

Lesson 1: "The Three Little Pigs"

Compare/Contrast

created with  taskstream

Author: Emily Serafini

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VITAL INFORMATION

Grade/Level	Grade 1
Date	September 23, 2013
Subject(s) Or Unit	Language Arts (English)
Instructional Plan Title/Focus	Compare and Contrast Characters from Different Versions of the Same Story
Length of Time	1 class periods. 1 Hr. per class.
Number of Students	Sixteen (16)
Cooperating School	Lindbergh Elementary School
Supervisor	Dr. Julie Henry

PLANNING

Class Characteristics	<p>Students know how to read and recognize vocabulary in a text. They can retell a story and identify main characters, events, and settings. In first grade, they are learning to read for critical analysis and evaluation with fluency. They are all native English speakers ranging in reading level depending on the particular student. Some of the students in my classroom have difficulty with social interactions. This is why I chose to implement many opportunities to practice peer and adult interactions through group and class discussions. This central focus was chosen because, as first graders, they are just beginning to find meaning in what they read. Therefore, I wanted to teach these students how to organize and show understanding of the information they read as they are exposed to many different kinds of materials. Gregory is a student with an IEP for occupational therapy. He is working on improving letter formation so that writing is legible. Aubrey has a speech impairment. Her IEP goals include improving her ability to organize incoming linguistic information and to form associations between words and ideas as well as improve speech production and expressive language skills to be better understood by peers and adults.</p>
Summary Or Lesson Overview	
Rationale: Describe here & include references	
Central Focus/Essential Questions	<p>What is the focus question of this lesson?</p> <p>I can compare and contrast different versions of the same story using the appropriate academic language to support my statements.</p> <p>Connection (if appropriate): In this lesson, students will be introduced to the key vocabulary as well as follow along with the read-aloud of a traditional version of "The Three Pigs," retold by David Wiesner, as well as a different version of this story called "The Three Little Wolves and the Big Bad Pig," by Eugene Trivizas and Helen Oxenbury. Students will be given a graphic organizer to compare and contrast the main character's of each of these stories based on their character traits. This is a good exercise for students to begin to use appropriate academic language when making comparisons before we begin to make comparisons between more than two different versions of the traditional "Cinderella" story.</p>
Standards	NY- New York State Common Core Standards (2011)

	<p>Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</p> <p>Grade: Grade 1 students:</p> <p>Strand: Speaking and Listening</p> <p>Domain: Presentation of Knowledge and Ideas</p> <p>Standard: 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p> <p>Grade: Grade 2 students:</p> <p>Content Area: Literature K-5</p> <p>Strand: Reading</p> <p>Domain: Integration of Knowledge and Ideas</p> <p>Standard: 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>
<p>Learning Targets</p>	<p>Content Objectives:</p> <ol style="list-style-type: none"> 1. Students will compare and contrast two or more versions of stories. <p>Language Objectives:</p> <ol style="list-style-type: none"> 1. Students will use appropriate discourse for the academic language when verbally stating comparisons.
<p>Academic Language</p>	<p>Key Vocabulary: Compare, contrast, character trait</p>

ASSESSMENT

<p>Assessment Strategies</p>	<ol style="list-style-type: none"> 1. The graphic organizer poster will be reviewed to determine if students have placed the appropriate descriptions in the correct section of the Venn Diagram (i.e. compare, contrast, both). 2. I will listen to student ideas and explanations during class discussions. I will ask specific questions to guide the discussion in the right direction if the students are getting off track. 3. Throughout the lesson I will observe to determine if students use academic language when describing character traits and making comparisons. 4. I will have groups complete the informal sorting activity and give feedback according to any evident errors or misconceptions.
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INSTRUCTION

<p>Anticipatory set</p>	<p>Students will join me at their assigned spots on the rug. I will introduce the key vocabulary and their meanings as well as our word wall and sentence frames. I will show them my Venn Diagram poster and how we can use this type of graphic organizer to sort our comparisons based on differences and similarities.</p>
<p>Instructional Materials, Equipment and Technology</p>	<ul style="list-style-type: none"> • "The Three Pigs" by David Wiesner • "The Three Little Wolves and the Big Bad Pig" by Eugene Trivizas and Helen Oxenbury • Compare/Contrast word wall sorting activity • Pencils • Venn Diagram poster • Character trait poster • Index Cards labeled with character traits • Sticky putty • Easel/Easel Paper • Marker • Sentence frames

- Word wall

Resources:

1. Instructional Materials adapted from "Teachers pay Teachers: Compare and Contrast Poster and Venn Diagram" created by Zanah McCauley
2. Instructional Plan Created by Emily Serafini

Attachments:

1. **SPE- edTPA Compare&Contrast Word Wall Sorting Activity (Answer Key).docx**
2. **SPE- The Three Little Pigs edTPA Lesson 1 (Venn Diagram Key).docx**

