

Jennifer Hoerger

TPA Lesson Plan Model

Lesson Title/#: *Cinderella vs. Joe Cinders!*

Grade Level: 2nd grade special education

Time: 10:45 a.m. – 11:20 a.m.

Learning Central Focus

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| <p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p> | <p>In this English language arts lesson, second grade student will compare and contrast two different versions of the same fairy tale using a Venn Diagram to show the similarities and differences between the two texts.</p> |
| <p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p> | <p>CCSS.ELA.SL.2.2 “Recount or describe key ideas or details from a text read aloud or information presented orally or through other media”(Ohio Department of Education [ODE], 2014).</p> <p>CCSS.ELA.L.2.4 “Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies” (ODE, 2014).</p> <p>CCSS.ELA.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” (ODE, 2014).</p> |
| <p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies What are the specific learning goal(s) for students in this lesson?</p> | <p>Objectives:</p> <ol style="list-style-type: none"> 1. During the read aloud of <i>Cinderella</i> and <i>Joe Cinders</i>, students will answer questions about the texts, and use strategies to figure out the meaning of unfamiliar words to better understand the texts. 2. Given a Venn Diagram template and numbered words, phrases, and sentences from the two texts, students will glue 7/9 of the words, phrases, and sentences under the correct sections of the Venn Diagram to indicate similarities and differences between the two different versions of the same fairy tale (see attached Venn Diagram template). |
| <p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know</p> | <p>Because students will be required to answer questions, discuss similarities and differences during the read aloud books, and figure out the meanings of unfamiliar words during the stories, they will need to use the following skills which have been reinforced consistently throughout the school year:</p> |

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| <p>to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p> | <p>CCSS.ELA.SL.2.1 “Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups” (ODE, 2014).</p> <p>CCSS.ELA.L.2.4 “Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies” (ODE, 2014).</p> <p>CCSS.ELA.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” (ODE, 2014).</p> <p>Students have been working on reading grade level texts with support since many of them have specific learning disabilities in reading. The teacher has been explicitly teaching students how to use picture clues, context clues, and resources like friends and dictionaries to determine words they do not know. The students have also had some practice in comparing and contrasting stories. However, the focus of previous lessons has been on differences between stories. This prior knowledge will aid students during this lesson as they answer questions, figure out unknown words, and compare and contrast the two stories. Many of the students in the classroom have disabilities, which may affect their abilities to read and focus during this lesson. Because of this, the teacher will activate background knowledge, use scaffolding to remind students of skills they have learned, and provide differentiation of instruction including accommodations and visual aids to help students during the learning segment.</p> |
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Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

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| <p>Launch <u>3 minutes</u></p> <p>How will you start the lesson to engage and motivate students in learning?</p> | <p>In order to engage students in the lesson, the teacher will activate students’ background knowledge. The teacher will say the following: “Today, we are going to read two fairy tales. A fairy tale is a type of story that often involves magic and characters such as fairies, goblins, elves, trolls, giants, witches, or mermaids. We are going to read two versions of the same fairy tale that involve these items.” The teacher will hold up a picture of a glass slipper and cowboy boots. “What do these remind you of?” (Students will respond.) “You’re right! Today we are going to be reading two versions of the fairy tale Cinderella. Raise your hands if you have read this story or seen this movie before. Great – you are familiar with this fairy tale then! After we read the familiar versions of <i>Cinderella</i>, we are going to read <i>Joe Cinders</i>, which is a cowboy version of this fairy tale! After we read both stories, we will discuss similarities and differences between them!”</p> |
| <p>Instruction <u>15 Minutes</u></p> <p>What will you do to engage students in</p> | <p>The teacher will read aloud the two stories. First the teacher will read <i>Cinderella</i> by Sarah L. Thomson. During this read aloud, the teacher will involve students by asking them questions to encourage them to activate schema and use prior skills to demonstrate learning (Objective 1). Based on students’ responses, the teacher will be able to determine if students are meeting objective 1. Following are the questions to be asked during the read aloud <i>Cinderella</i>:</p> |

