

Central Focus:

Students will compare and contrast similarities and differences in key details across various Cinderella stories.

Content Standards (CCSS): *Highlight essential parts*

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

Learning Segment Objective

*Essential Literacy skill/strategy that students will learn and practice **over a series of lessons?***

Students will be able to use examples from the text to compare and contrast key details across a variety of Cinderella stories.

Summative Assessment: *Describe the assessment that measures students' competency **after a series of lessons?***

Students will be evaluated on their ability to complete a graphic organizer comparing and contrasting the key details in Mufaro's Beautiful Daughters to the key details in either Cinderella or Adelita. Students will need to identify three similarities in key details and three differences between the two stories. Students will show competency by choosing similarities and differences from text evidence in the stories that correspond with the identified text.

Lesson Objective(s)/ (Single Lesson) *Include at least 1 objective related to Essential Literacy Strategy and 1 objective for Related Skills*

Formative Assessment:

Learning Objective(s) related to the development of the Essential Literacy Strategy/Skill

With Teacher Modeling and Support

- Students will be able to identify key details and fairytale elements in Adelita and put them into a Foldable to organize the story.
- Students will be able to find similarities in Adelita and Disney's Cinderella.

Students will complete a half sheet of paper answering the question, "What is one thing that makes Adelita a Cinderella story?" that will be collected at the end of the lesson as an exit slip.

Learning objective for the development of a related literacy skill:

With Teacher Modeling and Support

- Students will be able to note take key details within a graphic organizer through the use of visuals and color coding to help them understand Adelita, as well as similarities and differences between Adelita and Cinderella.

On their half sheet of paper, students will identify a visual representation (Adelita's window) that reminds them which side of the Foldable Adelita's information is on.

Instructional Resources and Materials: *List **key** resources and materials necessary to complete this lesson.*

Adelita, By Tomie dePaola -Read Aloud on Youtube (<https://www.youtube.com/watch?v=WU5ChrH0wHg>)

Post-It Notes- Provided to students to color code and note key details throughout the story

FairyTales Foldable- Made by the students as a graphic organizer to note key details, similarities, and differences throughout all three Cinderella stories. Students will also be able to reference this on the summative assessment.

Adelita’s Window for Foldable- This provides students with a strong visual connection to Adelita. This will provide support to students as they keep track of the various Cinderella stories’ key details.

Adelita Key Details FlipChart: This will be the model for the students to follow as teacher and students identify key details and describe similarities. The squares are the same color as their sticky notes for a visual scaffold. Word Bank, Learning Goals, and Sentence Frames are also on the FlipChart

Disney’s Cinderella Anchor Chart- This will be posted for the students to reference throughout the lesson. This provides the students with the key details they will compare and contrast to Adelita.

*If technology fails, there will be a hard copy of Adelita available.

Prior Academic Learning and Experiences:

For the past two weeks the students in my class have been engaging in a unit on fables, folktales, and now beginning fairytales. The students can identify the specific elements of fables and folktales. They have also been introduced to various fables and folktales including: Johnny Appleseed, The Monkey and the Turtle _____. Students were taught to describe the moral or lesson at the end of the fables and identify the hero and the “why” in folktales. At the beginning of the week, the students were introduced to fairytales and their essential elements. The students in my class have expressed a strong interest throughout the year of Disneyland and its characters. Because of their love for Disney, students were able to fluently identify key details and essential fairytale elements specific to Cinderella (good and evil characters, magic, setting, problem, solution, and special ending). They organized these key details in a Foldable where they will house all the key details for each Cinderella story read throughout this unit. They wrote color coded information on various sticky notes and are ready to begin comparing and contrasting other Cinderella stories.

Academic Language Development:

Language Function:	Supports:
Students will be able to identify key details and fairytale elements in <u>Adelita</u> and write them in a Foldable. Students will use specific vocabulary to describe similarities between <u>Disney’s Cinderella</u> and <u>Adelita</u> .	<p><i>Teacher Modeling:</i> I will model how to identify the key details and fairytale elements in Adelita, throughout the first half of the text. I will model describing similarities throughout the first half of the text.</p> <p><i>Partner Talk:</i> Throughout the lesson, students will engage in partner talks with strategic heterogenous partnerships to practice language, identifying, and describing key details and similarities.</p>
Essential Vocabulary:	Supports:
<p>similar, same, similarities, different, differences</p> <p>Adelita Vocabulary: whim, rebozo (shawl), glared</p>	<p><i>Word Bank:</i> I will introduce the word bank of essential vocabulary and their definitions for the unit. I will also introduce Adeltia specific vocabulary that may be unfamiliar so students will recognize the words in context</p>
Language Structure (Syntax OR Discourse)	Supports
<p>Syntax:</p> <ul style="list-style-type: none"> Students will be able to write key details, similarities, and differences on specific color coded sticky notes in complete sentences. Students will be able to use examples from the text when they speak and write about the similarities, differences and key details in Adelita and Cinderella. 	<p><i>Modeling:</i> I will model how to annotate the key details and similarities on the sticky notes for the first half of Adeltia.</p> <p><i>Sentence Frames:</i> “This is similar/different to Cinderella, because in the text it says…”</p>