Sequence of Instruction

1. After introducing the key vocabulary and their connection to our word wall, sentence frames, and Venn Diagram, I will read-aloud "The Three Pigs" by David Wiesner. I will stop at points throughout the story to discuss characters and traits with my students.
2. After reading, I will lead a class discussion to list character traits of one of the main characters in this version (i.e. the three pigs) based on their actions in the story. I will jot down student ideas on the easel paper under the heading "The Three Pigs." I will ask them to demonstrate understanding by supporting their answers from evidence in the text that explains how they know this is a character trait of the three pigs based on their actions in the story.
3. This will be followed by a read-aloud of a different version of the same story called "The Three Little Wolves and the Big Bad Pig" written by Eugene Trivizas and Helen Oxenbury.
4. After reading, I will lead a class discussion to list the character traits of the main character in this story (i.e. the big bad pig) based on his actions in the story. I will write student responses next to "The Three Pigs" section under "The Big Bad Pig."
5. As a class, we will work together to correctly fill in our Venn Diagram poster using the character traits we have listed on the easel paper. I will prompt students by asking questions that will help them organize the traits into the appropriate sections of the Venn Diagram poster. *Questions:* How are the three pigs and the big bad pig alike? How are they different?
6. One-by-one I will have student volunteers place index cards labeled with the character traits of the the three pigs as well as the big bad pig into the appropriate section of the Venn Diagram poster. I will call on the next student to place an index card into the Venn Diagram only after the previous trait has been organized into the Venn Diagram with the aid of peer support and teacher guidance and supported with evidence from the text. As students place the trait in the Venn Diagram they will be prompted to use the sentence frames in order to show understanding of compare and contrast.

Accommodations

1.1 Offer ways of customizing the display of information

- For my student who is working on improving letter formation so that writing is legible there does not need to be any modifications made to materials since students are not required to manually write during this lesson.

3.2 Highlight patterns, critical features, big ideas, and relationships

- I used a Venn Diagram graphic organizer in order to provide students with an organized and visibly clear method of comparing and contrasting the character traits of the main characters of these two stories, that is the wolf from "The Three Pigs," by David Wiesner, and the pig from "The Three Little Wolves and the Big Bad Pig," by Eugene Trivizas and Helen Oxenbury. This will especially help my student with an IEP for speech to organize linguistic information and to form relationships between ideas.

3.4 Maximize transfer and generalization

- Throughout this lesson, as well as the entire learning segment, I will stress the importance of using full sentences when comparing and contrasting. This means I will routinely prompt students to refer to our word wall and sentence frames. All of this supported practice using the appropriate discourse will prepare the students to eventually perform this task independently.

5.3 Build fluencies with graduated levels of support for practice and performance

- For my student with an IEP for speech, I will provide sentence frames that all students can refer to when using appropriate discourse for the academic language. I will also be asking students to verbally state comparisons in full sentences using the word wall and sentence frames for guidance in order to improve expressive language skills.

8.3 Foster collaboration and community

- After reading "The Three Pigs," by David Wiesner, and "The Three Little Wolves and the Big Bad Pig," by Eugene Trivizas and Helen Oxenbury, I will lead class discussions in order to assist students in making connections between the two main characters based on their character traits. Students will also participate in group discussion as they complete the compare/contrast word wall sorting activity.

Closure	Groups will be given a sorting activity that requires them to sort the words under two categories; compare and contrast. Students will be given envelopes with words, that appear on the word wall, on index cards as well as separate index cards with a bolded heading for "compare" and "contrast." They will have to work with their group members and sort the words under the appropriate heading based on if the specific words describe comparing or contrasting. This activity will reoccur throughout my learning segment in order to monitor student progression as they become more familiar with these discourse words from our word wall and sentence frames as well as their purpose in these lessons.
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REFLECTION ON STUDENT LEARNING

Next Steps	
References	

Lesson 2: Traditional "Cinderella"

created with  taskstream

Author: Emily Serafini

Date created: 09/18/2013 10:50 PM EDT ; **Date modified:** 10/06/2013 7:46 PM EDT

VITAL INFORMATION

Grade/Level	Grade 1
Date	September 18, 2013
Subject(s) Or Unit	Language Arts (English)
Instructional Plan Title/Focus	Compare and Contrast Characters from Different Versions of the Same Story
Length of Time	1 class periods. 45 Mins. per class.
Number of Students	Sixteen (16)
Cooperating School	Lindbergh Elementary School
Supervisor	Dr. Julie Henry

