include specific rubrics being used for this lesson/unit:**
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

2. Materials, Supplies, & Resources (technology & print):

* Please see attached graphic organizers
* Cinderella Penguin by Janet Perlman
* Cindy Ellen A Wild Western Cinderella by Susan Lowell
* The Salmon Princess An Alaska Cinderella Story by Mindy Dwyer
* The Rough-Face Girl by Rafe Martin
* Bigfoot Cinerrrrra by Tony Johnston
* The Egyptian Cinerella by Shirley Climo
* The Korean Cinderella by Shirley Climo
* Dinorella a Prehistoric FAiry Tale by Pamela Duncan Edwards
* Rufferella by Vanessa Gill-Brown
* Cinderella by Campbell Grant

3. Classroom Management:

Introduction and reading of selected story versions will be in whole group setting.
KWL chart will also be done in a whole group setting
Individual and whole group graphic organizers
Story board activity
Center Activites: individual, small group, and whole group management

4. Support Services and Special Teacher Notes:

Study partners
Multiple texts
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:
   - class discussion and participation
   - self-selected story board to retell their favorite version of the Cinderella story
   - individual graphic organizers

2. Differentiated Content:

3. Differentiated Product:
   - graphic organizers
   - individual writing product: story boards vs. How to …
   - individual participation