Supporting Diverse Learners (differentiation and scaffolds)

List subgroups and/or individual students.	List supports:
Expanding English Language Learners	<ul style="list-style-type: none"> • Front-loading of essential academic vocabulary and explicit instruction of meaning. • Visuals within graphic organizer as well as teacher hand movements and gestures throughout the lesson. • Teacher modeling of speaking in standard English as well as writing. • Open ended questions with sentence frames for students to speak and write in complete sentences • Partner Talk in heterogeneous partnerships to develop higher levels of thinking as well as practice their language acquisition.
Students with an IEP/504	<ul style="list-style-type: none"> • Students will be placed in strategic heterogeneous partnerships, with a strong English speaker, to allow practice with speaking and listening. • A posted academic word bank and essential vocabulary preview will be provided prior to lesson.
Readers Below Grade Level	<ul style="list-style-type: none"> • Students will be placed in strategic heterogeneous partnerships, with a strong English speaker, to allow practice with speaking and listening. • Pre-teach vocabulary • Provision of visual/audio support for ideas in text • Explicit instruction of key details and important information • Students may draw images of the text to reference important details
Students Needing Constant Teacher Support to be on Task	<ul style="list-style-type: none"> • Extra time will be provided towards the end of the day during extra free time • Teacher will engage students in whole group discussion, calling on them for answers to bring them back to the conversation. • Provided leadership roles to engage students in lesson (i.e. passing out/collecting supplies)

*There are no students classified as GATE in the class.

Anticipatory Set:

Students will remain in their seat during instruction, so they are able to effectively take notes throughout the story. I will transition the students from break into literacy hour. Then I will review the lesson from day before: review fairytale elements and key details in Disney’s Cinderella. I will then introduce Adelita: A Mexican Cinderella story, reminding students that many other cultures and countries have Cinderella stories of their own and today we are going to see what similarities the two stories have. I will then introduce the learning goals of the day and have the students chorally read them afterwards.

Main Portion (body) of the Lesson:

Checks for Understanding.

I DO:

<p>Teacher will introduce essential vocabulary of the lesson providing pronunciation and definitions.</p> <p>Teacher will then set intentions for the lesson: find key details and similarities in Adelita and Cinderella.</p>	<p>Students will chorally read essential vocabulary from word bank after introduction.</p>
<p>Through a think aloud, teacher will then model how to identify the first two key details in Adelita.</p> <ul style="list-style-type: none"> • Stop video at 02:35- Call out Setting: A long time ago, in a village in Mexico, La Casa Mercado. • Stop video at 04:25- Identify Characters both good and evil: Good- Adelita and Esperanza, Evil- Doña Michaela, Valentina, and Dulce • Describe similarities in Cinderella and Adelita: Fairy God Mother and Esperanza, Evil Step Family, mother passed away 	<p>Students will follow teacher modeling with their own graphic organizers:</p> <ul style="list-style-type: none"> • Follow along with Adelita read aloud • Write down correct information on correct colored sticky notes
<p>WE DO TOGETHER:</p>	
<p>Students will continue to follow along with Adelita Read aloud.</p> <ul style="list-style-type: none"> • Stop video at 06:10- Students will use heterogenous partner talk to identify the problem in the story. (Doña Micaela sent away Esperanza and made Adelita do all the kitchen work.) • Students will then share out their identifications, how they know this is the problem, and how it is similar to Cinderella. • Teacher will then chart their identifications and facilitate building on students ideas. • Students will note their “problem” sticky notes. <ul style="list-style-type: none"> • Stop video at 07:48- Students will use heterogenous partner talk to identify the problem in the story. (Doña Micaela would not let Adelita go to the fiesta.) • Students will then share out their identifications, how they know this is the problem, and how it is similar to Cinderella. • Teacher will then chart their identifications and facilitate building on students ideas. • Students will note their “problem” sticky notes. 	<p><i>Teacher Move:</i></p> <p>“What is the problem that has just occurred in our story?”</p> <p>“How is this similar to Cinderella?”</p> <p>“How do you know?”</p> <p>“What did it say in the text?”</p> <p><i>Sentence Frame:</i></p> <p>The problem in the story is _____, because it says _____.</p> <p><i>Graphic Organizer:</i> Students will use their color coded sticky notes to aid their understanding of Adelita.</p>
<p>Closure:</p>	
<p>Students will be given a half sheet of paper with the questions, “What is one thing that makes <u>Adelita</u> a Cinderella story” and “What picture helps you to know where information about <u>Adelita</u> is?” They will fill out their half sheets individually as a formative assessment for the lesson. Once finished students will turn their half sheets and markers into the back table. They will also place all of their sticky notes into their graphic organizer for the next lesson.</p> <p>Once all assessments are turned in, I will ask the students why we find the key details and the similarities in these fairytales, to emphasize the point of the lesson. I will remind them that we will finish the story tomorrow and transition students into silent reading.</p>	

Central Focus:

Students will compare and contrast similarities and differences in key details across various Cinderella stories.