PLANNING

Class Characteristics	<p>Students know how to read and recognize vocabulary in a text. They can retell a story and identify main characters, events, and settings. In first grade, they are learning to read for critical analysis and evaluation with fluency. They are all native English speakers ranging in reading level depending on the particular student. Some of the students in my classroom have difficulty with social interactions. This is why I chose to implement many opportunities to practice peer and adult interactions through group and class discussions. This central focus was chosen because, as first graders, they are just beginning to find meaning in what they read. Therefore, I wanted to teach these students how to organize and show understanding of the information they read as they are exposed to many different kinds of materials. Gregory is a student with an IEP for occupational therapy. He is working on improving letter formation so that writing is legible. Aubrey has a speech impairment. Her IEP goals include improving her ability to organize incoming linguistic information and to form associations between words and ideas as well as improve speech production and expressive language skills to be better understood by peers and adults.</p>
Summary Or Lesson Overview	
Rationale: Describe here & include references	
Central Focus/Essential Questions	<p>What is the focus question of this lesson?</p> <p>I can describe character traits of the main character and support my answer with evidence from the text.</p> <p>Connection (if appropriate): This lesson follows my introduction of comparing different versions of the same story when I read-aloud "The Three Pigs," by David Wiesner, and "The Three Little Wolves and the Big Bad Pig," by Eugene Trivizas and Helen Oxenbury. The main focus of this lesson is to describe character traits of the main character in the traditional "Cinderella" version by Jane Carruth. This will be followed by comparing and contrasting other versions of "Cinderella" that will be read in the succeeding lessons of this learning segment. In the second lesson, I will read a Native-American version of the traditional "Cinderella" fairytale called "The Rough-Face Girl," by Rafe Martin and David Shannon. As a class, we will compare/contrast the stories of the two "Cinderella's" through speech and writing referring back to our graphic organizers made in the first lesson. The third lesson dives deeper into the focus question by having students compare/contrast three "Cinderella" stories after I read a third version of the traditional fairytale (i.e. "The Egyptian Cinderella" by Shirley Climo). Students will use full sentences with</p>

	appropriate academic language when comparing and contrasting all of the different versions of this story during verbal as well as written expression.
Standards	<p>NY- New York State Common Core Standards (2011)</p> <p>Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</p> <p>Grade: Grade 3 students:</p> <p>Content Area: Literature K-5</p> <p>Strand: Reading</p> <p>Domain: Key Ideas and Details</p> <p>Standard: 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
Learning Targets	<p>Content Objectives:</p> <ol style="list-style-type: none"> 1. Students will describe a character's traits by using evidence from the text to support their claim. <p>Language Objectives:</p> <ol style="list-style-type: none"> 1. Students will use the term "character trait" as well as refer to the sentence frames posted in the classroom when explaining how they know the character has the specific trait. (e.g. I know <u>Cinderella</u> is <u>hard-working</u> because in the text <u>she does all of the house chores for her step-mother and step-sisters.</u>)
Academic Language	Key Vocabulary: Character trait

ASSESSMENT

Assessment Strategies	<ol style="list-style-type: none"> 1. Concept map "Traditional Cinderella" worksheets will be reviewed to determine if students have written the appropriate descriptions in each of the circles. 2. Throughout the lesson I will prompt students to use the sentence frame that guide student thinking when using evidence from the text to support the character trait of the main character. 3. I will have groups complete the informal "Fill-in the Character Trait Sentence Frame" activity and offer feedback according to any evident errors or misconceptions.
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INSTRUCTION

Anticipatory set	I will have the students join me at their assigned spots on the rug. I will tell students that today we will be reading "Cinderella" by Jane Carruth and ask if anyone has ever read about or watched the movie "Cinderella." If so, I will call on a volunteer to summarize the traditional version of this fairytale. I will make sure the students understand that there are many different versions of the "Cinderella" story by showing them the different versions we will be reading over the next two weeks. Then, I will explain that we will start by reading the traditional version today and listing the main character's traits. We will then compare this main character's traits with the main characters in the other versions of "Cinderella" just like we did when we compared the three pigs and the big bad pig from different versions of the traditional "Three Little Pigs" folktale.
Instructional Materials, Equipment and Technology	<ul style="list-style-type: none"> • "Cinderella" by Jane Carruth • "The Rough-Faced Girl" by Rafe Martin and David Shannon • "The Egyptian Cinderella" by Shirley Climo • 16 copies of "Traditional Cinderella" concept map worksheet • "Fill-in the Character Trait Sentence Strips" group activity • Character trait sentence frame • Character trait poster • Easel board

- Markers/crayons
- Pencils
- Paper

Resources:

1. Instructional Plan Created by Emily Serafini
2. Instructional Plan Materials adapted from
Connell, G. (2012, November 8). Teaching Character Traits in Reader's Workshop | Scholastic.com. from
<http://www.scholastic.com/teachers/top-teaching/2012/11/teaching-character-traits-readers-workshop>

Attachments:

1. **SPE- Cinderella Concept Map.pdf**
2. **SPE- Easel Board Character Traits List.docx**
3. **SPE- edTPA Cinderella Fill-in the Blank Character Sentence Frame.pdf**