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| <p>developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p> | <p>p. 1 (activating schema): How many of you do chores at home? What kind of chores do you do? Cinderella had to do chores too, but unlike you, her stepmother and sisters made her do everything!</p> <p>p. 7 (predicting): What do you think the fairy godmother is going to do with the pumpkin?</p> <p>p. 19 (discussion and sharing perspectives): If you were Cinderella, would you tell the prince your name? Why or why not?</p> <p>To transition between the two stories, the teacher will say, “Now, we are going to read a different version of this fairy tale. This story is about a cowboy named Joe Cinders. This story has some Spanish words and phrases in it, so you can use what you have learned from Spanish class to help me figure out the words! Pay attention to the similarities and differences between this story and the one we just read so we can discuss it afterward!” This will encourage students to prepare for their assessment.</p> <p>Note: Because many of the students have ADHD, the teacher may need to lead students in some stretches between the two read aloud stories to help these students focus on the second story better.</p> <p>The teacher will read aloud <i>Joe Cinders</i> by Marianne Mitchell. During the read aloud, the teacher will involve students by asking them the questions to encourage them to activate prior knowledge, determine the meaning of unfamiliar words, and be involved (Objective 1). This will encourage students to attend to the story while using their skills. Based on students' responses, the teacher will be able to determine if students are meeting objective 1. Following are the questions that will be asked during the read aloud <i>Joe Cinders</i>:</p> <p>p. 2 (comparing/contrasting): How is this different from <i>Cinderella</i>?</p> <p>p. 3 (vocabulary): What is a fiesta? (use context clues)</p> <p>p. 11 (vocabulary): Butch said to take care of the herd. Based on this picture, what do you think a “dogie” is?</p> <p>p. 22 (comparing/contrasting): What are some differences in Joe Cinder's preparation for the fiesta compared to Cinderella's going to the ball? (man in baggy overalls vs. fairy godmother, cowboy boots and hat vs. slippers and gown, truck vs. carriage, prairie dogs changed into cowboys to tend the herd vs. mice turned into carriage drivers, fireworks vs. clock striking twelve).</p> <p>After the read alouds are finished, the teacher will tell students, “Now we are going to compare and contrast these two stories. This means that we are going to discuss how the stories are similar and different.” This will transition students to the next activity.</p> |
| <p>Structured Practice and Application <u>15-20 Minutes</u></p> <p>How will you give students the</p> | <p>The teacher will guide students in comparing and contrasting the two versions of the fairy tale Cinderella. The teacher will explain to students what a Venn diagram is by showing them the Venn diagram drawn on the white board. The teacher will explain the parts of the Venn diagram. The teacher will have magnetic strips of paper with words, phrases, and sentences from the read aloud stories. Students will be called upon to place the words, sentences, and phrases in the correct sections of the Venn diagram. Scaffolding will be used to assist struggling students.</p> <p>After this guided practice, the teacher will tell students, “Now you are going to do the same thing that we just did on the</p> |

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| <p>opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p> | <p>white board at your tables to show that you can compare and contrast two stories.” The teacher will dismiss students by tables. The “office managers” will be told to get the office dividers for students so that they can complete the assessment individually for a letter grade. The teacher will distribute materials. The directions on the assessment will be read aloud with students. The strips of paper that contain words, sentences, and phrases from the books will be distributed one-by-one to students so the teacher can read them aloud with students. This will scaffold students who have SLDs in reading.</p> <p>Once the assessment is completed, the teacher will collect them by number. This assessment will encourage students to apply what they have learned by comparing and contrasting the two versions of the same fairy tale. Based on how individual students do on the assessment, the teacher will be able to determine if they have mastered objective 2, which correlates with this ELA standard: “Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures” (ODE, 2014).</p> |
| <p>Closure <u>2 minutes</u></p> <p>How will you end the lesson?</p> | <p>The teacher will ask students to share something that they learned from the lesson. This will encourage students to summarize what they learned. The teacher will encourage students to read different types of stories including different versions of fairy tales in order to compare and contrast them in the future. The teacher will transition to mathematics instruction, signaling the end of the English language arts lesson.</p> |
| <p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p> | <p><i>Whole Class:</i></p> <p>Because all students need to master the ELA standard requiring them to compare and contrast two versions of the same story, the entire class will be completing the lesson. However, the class consists of 11 students with different disabilities. All of the students have IEPs for various disabilities including specific learning disabilities in reading and mathematics, emotional disturbance, autism, other health impairments, and speech/language disorders. Because of specific students’ needs, accommodations will be made throughout the learning segment.</p> <p>Whole class accommodations will include the following:</p> <ul style="list-style-type: none"> • Instructions read aloud by the teacher • Explicit modeling of the assessment • Words, phrases, and sentences on the assessment read aloud by the teacher • The microphone/amplification system will be used by the teacher to make it easier for all students to hear throughout the lesson. <p><i>Groups of students with similar needs:</i></p> <ul style="list-style-type: none"> • Student with Specific Learning Disabilities in Reading – Three of the students have SLDs in reading. Because of this, instructions, words, and sentences on the assessment will be read aloud by the teacher. • Students with Attention Deficit Hyperactivity Disorders – Four students have ADHD as classified under other health impairment. These students need frequent reminders to stay on task. The teacher often uses verbal prompting or |