Content Standards (CCSS): *Highlight essential parts*

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

Learning Segment Objective

*Essential Literacy skill/strategy that students will learn and practice **over a series of lessons?***

Students will be able to use examples from the text to compare and contrast key details across a variety of Cinderella stories.

Summative Assessment: *Describe the assessment that measures students' competency **after a series of lessons?***

Students will be evaluated on their ability to complete a graphic organizer comparing and contrasting the key details in Mufaro's Beautiful Daughters to the key details in either Cinderella or Adelita. Students will need to identify three similarities in key details and three differences between the two stories. Students will show competency by choosing similarities and differences from text evidence in the stories that correspond with the identified text.

Lesson Objective(s) (Single Lesson) *Include at least 1 objective related to Essential Literacy Strategy and 1 objective for Related Skills*

Formative Assessment:

Learning Objective(s) related to the development of the Essential Literacy Strategy/Skill

Independently:

- Students will be able to identify key details and fairytale elements in Adelita and put them into a Foldable to organize the story.

With Teacher Support:

- Students will be able to describe similarities and differences in Adelita and Disney's Cinderella.

Students will complete a half sheet of paper answering the question, "What is one similarity and one difference between Adelita and Cinderella?" that will be collected at the end of the lesson as an exit slip.

Learning objective for the development of a related literacy skill:

With teacher support:

- Students will be able to note-take key details within a graphic organizer through the use of visuals and color coding to help them understand Adelita, as well as similarities and differences between Adelita and Cinderella.

On their half sheet of paper, students will identify what color their problem sticky note is and what color their solution sticky note is, to assess their note taking organization.

Instructional Resources and Materials: *List **key** resources and materials necessary to complete this lesson.*

Adelita, By Tomie dePaola -Read Aloud on Youtube (<https://www.youtube.com/watch?v=WU5ChrHOwHg>)
Post-It Notes- Provided to students to color code and note key details throughout the story
FairyTales Foldable- Made by the students as a graphic organizer to note key details, similarities, and differences throughout all three Cinderella stories. Students will also be able to reference this on the summative assessment.
Adelita’s Window for Foldable- This provides students with a strong visual connection to Adelita. This will provide support to students as they keep track of the various Cinderella stories’ key details.
Adelita Key Details FlipChart: This will be the model for the students to follow as teacher and students identify key details and describe similarities. The squares are the same color as their sticky notes for a visual scaffold. Word Bank, Learning Goals, and Sentence Frames are also on the FlipChart
Disney’s Cinderella Anchor Chart- This will be posted for the students to reference throughout the lesson. This provides the students with the key details they will compare and contrast to Adelita.
 *If technology fails, there will be a hard copy of Adelita available.

Prior Academic Learning and Experiences:

For the past two weeks the students in my class have been engaging in a unit on fables, folktales, and now beginning fairytales. The students can independently identify the specific elements of fables and folktales. They have also been introduced to various fables and folktales including: Johnny Appleseed. Students were taught to describe the moral or lesson at the end of the fables and identify the hero and the “why” in folktales. At the beginning of the week, the students were introduced to fairytales and their essential elements. Now with teacher prompting, students can identify the elements in a fairytale. The students in my class have expressed a strong interest throughout the year of Disneyland and its characters. Because of their love for Disney, students were able to fluently identify key details and essential fairytale elements specific to Cinderella (good and evil characters, magic, setting, problem, solution, and special ending). With teacher support, they organized these key details in a Foldable where they will house all the key details for each Cinderella story read throughout this unit. They wrote color coded information on various sticky notes and are ready to begin comparing and contrasting other Cinderella stories. Students have read and identified the key details in Adelita with teacher support. By the end of this lesson, students will be able to independently identify the key details in Adelita and with teacher support, compare and contrast the two stories.

Academic Language Development:

Language Function:	Supports:
Students will be able to identify key details and fairytale elements in <u>Adelita</u> and write them in a Foldable. Students will use specific vocabulary to describe similarities and differences between <u>Disney’s Cinderella</u> and <u>Adelita</u> .	<i>Teacher Modeling:</i> I will model how to identify the key details and fairytale elements in Adelita, throughout the first half of the text. I will model describing similarities and differences throughout the second half of the text. <i>Partner Talk:</i> Throughout the lesson, students will engage in partner talks with strategic heterogenous partnerships to practice language, identifying, and describing key details, similarities, and differences.
Essential Vocabulary:	Supports:
similar, same, similarities, different, differences Adelita Vocabulary: whim, rebozo (shawl), glared	<i>Word Bank:</i> I will introduce the word bank of essential vocabulary and their definitions for the unit. I will also introduce Adeltia specific vocabulary that may be unfamiliar so students will recognize the words in context
Language Structure (Syntax OR Discourse)	Supports