Sequence of Instruction

1. After the anticipatory set, I will ask my students to tell me all of the different character traits they know as I list them on the easel board keeping in mind that a character trait is a part of the character's personality and comes from inside. Not to be confused with character emotions which are feelings due to an outside force, such as bad news.
2. Once we have generated a good list of traits, I will read-aloud "Cinderella" by Jane Carruth being sure to stop at predetermined moments in the text in order to deepen student comprehension by discussing specific characters and traits.
3. After reading, I will lead a class discussion by asking the students to connect character traits to Cinderella based on her actions in the story. *Questions:* Who is the main character? What are some things that this character does in the story? What does this say about this characters' traits?
4. I will then ask students to come up to the list of character traits we had generated prior to reading "Cinderella," by Jane Carruth, and underline one trait of the main character in this "Cinderella" version (i.e. Cinderella). While up at the board, I will ask that student to state evidence in the book that supports how they know Cinderella has this specific trait using the character trait sentence frame.
5. Once we have underlined Cinderella's character traits I will have students return to their tables.
6. I will pass out the "Cinderella" concept map worksheet. Students will be told that as we read more versions of the traditional "Cinderella" story we will be completing graphic organizers just like this one to help us organize information and make comparisons. These worksheets will all be made into a "Cinderella around the World" book so students should try their best to make writing neat and legible.
7. Students will fill in their "Cinderella" concept map worksheet as they watch me model spelling and placement on the larger class concept map.
8. After we have filled out the graphic organizer with Cinderella's character traits, I will inform the students that we will have to keep looking back at this graphic organizer throughout the learning segment in order to compare character traits of other versions of "Cinderella."
9. As students finish they will draw a picture of the traditional version of Cinderella they have just read.

Accommodations

- 1.1 Offer ways of customizing the display of information
 - For my student who is working on improving letter formation so that writing is legible I will provide graphic organizers that have practice handwriting lines. This will guide this student, as well as others, to form legible letters.
- 3.2 Highlight patterns, critical features, big ideas, and relationships
 - I used a concept map in order to highlight the character traits of Cinderella from the traditional "Cinderella" version that can later be compared to other

"Cinderella" stories (i.e. "The Rough-Face Girl," by Rafe Martin and David Shannon, and "The Egyptian Cinderella," by Shirley Climo). This will especially help my student with an IEP for speech to organize linguistic information and to form relationships between ideas.

3.4 Maximize transfer and generalization

- In this lesson I provide students with graphic organizers to support note-taking regarding the character traits of the main character. This is especially important when students will be required to complete identical concept maps in order to organize character traits for the main characters of different versions of "Cinderella" (i.e. the Rough-Face Girl and Rhodopis). Students will be able to transfer their knowledge of character traits and concept maps to complete the other concept maps for different characters.

5.3 Build fluencies with graduated levels of support for practice and performance

- For my student with an IEP for speech, I will provide a sentence frame expressing a character trait that all students can refer to when using appropriate discourse for the academic language. I will also be asking students to verbally state character traits in full sentences using the generated class list of traits and sentence frames for guidance in order to improve expressive language skills.

8.3 Foster collaboration and community

- There are many opportunities for class discussion in this lesson plan directed by teacher prompts and supports. Teacher and students will collaborate when generating a list of character traits, explaining the character traits of the main character, as well as during completion of the concept map.

Closure Groups will participate in the "Fill-in the Character Trait Sentence Strips" activity. Students will use the concept map and recall class discussions in order to fill in the missing pieces of the character trait sentence strips with their group. The teacher will make sure that each group has filled in the three assigned sentence strips with the appropriate character, trait, and evidence from the text. (i.e. I know _ (Character) _ is _ (Character trait) _ because in the text _ (Evidence in the book) _.) Once the teacher approves of the completed sentence strips and each group has glued the missing character, trait, and evidence strips in the blanks, they will take turns reading their sentences to the class.

REFLECTION ON STUDENT LEARNING

Next Steps

References

Lesson 3: "The Rough-Face Girl"

Compare/Contrast

created with  taskstream

Author: Emily Serafini

Date created: 09/25/2013 10:09 PM EDT ; **Date modified:** 10/06/2013 7:34 PM EDT

VITAL INFORMATION

Grade/Level	Grade 1
Date	September 24, 2013
Subject(s) Or Unit	Language Arts (English)
Instructional Plan Title/Focus	Compare and Contrast Characters from Different Versions of the Same Story
Length of Time	1 class periods. 1 Hr. per class.
Number of Students	Sixteen (16)
Cooperating School	Lindbergh Elementary School
Supervisor	Dr. Julie Henry

PLANNING

Class Characteristics	Students know how to read and recognize vocabulary in a text. They can retell a story and identify main characters, events, and settings. In first grade, they are learning to read for critical analysis and evaluation with fluency. They are all native English speakers ranging in reading level depending on the particular student. Some of the students in my classroom have difficulty with social interactions. This is why I chose to implement many opportunities to practice peer and adult interactions through group and class discussions. This central focus was chosen because, as first graders, they are just beginning to find meaning in what they read. Therefore, I wanted to teach these students how to organize and show understanding of the information they read as they are exposed to many different kinds of materials. Gregory is a student with an IEP for occupational therapy. He is working on improving letter formation so that writing is legible. Aubrey has a speech impairment. Her IEP goals include improving her ability to organize incoming linguistic information and to form associations between words and ideas as well as improve speech production and expressive language skills to be better understood by peers and adults.
Summary Or Lesson Overview	
Rationale: Describe here & include references	
Central Focus/Essential Questions	<p>What is the focus question of this lesson?</p> <p>I can compare and contrast different versions of the same story using the appropriate academic language to support my statements.</p> <p>Connection (if appropriate): In this lesson, students will compare and contrast the two main characters from "Cinderella," by Jane Carruth, and "The Rough-Face Girl," by Rafe Martin and David Shannon. These stories tell two different versions of the same story (i.e. the traditional fairytale of "Cinderella"). Students will be given more independence during group discussions when brainstorming comparisons but I will still be very much involved in the learning process. This will allow students to practice using the academic language of this learning segment which will be helpful when they must use higher-order thinking skills to compare three characters in the next lesson.</p>
Standards	NY- New York State Common Core Standards (2011)