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| | <p>proximity to redirect these students.</p> <ul style="list-style-type: none"> • Students with Emotional Disturbance – Three students have EDs in the classroom. These students need to be closely monitored throughout the lesson to ensure that they are not becoming frustrated, anxious, or upset. If the students are becoming upset, a “brain break” may be used. All students will be encouraged to stand up, stretch, and walk around the room a few times before returning to the lesson. The three students who become upset may need to be pulled aside so they can talk to the teacher about what is upsetting them as well. <p><i>Individual students:</i></p> <ul style="list-style-type: none"> • Student with Autism – One student has autism. He requires a desk that is separate from the other students during the lesson. This student also has a personal aide, who helps redirect him to stay on task during assignments. He also uses a weighted lap bag, and receives frequent breaks to the sensory room. • Student with Speech/Language Disability – One student has a speech/language delay. This student requires additional “wait time” to process information and formulate answers to questions. This student may need sentences on the assessment read aloud more than once as well. <p><i>Students with IEP’s or 504 plans:</i></p> <p>Because the classroom is a special education 2nd grade classroom, all of the students are on IEPs for various disabilities including specific learning disabilities, emotional disturbances, autism, other health impairments, and speech/language disabilities. The students have specific accommodations and modifications listed under their IEPs. All of the students receive additional time on assignments, which will be given during this lesson’s assessment. Because many of the students struggle in reading, all directions and problems on assessments are read aloud during assignments as well.</p> |
| <p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p> | <p>Whole Group Whole group instruction will be used for the read aloud stories, discussion, and guided practice Venn diagram activity. This will give students different perspectives, and allow peers and the teacher to scaffold learning as needed.</p> <p>Individual Grouping Individuals will complete their Venn diagram assessment as a way for the teacher to determine which students have mastered the objective and standards.</p> |
| <p>Theoretical Principles and/or Research-Based</p> | <p>The learning tasks for this lesson are developmentally appropriate for students. Because there is only one female student in the classroom, a different version of Cinderella (<i>Joe Cinders</i>) with a male protagonist was chosen in order to interest the male students in the classroom. This will help all students to be engaged in the lesson by meeting student interests.</p> |

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| <p>Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p> | <p>During the lesson, guided practice was also provided for students before they completed their assessment individually. This was done since many of the students have not had much practice with using Venn diagrams. This gave students practice so that they felt more comfortable completing the assessment independently. This was especially useful for the students in the classroom with emotional disturbances, who often become anxious when they are uncertain how to complete assignments.</p> <p>The learning tasks for this lesson were appropriate for the students because they were aligned with English language arts common core state standards to encourage students to demonstrate mastery of specific skills. Students' individualized needs were taken into account throughout the lesson as well to help them demonstrate learning based on their abilities.</p> |
| <p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p> | <p>Teacher Materials:</p> <ul style="list-style-type: none"> • Pictures of glass slippers and cowboy boots to activate schema • Read aloud book <i>Cinderella</i> retold by Sarah L. Thomson • Read aloud book <i>Joe Cinders</i> by Marianne Mitchell • White board with drawn Venn Diagram for guided practice • Magnetic words, sentences, and phrases to place in the sections of the Venn diagram on the white board <p>Student Materials:</p> <ul style="list-style-type: none"> • Venn diagram template • Pencils to write number, name, and date at the top of the assessment • Cut out words, phrases, and sentences from the two read aloud stories to glue in the Venn diagram • Glue sticks • Office dividers for completing the assessment independently |

Academic Language Demand(s):