<p>Syntax:</p> <ul style="list-style-type: none"> • Students will be able to write key details, similarities, and differences on specific color coded sticky notes in complete sentences. • Students will be able to use examples from the text when they speak and write about the similarities, differences and key details in Adelita and Cinderella. 	<p><i>Modeling:</i> I will model how to annotate the key details and similarities on the sticky notes for the first half of Adelitia. <i>Sentence Frames:</i> “This is similar/different to Cinderella, because in the text it says...”</p>
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Supporting Diverse Learners (differentiation and scaffolds)

List subgroups and/or individual students.	List supports:
Expanding English Language Learners	<ul style="list-style-type: none"> • Visuals within graphic organizer as well as teacher hand movements and gestures throughout the lesson. • Teacher modeling of speaking in standard English as well as writing. • Open ended questions with sentence frames • Partner Talk in heterogeneous partnerships to develop higher levels of thinking as well as practice their language acquisition.
Students with an IEP/504	<ul style="list-style-type: none"> • Students will be placed in strategic heterogeneous partnerships, with a strong English speaker, to allow practice with speaking and listening. • A posted academic word bank and essential vocabulary preview will be provided prior to lesson.
Readers Below Grade Level	<ul style="list-style-type: none"> • Students will be placed in strategic heterogeneous partnerships, with a strong English speaker, to allow practice with speaking and listening. • Provision of visual/audio support for ideas in text • Explicit instruction of key details and important information • Students may draw images of the text to reference important details
Students Needing Constant Teacher Support to be on Task	<ul style="list-style-type: none"> • Teacher will engage students in whole group discussion, calling on them for answers to bring them back to the conversation. • Provided leadership roles to engage students in lesson (i.e. passing out/collecting supplies)

*There are no students classified as GATE in the class.

Anticipatory Set:

Students will remain in their seat during instruction, so they are able to effectively take notes throughout the story. I will transition the students from break into literacy hour by asking them to get into their literacy partnerships and take out their Cinderella Graphic Organizers. I will dismiss tables individually to come and choose their marker for the day. We will chorally read the Learning Goals for the lesson today and review the essential vocabulary. Then I will review the lesson from day before: key details in Adelita, similarities. I will then introduce that today we are going to be focusing on finding **differences** in our two stories as well as key details and similarities.

Main Portion (body) of the Lesson:	Checks for Understanding.
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WE DO TOGETHER:

<p>Students will engage in rewatching a part of the story from yesterday to bring them back into the context of our lesson and remind themselves of where we left off the day before. (Start video at 07:17)</p>	<p>Students have reviewed notes and key details from the day before prior to the video beginning.</p>
<p>Students will follow along with second half of Adelita as it is read aloud to them.</p> <ul style="list-style-type: none"> • Stop video at 09:04- Partner Talk: Identify the solution in the story. • Share out of student identifications and how they know this is the solution. • Teacher will then chart their identifications and facilitate building on students ideas. • Students will note their “solution” sticky notes. 	<p><i>Heterogenous Partner Talks:</i></p> <ul style="list-style-type: none"> • “Was there a solution to our problem?” • “What are some similarities between Cinderella and Adelita?” • What are some differences between Cinderella and Adelita?” • “What are some similarities and differences in our two stories?” • “What is the ending of our story?”
<ul style="list-style-type: none"> • Stop video at 09:04- Partner talk: Describe similarities in the story between Cinderella and Adelita. • Share out: Describing the similarities from the text using their sentence frame. • Teacher will then chart their descriptions and facilitate building on students ideas. • Students will note their similarities section in graphic organizer. 	<p><i>Teacher Moves:</i></p> <p>“What happened that fixed Adelita not being able to go to the fiesta?”</p> <p>“Did that happen in Cinderella too?”</p> <p>“Where in the text does it say...?”</p> <p>“Can you build on that?”</p>
<ul style="list-style-type: none"> • Stop video at 10:26- Partner Talk: Describe differences in the story between Cinderella and Adelita. (No glass slipper) • Share out: Describing the differences from the text using their sentence frame. • Teacher will then chart their descriptions and facilitate building on students ideas. • Students will note their differences section in graphic organizer. 	<p><i>Sentence Frames:</i> “This is similar/different to Cinderella, because in the text it says_____.”</p>
<ul style="list-style-type: none"> • Stop video at 12:55- Partner Talk: Describe similarities and differences in the story between Cinderella and Adelita. • Share out: Describing the similarities and differences from the text using their sentence frame. • Teacher will then chart their descriptions and facilitate building on students ideas. • Students will note their similarities and differences section in graphic organizer. 	<p><i>Graphic Organizer:</i> Students will use their color coded sticky notes to aid their understanding of Adelita.</p>
<ul style="list-style-type: none"> • Stop video at 14:21- Partner Talk: Identify the ending of the story. • Share out: Identifications of the ending of the story. • Teacher will then chart their descriptions and facilitate building on students ideas. • Students will note their “ending” sticky notes. 	