	<p>Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</p> <p>Grade: Grade 1 students:</p> <p>Strand: Speaking and Listening</p> <p>Domain: Presentation of Knowledge and Ideas</p> <p>Standard: 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p> <p>Grade: Grade 2 students:</p> <p>Content Area: Literature K-5</p> <p>Strand: Reading</p> <p>Domain: Integration of Knowledge and Ideas</p> <p>Standard: 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>
Learning Targets	<p>Content Objectives:</p> <ol style="list-style-type: none"> Students will compare and contrast two or more versions of stories. <p>Language Objectives:</p> <ol style="list-style-type: none"> Students will use appropriate discourse for the academic language when manually writing and verbally stating comparisons.
Academic Language	Key Vocabulary: Compare, contrast, character trait

ASSESSMENT

Assessment Strategies	<ol style="list-style-type: none"> The "Cinderella around the World" Venn Diagram poster will be reviewed to determine if students have placed the appropriate character traits in the correct section of the Venn Diagram (i.e. compare, contrast, both). I will listen to student ideas and explanations during class/group discussions. I will ask specific questions to guide the discussion as well as prompt higher order thinking. Throughout the lesson, I will observe to determine if students use academic language when describing character traits and making comparisons. I will have students complete "The Rough-Face Girl" sentence strip practice worksheet and give feedback according to any evident errors or misconceptions.
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INSTRUCTION

Anticipatory set	<p>Students will join me at their assigned spots on the rug. I will recall our "Three Little Pigs" lesson where we read two different versions of this fable and compared the main characters' traits. I will ask student volunteers to define compare and contrast in their own words. I will then name some comparisons using the appropriate discourse which I will expect of my students throughout this learning segment. For instance, I will begin by saying something along the lines of "I know <u>Emma</u> and <u>Laura</u> are both <u>responsible</u> because <u>they always start the morning handwriting practice right away.</u>" And then go further by saying "<u>My brother</u> and <u>sister</u> are different because <u>my brother</u> is <u>outgoing</u>, but <u>my sister</u> is <u>shy.</u>" I will then ask if any volunteers can identify what the character traits were in the sentences I just stated and whether I was comparing or contrasting.</p>
Instructional Materials, Equipment and Technology	<ul style="list-style-type: none"> "The Rough-Face Girl" by Rafe Martin and David Shannon/ "Cinderella" by Jane Carruth 16 copies of "The Rough-Face Girl" concept map worksheet 16 copies of "The Rough-Face Girl" "Fill in the blanks of the

- Compare/Contrast Sentence Strips" worksheet
- "Cinderella" class concept map made in previous lesson
- "Rough-Face Girl" class concept map
- "Cinderella around the World" Venn Diagram
- Compare/Contrast word wall sorting activity
- Easel Board (character traits list)
- Index cards/sticky putty
- Markers/crayons/pencils
- Paper

Resources: Instructional Plan Created by Emily Serafini

Sequence of Instruction

1. I will recall our character traits list and the concept map that we created in our last lesson when we read "Cinderella" by Jane Carruth. As students look at these graphic organizers, I will introduce the next book we will be reading in our "Cinderella around the World" unit called "The Rough-Face Girl" by Rafe Martin and David Shannon. Before reading, I will prompt my students to pay close attention while I read this story in order to discover who the main character is and what she does in the story that tell us about her character traits. This will be important when we compare and contrast the two main characters from different versions of "Cinderella" (i.e. Cinderella and the Rough-Face Girl).
2. I will then read-aloud "The Rough-Face Girl" by Rafe Martin and David Shannon stopping periodically at predetermined moments in the story in order to deepen student learning by discussing specific characters and traits.
3. After reading, I will lead a class discussion by asking the students to connect character traits to the Rough-Face Girl. *Questions:* What does the Rough-Face Girl do in the story? What does this tell you about her character traits?
4. I will ask students to come up to the list of character traits we had generated in our previous lesson and circle one trait of the Rough-Face Girl until all of her traits have been identified. After circling a trait, I will prompt students to use the character trait sentence strip in order to explain how they know this is a character trait of the Rough-Face Girl based on evidence from the text.
5. Then, I will display a "Rough-Face Girl" concept map to the students. I will tell the students that they will be filling in their own concept maps of the Rough-Face Girl at their seats just like we did for Cinderella in the last lesson and we will use these two concept maps to compare and contrast Cinderella and the Rough-Face Girl. Before I send the students to complete this graphic organizer with their group members I will model organizing one of the Rough-Face Girl traits into the concept map.
6. Students will then be sent back to their tables.
7. I will pass out a "Rough-Face Girl" concept map to each student.
8. Students will participate in group discussion in order to complete the concept map just like the modeled "Cinderella" version that will be posted in the classroom. They will fill in the concept map with the character traits of the Rough-Face Girl that they circled on the character trait list. The class concept map will be completed prior to this lesson by the teacher but the other character traits will be covered up while the students try to complete the graphic organizers within their groups.
9. During group discussion, I will visit each group to monitor comprehension as well as prompt students to make connections between the concept map of Cinderella and that of the Rough-Face Girl. *Questions:* Do both of these characters have any similar character traits? (compare) Do these two characters have any different character traits? (contrast)
10. Once each student has completed their "Rough-Face Girl" concept map, I will ask the students to return to their assigned seats on the rug.
11. I will reveal the remaining character traits on the class concept map that they wrote on their identical concept map worksheets.
12. Then, I will model my thinking process for making a comparison using the two concept maps for each character as well as the sentence strips. (ex: "In the concept maps I see that Cinderella and the Rough-Face Girl are **both** hard-working. So, I will put the character trait "hard-working" into the middle section of the Venn Diagram since this is a **similarity** between the two characters.")
13. Students will be prompted to make a different comparison between the character traits of these two characters. I will have student volunteers place the index card labeled with one of the traits into the Venn Diagram section that he/she believes it belongs. As students place the index card into the Venn Diagram they will also verbally state the comparison using the appropriate discourse modeled in the sentence frames. With peer support and teacher guidance we will complete the Venn Diagram graphic organizer as a class until the traits in both concept maps have been organized into the Venn Diagram.