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| <p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p> | <p>During the lesson, students will review what kind of stories are fairy tales, and specific characteristics of fairy tales. Students will also be introduced to different vocabulary words in the story. Students will be encouraged to use strategies including picture cues, context clues, and other resources including friends and dictionaries to derive the meanings of words. Students need to understand the purpose of the lesson in order to be engaged. By understanding the purpose of the lesson (written on the white board and described to students before the lesson) they will be more intellectually engaged throughout the learning segment.</p> |
| <p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p> | <p>The following vocabulary words will be introduced/reviewed before the lesson:</p> <ul style="list-style-type: none"> • Fairy tale • Venn Diagram/compare and contrast <p>The following vocabulary words will be introduced and discussed during the read aloud stories to lead to better comprehension of the texts:</p> |

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| | <ul style="list-style-type: none"> • Gully washer • Fiesta • Buckboard • Dogie • Serape • Sombrero • Cantankerous |
| <p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p> | <p>Students will need to use language throughout the lesson in different ways. They will use reading as they read along with the teacher during repetitive portions of the texts <i>Cinderella</i> and <i>Joe Cinders</i>. They also will read the directions, words, phrases, and sentences that are part of the assessment with the teacher. Students will minimally use writing to write their numbers, names, and date at the top of their assessments. Students will use speaking and listening throughout the lesson to answer questions during the read aloud books, discuss unfamiliar words in the stories, and discuss similarities and differences between the stories before completing the assessments independently.</p> |
| <p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p> | <p>The students should be able to complete the oral language requirements for this lesson. Students will be required to discuss and answer questions, figure out unfamiliar vocabulary words, and discuss the two stories during the lesson. All students should be able to do this if given additional "wait time," promptings, and support. Since the discussions will take place as a whole group, students who are struggling will receive scaffolding from their peers and the teacher to encourage them to use oral language to demonstrate learning. Students will not use writing much in this learning segment except to write their student numbers, names, and date at the top of the assessment. To save time, the teacher typed out the sentences for students so they can just read and glue them in the correct sections of the Venn diagram instead of writing them. Due to the limited time for the lesson and the difficulty that some of the students have with writing, this seemed like a logical choice for this lesson.</p> |
| <p>How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p> | <p>The following methods will be used to support students so they can understand and use language from the lesson:</p> <ul style="list-style-type: none"> • The teacher will use explicit descriptions and examples of new vocabulary and concepts. • Strategies will be used to encourage students to derive the meanings of unfamiliar words (context clues, picture clues, dictionaries, etc.). • Scaffolding of learning including prompting will be used to encourage students to understand language. • Generalization – The teacher will encourage students to identify other situations in which new vocabulary words or things like Venn diagrams could be used to encourage them to use them in different settings and situations. |

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

| Type of assessment (Informal or Formal) | Description of assessment (formative or summative) | Modifications to the assessment so that all students could demonstrate their learning. | Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide? |
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| Informal Questions (See the questions under the instructional strategies and learning tasks section of this lesson plan.) | Formative – Questions will be used throughout the lesson to gauge students' learning and comprehension of the stories. | Additional wait time will be used with the students, especially the student with the speech/language disability. Scaffolding or prompting can also be used. | The questions will provide the teacher with information about students' comprehension of the read aloud stories, their abilities to describe similarities and differences between the two stories, and their abilities to use strategies to determine the meanings of unfamiliar words. |
| Formal: Venn Diagram Assessment (see attached assessment) | Summative: The Venn Diagram assessment will be completed at the end of the lesson to encourage students to demonstrate their ability to compare and contrast the two stories that were read aloud. | The directions, words, phrases, and sentences on the assessment will be read aloud with students since many struggle with reading due to disabilities. Also, students will be required to glue the words, phrases, or sentences in the Venn diagram rather than writing them since many students struggle with writing. Extended time will be provided for students to complete the assessment as well. | This assessment provides the teacher with information about individual students' ability to compare and contrast two different versions of the same story. This assessment requires students to use higher level thinking as they analyze the two different versions of the story. This is one of the lesson objectives relating to this second grade ELA standard: "Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures" (ODE, 2014). |

Cinderella vs. Joe Cinders

Name: _____

Directions: Glue the words, phrases, and sentences in the correct sections of the Venn diagram to show similarities and differences between the stories *Cinderella* and *Joe Cinders*.