Closure:

Students will be given a half sheet of paper with the questions, “What is one similarity and one difference between Adelita and Cinderella ” and “What color is the ‘problem’ stick note and what color is the ‘solution’ sticky note?” They will fill out their half sheets individually as a formative assessment for the lesson. Once finished students will turn their half sheets and markers into the back table. Students who have not finished completely filling in their organizer can use the time while waiting for everyone to finish to do so.

Once all assessments are turned in, I will ask the students why we find the key details and the similarities in these fairytales, to emphasize the point of the lesson. I will remind the students that we will continue with a different story tomorrow.

Central Focus:

Students will compare and contrast **similarities and differences of key details** across various Cinderella stories.

Content Standards (CCSS): *Highlight essential parts*

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

Learning Segment Objective

*Essential Literacy skill/strategy that students will learn and practice **over a series of lessons?***

Students will be able to use examples from the text to compare and contrast key details across a variety of Cinderella stories.

Summative Assessment: *Describe the assessment that measures students' competency **after a series of lessons?***

Students will be evaluated on their ability to complete a graphic organizer comparing and contrasting the key details in Mufaro's Beautiful Daughters to the key details in either Cinderella or Adelita. Students will need to identify three similarities in key details and three differences between the two stories. Students will show competency by choosing similarities and differences from text evidence in the stories that correspond with the identified text.

Lesson Objective(s) (Single Lesson) *Include at least 1 objective related to Essential Literacy Strategy and 1 objective for Related Skills*

Formative Assessment:

Learning Objective(s) related to the development of the Essential Literacy Strategy/Skill

With Minimal Teacher Support:

- Students will be able to identify key details in Mufaro's Beautiful Daughters.
- Students will be able to describe similarities and differences of key details in Mufaro's Beautiful Daughters (MBD) and Disney's Cinderella.

Students will complete a half sheet of paper answering the questions, "What are two similarities between Cinderella and Mufaro's Beautiful Daughters?" And "What are two differences between Cinderella and Mufaro's Beautiful Daughters?"

Learning objective for the development of a related literacy skill:

With Minimal Teacher Support:

- Students will be able to note key details and organize them within a graphic organizer through the use of visuals and color coding to help them understand key details in Mufaro's Beautiful Daughters, as well as similarities and differences in key details between Mufaro's Beautiful Daughters and Cinderella.

Instructional Resources and Materials: *List **key** resources and materials necessary to complete this lesson.*

Mufaro's Beautiful Daughters, By John Steptoe -Read Aloud on Youtube (<https://www.youtube.com/watch?v=WU5ChrH0wHg>)

Post-It Notes- Provided to students to color code and note key details throughout the story

FairyTales Foldable- Made by the students as a graphic organizer to note key details, similarities, and differences throughout all three Cinderella stories. Students will also be able to reference this on the summative assessment.

Nyasha's Jungle Picture: This provides students with a strong visual connection to MBD. This will provide support to students as they keep track of the various Cinderella stories' key details.

MBD Key Details FlipChart: This will be the model for the students to follow as teacher and students identify key details and describe similarities. The squares are the same color as their sticky notes for a visual scaffold. Word Bank, Learning Goals, and Sentence Frames are also on the FlipChart

Disney's Cinderella Anchor Chart- This will be posted for the students to reference throughout the lesson. This provides the students with the key details they will compare and contrast to MBD.

*If technology fails, there will be a hard copy of MBD available.

Prior Academic Learning and Experiences:

For the past two weeks the students in my class have been engaging in a unit on fables, folktales, and now beginning fairytales. The students can independently identify the specific elements of fables and folktales. They have also been introduced to various fables and folktales including: Johnny Appleseed. Students were taught to describe the moral or lesson at the end of the fables and identify the hero and the "why" in folktales. At the beginning of the week, the students were introduced to fairytales and their essential elements. Now students can independently identify the elements in a fairytale. The students in my class have expressed a strong interest throughout the year of Disneyland and its characters. Because of their love for Disney, students were able to fluently identify key details and essential fairytale elements specific to Cinderella (good and evil characters, magic, setting, problem, solution, and special ending). With teacher support, they organized these key details in a Foldable where they will house all the key details for each Cinderella story read throughout this unit. They wrote color coded information on various sticky notes and are ready to begin comparing and contrasting other Cinderella stories. Students have read and identified the key details in Adelita with teacher support. Students can now fluently identify the key details in a story with very minimal teacher support. They have read two different Cinderella stories and are familiar with the elements involved. By the end of this lesson, with minimal teach prompting students will be able to identify key details in Mufaro's Beautiful Daughters as well as describe similarities and differences between MBD, Disney's Cinderella, and Adelita.

Academic Language Development:

Language Function:

Students will be able to identify key details and fairytale elements in MBD and write them in a Foldable. Students will use specific vocabulary to describe **similarities and differences** between Disney's Cinderella, Adelita, and MBD.