	<p>14. Students will then be sent back to their tables.</p> <p>15. I will pass out a "Rough-Face Girl" compare/contrast sentence strip practice worksheet. Students will be required to analyze the Venn Diagram in order to fill in the blanks of the compare/contrast sentence strips.</p> <p>16. As students finish they will draw a picture of the Rough-Face Girl. This illustration in addition to the concept map and compare/contrast sentence strip practice worksheet will be added into their "Cinderella around the World" books for "The Rough-Face Girl" Native-American version of the traditional "Cinderella" fairytale.</p>
<p>Accommodations</p>	<p>1.1 Offer ways of customizing the display of information</p> <ul style="list-style-type: none"> For my student who is working on improving letter formation so that writing is legible I will provide graphic organizers that have practice handwriting lines. This will guide this student, as well as others, to form legible letters. <p>3.2 Highlight patterns, critical features, big ideas, and relationships</p> <ul style="list-style-type: none"> I used concept maps and a Venn Diagram graphic organizer in order to provide students with an organized and visibly clear method of comparing and contrasting the character traits of the main characters of these two stories, that is "Cinderella," by Jane Carruth, and "The Rough-Face Girl," by Rafe Martin and David Shannon. This will especially help my student with an IEP for speech to organize linguistic information and to form relationships between ideas. <p>3.4 Maximize transfer and generalization</p> <ul style="list-style-type: none"> Throughout this lesson, as well as the entire learning segment, I will stress the importance of using full sentences when comparing and contrasting. This means I will routinely prompt students to refer to our word wall and sentence frames. All of this supported practice using the appropriate discourse will prepare the students to eventually perform this task independently. <p>5.3 Build fluencies with graduated levels of support for practice and performance</p> <ul style="list-style-type: none"> For my student with an IEP for speech, I will provide sentence frames that all students can refer to when using appropriate discourse for the academic language. I will also be asking students to verbally state comparisons in full sentences using the word wall and sentence frames for guidance in order to improve expressive language skills. <p>8.3 Foster collaboration and community</p> <ul style="list-style-type: none"> After reading "The Rough-Face Girl" by Rafe Martin and David Shannon, students will participate in group discussion when completing the concept map on character traits of the Rough-Face Girl. Then, through teacher guidance and peer support we will organize the information from the two concept maps into the "Cinderella around the World" Venn Diagram.
<p>Closure</p>	<p>Groups will be given the compare/contrast word wall sorting activity that requires them to sort the words under two categories; compare and contrast. Students will be given envelopes with words, that appear on the word wall, on index cards as well as separate index cards with a bolded heading for "compare" and "contrast." They will have to work with their group members and sort the words under the appropriate heading based on if the specific words describe comparing or contrasting.</p>

REFLECTION ON STUDENT LEARNING

<p>Next Steps</p>	
<p>References</p>	

Lesson 4: "The Egyptian Cinderella" Compare/Contrast

Author: Emily Serafini

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VITAL INFORMATION

Grade/Level	Grade 1
Date	September 26,2013
Subject(s) Or Unit	Language Arts (English)
Instructional Plan Title/Focus	Compare and Contrast Characters from Different Versions of the Same Story
Length of Time	1 class periods. 1 Hr. per class.
Number of Students	Sixteen (16)
Cooperating School	Lindbergh Elementary School
Supervisor	Dr. Julie Henry