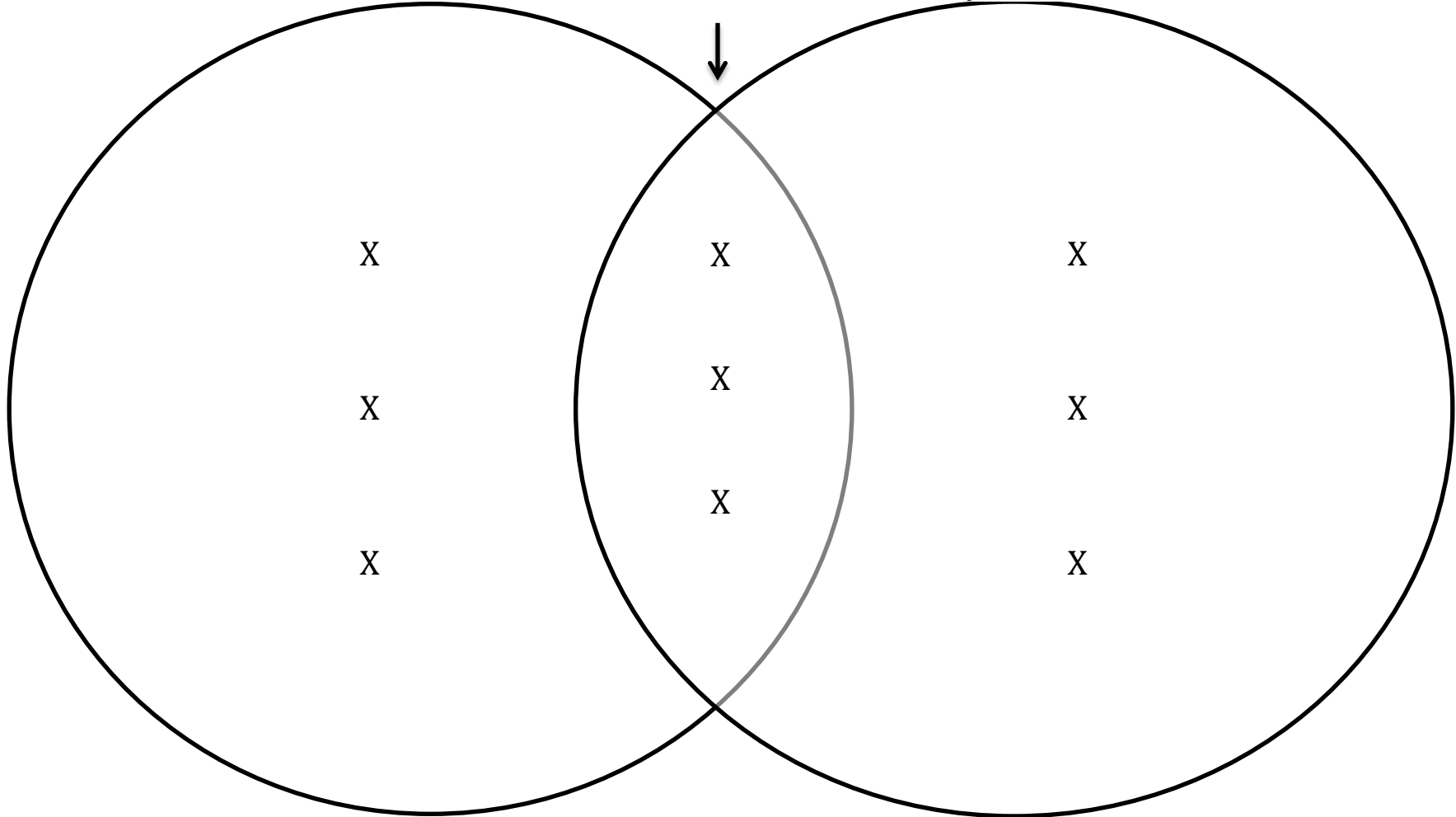


Cinderella



Joe Cinders

Both



X

X

X

X

X

X

X

X

X



Following are the pre-cut words, phrases, and sentences that students glued in their Venn diagrams. They are listed under the sections in which they belong. They are numbered so that the teacher can read them aloud with students.

| Cinderella | Both | Joe Cinders |
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| 1. Stepsisters | 3. Fairy tale | 2. Stepbrothers |
| 7. Going to a ball | 6. Happy ending | 5. Going to a fiesta |
| 4. Glass Slippers | 9. Involves magic | 8. Bright red boots |

References

Ohio Department of Education. (2014). *Common core state standards for English language arts*. Columbus, OH: Author.