Supports:

Partner Talk: Throughout the lesson, students will engage in partner talks with strategic heterogenous partnerships to practice language, identifying, and describing key details, similarities, and differences.

Essential Vocabulary:

similar, same, similarities, different, differences

Supports:

Word Bank: We will review the word bank of essential vocabulary and their definitions for the unit. Word bank will be posted for reference throughout lesson.

Language Structure (Syntax **OR** Discourse)

Supports

<p>Syntax:</p> <ul style="list-style-type: none"> • Students will be able to write key details, similarities, and differences on specific color coded sticky notes in complete sentences. • Students will be able to use examples from the text when they speak and write about the similarities, differences and key details in Adelita, Cinderella, and MBD <p>Discourse:</p> <ul style="list-style-type: none"> • Students will having meaningful discussions describing similarities and differences across key details in two stories. • Students will build off of each other's ideas 	<p>Syntax: <i>Sentence Frames:</i> "This is similar/different to Cinderella/ Adelita, because in the text it says..."</p> <p>Discourse: <i>Partner Talks/Whole Group Discussion:</i> Students will have repeated opportunities to practice developing more sophisticated ideas and messages about the text.</p>
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Supporting Diverse Learners (differentiation and scaffolds)

List subgroups and/or individual students.	List supports:
Expanding English Language Learners	<ul style="list-style-type: none"> • Front-loading of essential academic vocabulary and explicit instruction of meaning. • Visuals within graphic organizer as well as teacher hand movements and gestures throughout the lesson. • Teacher modeling of speaking in standard English as well as writing. • Open ended questions with sentence frames for students to speak and write in complete sentences • Partner Talk in heterogeneous partnerships to develop higher levels of thinking as well as practice their language acquisition.
Students with an IEP/504	<ul style="list-style-type: none"> • Students will be placed in strategic heterogeneous partnerships, with a strong English speaker, to allow practice with speaking and listening. • A posted academic word bank and essential vocabulary preview will be provided prior to lesson.
Readers Below Grade Level	<ul style="list-style-type: none"> • Students will be placed in strategic heterogeneous partnerships, with a strong English speaker, to allow practice with speaking and listening. • Pre-teach vocabulary • Provision of visual/audio support for ideas in text • Explicit instruction of key details and important information • Students may draw images of the text to reference important details
Students Needing Constant Teacher Support to be on Task	<ul style="list-style-type: none"> • Extra time will be provided towards the end of the day during extra free time • Teacher will engage students in whole group discussion, calling on them for answers to bring them back to the conversation. • Provided leadership roles to engage students in lesson (i.e. passing out/collecting supplies)

*There are no students classified as GATE in the class.

Anticipatory Set:

Students will remain in their seat during instruction, so they are able to effectively take notes throughout the story. I will transition the students from break into literacy hour by asking them to get into their literacy partnerships and take out their Cinderella Graphic Organizers. I will dismiss tables individually to come and collect their instructional materials: sticky notes, Nyasha’s Jungle Picture, markers. We will chorally read the Learning Goals for the lesson today and review the essential vocabulary. Next, I will inform the students that today we are reading a this Cinderella story and we are going to be focusing on find the key details, similarities and differences between this Cinderella tale and Disney’s Cinderella. I will also inform the students that they will be doing this work in their literacy partners and it is up to them to find the key details and compare and contrast them to the other two stories. I will introduce the title, Mufaro’s Beautiful Daughters, and give them some background information that this tale comes to us from Africa. We will then begin the read aloud.

Main Portion (body) of the Lesson:	Checks for Understanding.
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THEY DO TOGETHER:

Teacher will begin the video read aloud of Mufaro’s Beautiful Daughters.

Students will follow along with the story and listen for key details and notice similarities and differences between the key details in MBD and Cinderella or Adelita.

Teacher will stop video at:
 00:33- Setting
 01:18- Characters: Good and Evil (Nyasha and Manyara)
 02:59- Similarities (King is looking for a wife, invited “The Most Worthy and Beautiful Daughters in the Land”, they’re leaving to go to the city)
 05:52- END

During each stopping point, students will use their heterogenous literacy partnerships to discuss the key details and similarities or differences they noticed in the text and write down their notes on their sticky notes.

Teacher will move from group to group listening in, asking guiding questions, and explicitly correcting misconceptions if necessary.

After each partner talk, teacher will bring the group back together for a whole group discussion, lead by the students.

Heterogenous Partner Talks:

- “What key detail was just introduced?”
- “What are we noticing about the key details in this story and how they compare to the others we read?”

Teacher Moves:
 “Where does this story take place?”
 “What do we know about the characters?”
 “Did that happen in Cinderella too?”
 “Where in the text does it say...?”
 “Can you build on that?”

Sentence Frames: “This is similar/different to Cinderella, because in the text it says _____.”