PLANNING

Class Characteristics	Students know how to read and recognize vocabulary in a text. They can retell a story and identify main characters, events, and settings. In first grade, they are learning to read for critical analysis and evaluation with fluency. They are all native English speakers ranging in reading level depending on the particular student. Some of the students in my classroom have difficulty with social interactions. This is why I chose to implement many opportunities to practice peer and adult interactions through group and class discussions. This central focus was chosen because, as first graders, they are just beginning to find meaning in what they read. Therefore, I wanted to teach these students how to organize and show understanding of the information they read as they are exposed to many different kinds of materials. Gregory is a student with an IEP for occupational therapy. He is working on improving letter formation so that writing is legible. Aubrey has a speech impairment. Her IEP goals include improving her ability to organize incoming linguistic information and to form associations between words and ideas as well as improve speech production and expressive language skills to be better understood by peers and adults.
Summary Or Lesson Overview	
Rationale: Describe here & include references	
Central Focus/Essential Questions	<p>What is the focus question of this lesson?</p> <p>I can compare and contrast different versions of the same story using the appropriate academic language to support my statements.</p> <p>Connection (if appropriate): By time I teach this lesson, my students will have been provided with many opportunities to practice making comparisons between more than one character based on character traits. They will have used the appropriate academic language with the assistance of visual aids, including the word wall and sentence strips, in their writings as well as class/group discussions. This lesson will allow students to apply this background knowledge efficiently with the goal of comparing and contrasting three different characters from various versions of the traditional "Cinderella" fairytale. As the number of characters being compared increases the challenge imposed on students is greater. However, with their newly acquired knowledge and teacher support students will be able to work at an instructional level (i.e. neither too hard or too easy).</p>

Standards	<p>NY- New York State Common Core Standards (2011)</p> <p>Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</p> <p>Grade: Grade 1 students:</p> <p>Strand: Speaking and Listening</p> <p>Domain: Presentation of Knowledge and Ideas</p> <p>Standard: 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p> <p>Grade: Grade 2 students:</p> <p>Content Area: Literature K-5</p> <p>Strand: Reading</p> <p>Domain: Integration of Knowledge and Ideas</p> <p>Standard: 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>
Learning Targets	<p>Content Objectives:</p> <ol style="list-style-type: none"> 1. Students will compare and contrast two or more versions of stories. <p>Language Objectives:</p> <ol style="list-style-type: none"> 1. Students will use appropriate discourse for the academic language when manually writing and verbally stating comparisons.
Academic Language	Key Vocabulary: Compare, contrast, character trait

ASSESSMENT

Assessment Strategies	<ol style="list-style-type: none"> 1. The "Cinderella around the World" Venn Diagram poster will be reviewed to determine if students have placed the appropriate descriptions in the correct section of the Venn Diagram (i.e. compare, contrast, both). 2. I will listen to student ideas and explanations during class/group discussions. I will ask specific questions to guide the discussion as well as prompt higher order thinking. 3. Throughout the lesson, I will observe to determine if students use academic language when describing character traits and making comparisons.
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INSTRUCTION

Anticipatory set	<p>Students will join me at their assigned spots on the rug. I will recall our two previous lessons regarding our "Cinderella around the World" unit. I will display the concept maps of the two different versions of the traditional "Cinderella" fairytale that we have read so far in this learning segment (i.e. "Cinderella," by Jane Carruth, and "The Rough-Face Girl," by Rafe Martin and David Shannon). Students will be asked to recall the comparisons between these two characters using the sentence frames as well as the class concept maps and "Cinderella around the World" Venn Diagram. This will jog student memory of the two stories as we prepare to read a third version of the traditional "Cinderella" fairytale (i.e. "The Egyptian Cinderella" by Shirley Climo) and compare the character traits of all three versions.</p>
Instructional Materials, Equipment and Technology	<ul style="list-style-type: none"> • "The Egyptian Cinderella" by Shirley Climo • "The Rough-Face Girl" by Rafe Martin and David Shannon • "Cinderella" by Jane Carruth • "Cinderella" class concept map made in previous lesson • "Rough-Face Girl" class concept map made in previous lesson

- "Rhodopis" class concept map
- 16 copies of "Rhodopis" concept map worksheet
- "Cinderella around the World" Venn Diagram
- Easel Board (character traits list)
- Index cards
- Sticky putty
- Markers/crayons
- Pencils
- Paper

Resources: Instructional Plan Created by Emily Serafini

Sequence of Instruction

1. After reviewing content that students have learned so far in this learning segment, I will introduce the next book we will be reading in our "Cinderella around the World" unit called "The Egyptian Cinderella" by Shirley Climo. Prior to reading, I will prompt my students to pay close attention while I read this story, just like they did in the previous lessons, in order to discover who the main character is and what she does in the story that tells us about her character traits. This information will then be organized into graphic organizers when we compare and contrast the three main characters from different versions of "Cinderella."
2. I will then read-aloud "The Egyptian Cinderella" by Shirley Climo making sure to stop at predetermined moments in the story in order to deepen student learning through discussion of characters and traits.
3. After reading, I will lead a class discussion by asking the students to connect character traits to Rhodopis (i.e. the Egyptian Cinderella). *Questions:* What does Rhodopis do in the story? What does this tell you about her character traits?
4. I will ask students to approach the list of character traits we had generated in our previous lesson and draw a box around one trait of Rhodopis until all of her traits have been identified. After drawing a box around each trait I will prompt students to use the character trait sentence strip in order to explain how they know this is a character trait of Rhodopis based on evidence from the text.
5. Then, I will display a concept map for Rhodopis to the students. I will tell the students that they will be filling in their own concept maps for Rhodopis at their seats just like we did for Cinderella and the Rough-Face Girl and we will use all three concept maps to compare and contrast Cinderella, the Rough-Face Girl, and Rhodopis. Before I send the students to complete this graphic organizer I will model organizing one of Rhodopis's traits into the concept map.
6. Students will then be sent back to their tables.
7. I will pass out a concept map for Rhodopis to each student.
8. Students will participate in group discussion in order to complete the concept map just like the modeled "Cinderella" and "Rough-Face Girl" versions that will be posted in the classroom. They will fill in the concept map with the character traits of Rhodopis that they drew a box around on the character trait list. The class concept map will be completed prior to this lesson by the teacher but the other character traits will be covered up while the students try to complete the graphic organizers within their groups.
9. During group discussion, I will visit each group to monitor comprehension as well as prompt students to make connections between the concept map of Cinderella, the Rough-Face Girl, and now Rhodopis. *Questions:* Do all three of these characters have any similar character traits? (compare) Do these characters have any different character traits? (contrast)
10. Once each student has filled out their concept map for Rhodopis, I will ask the students to return to their assigned seats on the rug.
11. I will reveal the remaining character traits on the class concept map that they wrote on their identical concept map worksheets.
12. Then, I will model my thinking process for making a comparison using the three concept maps as well as the sentence strips. (ex: "In the concept maps I see that Cinderella, the Rough-Face Girl, and Rhodopis are all hard-working. So, I will put the character trait "hard-working" into the middle section of the Venn Diagram since this is a similarity between the three characters.")
13. Students will be prompted to make a different comparison between the character traits of these three characters. I will have student volunteers place the index card labeled with one of the traits onto the Venn Diagram section that he/she believes it belongs. With peer support and teacher guidance we will complete the Venn Diagram graphic organizer as a class until the traits in all three concept maps have been organized into the Venn Diagram.
14. Students will be told that when their table is called they can return to their seats and work on a Rhodopis sentence strip practice worksheet.

	<p>15. Students will be sent back to their tables.</p> <p>16. I will pass out a Rhodopis compare/contrast sentence strip practice worksheet to each student. Students will be required to analyze the "Cinderella around the World" Venn Diagram in order to fill in the blanks of the compare and contrast sentence strips.</p> <p>17. As students finish they will draw a picture of Rhodopis. This illustration in addition to the concept map and compare/contrast sentence strip practice worksheet will be added into their "Cinderella around the World" books for the Egyptian version of the traditional "Cinderella" fairytale.</p>
<p>Accommodations</p>	<p>1.1 Offer ways of customizing the display of information</p> <ul style="list-style-type: none"> For my student who is working on improving letter formation so that writing is legible I will provide graphic organizers that have practice handwriting lines. This will guide this student, as well as others, to form legible letters. <p>3.2 Highlight patterns, critical features, big ideas, and relationships</p> <ul style="list-style-type: none"> I used concept maps and a Venn Diagram graphic organizer in order to provide students with an organized and visibly clear method of comparing and contrasting the character traits of the main characters of these three stories, that is "Cinderella," by Jane Carruth, "The Rough-Face Girl," by Rafe Martin and David Shannon, as well as "The Egyptian Cinderella," by Shirley Climo. This will especially help my student with an IEP for speech to organize linguistic information and to form relationships between ideas. <p>3.4 Maximize transfer and generalization</p> <ul style="list-style-type: none"> Throughout this lesson, as well as the entire learning segment, I will stress the importance of using full sentences when comparing and contrasting. At this point in the learning segment, students will have had plenty of opportunities to practice using the appropriate discourse with the aid of the word wall and sentence frames. Thus, students will be able to apply this knowledge when comparing and contrasting all three different versions of the traditional "Cinderella" fairytale. <p>5.3 Build fluencies with graduated levels of support for practice and performance</p> <ul style="list-style-type: none"> For my student with an IEP for speech, the sentence frames will still be made visible in the classroom so students can refer to them when using appropriate discourse for the academic language. I will also be asking students to manually write and verbally state comparisons in full sentences in order to improve expressive language skills. <p>8.3 Foster collaboration and community</p> <ul style="list-style-type: none"> After reading "Cinderella," by Jane Carruth, "The Rough-Face Girl," by Rafe Martin and David Shannon, and "The Egyptian Cinderella," by Shirley Climo, students will participate in group discussion when completing the concept map on character traits of Rhodopis. Then, through teacher guidance and peer support we will organize the information from the three concept maps into the "Cinderella around the World" Venn Diagram.
<p>Closure</p>	<p>Teacher will ask the whole class questions and call on students who raise their hands to answer without looking at the word wall or sentence frames. <i>Questions:</i> Now that we have read three different versions of the traditional "Cinderella" fairytale can only tell me in their own words the definition of compare? Of contrast? What are some words that we can use when comparing? When contrasting?</p>

REFLECTION ON STUDENT LEARNING

<p>Next Steps</p>	
<p>References</p>	