Graphic Organizer: Students will use their color coded sticky notes to aid their understanding of MBD as well as compare and contrast key details in the other two stories.

Closure:

Students will be given a half sheet of paper with the questions, “What are two similarities between Cinderella and Mufaro’s Beautiful Daughters?” And “What are two differences between Cinderella and Mufaro’s Beautiful Daughters? They will fill out their half sheets individually as a formative assessment for the lesson. Once finished students will turn their half sheets and markers into the back table. Students who have not finished completely filling in their organizer can use the time while waiting for everyone to finish to do so.

Once all assessments are turned in, I will ask the students why we find the key details and the similarities in these fairytales, to emphasize the point of the lesson. I will remind the students that we will continue with a different story tomorrow.

Central Focus:

Students will compare and contrast **similarities and differences of key details** across various Cinderella stories.

Content Standards (CCSS): *Highlight essential parts*

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

Learning Segment Objective

*Essential Literacy skill/strategy that students will learn and practice **over a series of lessons?***

Students will be able to use examples from the text to compare and contrast key details across a variety of Cinderella stories.

Summative Assessment: *Describe the assessment that measures students' competency **after a series of lessons?***

Students will be evaluated on their ability to complete a graphic organizer comparing and contrasting the key details in Mufaro's Beautiful Daughters to the key details in either Cinderella or Adelita. Students will need to identify three similarities in key details and three differences between the two stories. Students will show competency by choosing similarities and differences from text evidence in the stories that correspond with the identified text.

Lesson Objective(s) (Single Lesson) *Include at least 1 objective related to Essential Literacy Strategy and 1 objective for Related Skills*

Formative Assessment:

Learning Objective(s) related to the development of the Essential Literacy Strategy/Skill

With Minimal Teacher Support:

- Students will be able to identify key details in Mufaro's Beautiful Daughters.
- Students will be able to describe similarities and differences of key details in Mufaro's Beautiful Daughters (MBD) and Adelita.

Students will complete a half sheet of paper answering the questions, "What are two similarities between Adelita and Mufaro's Beautiful Daughters?" And "What are two differences between Adelita and Mufaro's Beautiful Daughters?"

Learning objective for the development of a related literacy skill:

With Minimal Teacher Support:

- Students will be able to organize key details within a graphic organizer through the use of visuals and color coding to help them understand key details in Mufaro's Beautiful Daughters, as well as similarities and differences in key details between Mufaro's Beautiful Daughters and Adelita.

Instructional Resources and Materials: *List **key** resources and materials necessary to complete this lesson.*

Mufaro's Beautiful Daughters, By John Steptoe -Read Aloud on Youtube (<https://www.youtube.com/watch?v=pXPV35dah8I>)

Post-It Notes- Provided to students to color code and note key details throughout the story

FairyTales Foldable- Made by the students as a graphic organizer to note key details, similarities, and differences throughout all three Cinderella stories. Students will also be able to reference this on the summative assessment.

Nyasha's Jungle Picture: This provides students with a strong visual connection to **MBD**. This will provide support to students as they keep track of the various Cinderella stories' key details.

MBD Key Details FlipChart: This will be the model for the students to follow as teacher and students identify key details and describe similarities. The squares are the same color as their sticky notes for a visual scaffold. Word Bank, Learning Goals, and Sentence Frames are also on the FlipChart

Prior Academic Learning and Experiences:

For the past two weeks the students in my class have been engaging in a unit on fables, folktales, and now beginning fairytales. The students can independently identify the specific elements of fables and folktales. They have also been introduced to various fables and folktales including: Johnny Appleseed. Students were taught to describe the moral or lesson at the end of the fables and identify the hero and the "why" in folktales. At the beginning of the week, the students were introduced to fairytales and their essential elements. Now students can independently identify the elements in a fairytale. The students in my class have expressed a strong interest throughout the year of Disneyland and its characters. Because of their love for Disney, students were able to fluently identify key details and essential fairytale elements specific to Cinderella (good and evil characters, magic, setting, problem, solution, and special ending). With teacher support, they organized these key details in a Foldable where they will house all the key details for each Cinderella story read throughout this unit. They wrote color coded information on various sticky notes and are ready to begin comparing and contrasting other Cinderella stories. Students have read and identified the key details in Adelita with teacher support. Students can now fluently identify the key details in a story with very minimal teacher support. They have read two different Cinderella stories and are familiar with the elements involved. By the end of this lesson, with minimal teach prompting students will be able to identify key details in Mufaro's Beautiful Daughters as well as describe similarities and differences between MBD, Disney's Cinderella, and Adelita.

Academic Language Development:

Language Function:

Students will be able to identify key details and fairytale elements in **MBD** and write them in a Foldable. Students will use specific vocabulary to describe **similarities and differences** between Disney's Cinderella, Adelita, and MBD.

Supports:

Partner Talk: Throughout the lesson, students will engage in partner talks with strategic heterogenous partnerships to practice language, identifying, and describing key details, similarities, and differences.

Essential Vocabulary:

similar, same, similarities, different, differences

Supports:

Word Bank: We will review the word bank of essential vocabulary and their definitions for the unit. I will then introduce MBD specific vocabulary that may be unfamiliar so students will recognize the words in context

Language Structure (Syntax **OR** Discourse)

Supports

<p>Syntax:</p> <ul style="list-style-type: none"> • Students will be able to write key details, similarities, and differences on specific color coded sticky notes in complete sentences. • Students will be able to use examples from the text when they speak and write about the similarities, differences and key details in Adelita, Cinderella, and MBD. 	<p><i>Sentence Frames:</i> “This is similar/different to Cinderella/ Adelita, because in the text it says...”</p>
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Supporting Diverse Learners (differentiation and scaffolds)

List subgroups and/or individual students.	List supports:
Expanding English Language Learners	<ul style="list-style-type: none"> • Front-loading of essential academic vocabulary and explicit instruction of meaning. • Visuals within graphic organizer as well as teacher hand movements and gestures throughout the lesson. • Teacher modeling of speaking in standard English as well as writing. • Open ended questions with sentence frames for students to speak and write in complete sentences • Partner Talk in heterogeneous partnerships to develop higher levels of thinking as well as practice their language acquisition.
Students with an IEP/504	<ul style="list-style-type: none"> • Students will be placed in strategic heterogeneous partnerships, with a strong English speaker, to allow practice with speaking and listening. • A posted academic word bank and essential vocabulary preview will be provided prior to lesson.
Readers Below Grade Level	<ul style="list-style-type: none"> • Students will be placed in strategic heterogeneous partnerships, with a strong English speaker, to allow practice with speaking and listening. • Pre-teach vocabulary • Provision of visual/audio support for ideas in text • Explicit instruction of key details and important information • Students may draw images of the text to reference important details
Students Needing Constant Teacher Support to be on Task	<ul style="list-style-type: none"> • Extra time will be provided towards the end of the day during extra free time • Teacher will engage students in whole group discussion, calling on them for answers to bring them back to the conversation. • Provided leadership roles to engage students in lesson (i.e. passing out/collecting supplies)

*There are no students classified as GATE in the class.

Anticipatory Set:

Students will remain in their seat during instruction, so they are able to effectively take notes throughout the story. I will transition the students from break into literacy hour by asking them to get into their literacy partnerships and take out their Cinderella Graphic Organizers. We will chorally read the Learning Goals for the lesson today and review the essential vocabulary. Next, I will inform the students that today we are reading a this Cinderella story and we are going to be focusing on find the key details, similarities and differences between this Cinderella tale and Adelita. I will also inform the students that they will be doing this work in their literacy partners and it is up to them to find the key details and compare and contrast them to the other two stories. We will review the key details and similarities and differences from yesterday’s lesson. We will then begin the read aloud.

Main Portion (body) of the Lesson:	Checks for Understanding.
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THEY DO TOGETHER:	
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Teacher will begin the video read aloud of Mufaro’s Beautiful Daughters.

Students will follow along with the story and listen for key details and notice similarities and differences between the key details in MBD and Adelita.

Teacher will stop video at:
 06:40- Problem (Manyara is missing, she went ahead to get to the king first, and now there is a huge snake where the king should be)
 09:20- Magic (The king can shape shift into the snake, the old woman, and the hungry boy)
 10:09- Solution/Ending (Nyasha and the King were married, Manyara was a servant in the Queen’s house hold)

During each stoping point, students will use their heterogenous literacy partnerships to discuss the key details and similarities or differences they noticed in the text and write down their notes on their sticky notes.

Teacher will move from group to group listening in, asking guiding questions, and explicitly correcting misconceptions if necessary.

Heterogenous Partner Talks:

- “What key detail was just introduced?”
- “What are we noticing about the key details in this story and how they compare to the others we read?”

Teacher Moves:
 “Where does this story take place?”
 “What do we know about the characters?”
 “Did that happen in Adelita too?”
 “Where in the text does it say...?”
 “Can you build on that?”

Sentence Frames: “This is similar/different to Cinderella, because in the text it says_____.”

Graphic Organizer: Students will use their color coded sticky notes to aid their understanding of MBD as well as compare and contrast key details in the other two stories.

Closure:

Teacher and students will review the similarities and differences of key details in Adelita and MBD as a whole group aft the story is finished. Once the whole group discussion is over, students will be given a half sheet of paper with the questions, “What are two similarities between Adelita and Mufaro’s Beautiful Daughters?” And “What are two differences between Adeilta and Mufaro’s Beautiful Daughters? They will fill out their half sheets individually as a formative assessment for the lesson. Once finished students will turn their half sheets and markers into the back table. Students who have not finished completely filling in their organizer can use the time while waiting for everyone to finish to do so.

Once all assessments are turned in, I will ask the students why we find the key details and the similarities in these fairytales, to emphasize the point of the lesson.