

Sadie Levy
LAP 7: Cinderella stories
4/8/19

1. Content: Describe **what** it is you will teach. What is the content?
 - a. In this lesson, students will learn about other cultures through several different versions of the classic fairy tale, Cinderella. After we read the version that we all know together as a class (to make sure we all come with the same background knowledge), we will split into groups to read other versions of the same story. These groups will then come to an understanding of a different culture through this story - their clothes, food, celebrations, commonalities, beliefs, etc. With this deeper understanding of what culture can look like, I think the final Flipgrid interview videos will be more rich.

2. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. SWBAT apply their understanding of culture to the story to explain what they notice about the culture of the country they're reading a fairytale from.
 - i. SWBAT compare and contrast their version of Cinderella to the story we're told in this country.
 - b. SWBAT pull out specific examples from the text to show their understanding of culture as it relates to the fairytale.
 - c. SWBAT listen to the designated reader in their group, keeping their eyes and body on task.
 - d. The designated reader will be able to read in an audible voice, using inflection to make the fairytale make more sense, as well as show the pictures to the group.
 - e. SWBAT understand the meaning of *folktale* as it relates to this fairytale.
 - f. Students will see the connection between the IRA folktales we've been reading from different countries and these different versions of Cinderella.

3. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - a. For this lesson I wanted to expand our understandings of culture beyond the delay life but also understand that culture is embedded into different cultures understandings of classic fairy tales. Through this classic fairy tale that all students have a connection with, I want my students to deepen their understanding of culture to see how this same story can change a little bit based on the culture and location - the types of clothing, the replacement for the "ball," etc. etc. Before we finish our unit with the interview videos on Flipgrid, I wanted students to expand their understandings to some cultures they may not encounter through their interviews.

4. **Assessment:** Describe **how** you and your students will know they have reached your learning goals.
 - a. Students will be assessed informally.
 - i. Students who are engaged on the rug will be sitting with calm bodies, minds on task, participating, and not distracting their neighbors.
 - ii. Students who are engaged and learning will be listening to their reader or reading so others can learn and thinking about the ways culture comes through in their story by making comparisons between the Cinderella we all know.
 - b. Students will be assessed more formally.
 - i. The worksheet dives into their understanding of culture as it comes through in their version of Cinderella. Students who complete the worksheet in a way that makes sense and shows me their understanding of culture will show me they're learning and engaged.

5. **Personalization and equity:** Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?
 - a. While this lesson is very reading heavy, my emphasis is far more on the content. If I could find a video of the stories being read aloud, I would. I wish the words in the stories weren't an obstacle to my student's pronouncing the more using inflection so their peers can understand them. However, since the words will inevitably be an obstacle to most students, my plan is to pick readers from each group who I think will be able to read the book clearly and patiently with their peers. I will remind my students that if there's a tricky name, they can just say the first letter of it in replacement, and if there are questions about the books or words, I will be floating around to help students.
 - b. In the worksheet, I have put down options where students might find connections to the worksheet if they're having a hard time brainstorming for themselves. I expect students to do this part in groups since I imagine it might be challenging as individuals to find all the connections.

6. **Activity description and agenda**
 - a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

time	activity	rationale
3 min	Review orally what we've learned	I think it's important for students to see

	<p>about culture so far: The virtual map of Worcester Astrid's dad and Afriany came in We researched some of our own cultures</p>	<p>where we've come and where I'm fitting this lesson in with the trajectory of our unit. I want to be as transparent as possible. I also want to share with them how exciting it was for me that Mrs. Quilen found these different versions of the same fairytale, just like we had been talking about earlier that day!</p>
2 min	<p>Introduce the activity: today we'll be reading different versions of the same fairy tale (similar to what we've been doing with our folktale read alouds in the morning!) and trying to see what we can learn about different cultures through these stories.</p>	<p>Along with being transparent, it's important students have an idea of where we're going in the lesson so they can mentally prepare themselves and my directions make more sense contextually.</p>
10 min	<p>Read part or all of Cinderella depending on time (it's the end of the day and I'm aware time/energy level of my students can be an issue).</p> <p>If we don't finish with enough time, do turn and talk with neighbor to refresh our memory on the version of Cinderella that we all know.</p>	<p>I don't want to make any assumptions about my student's background knowledge. I have no idea how widely known Cinderella is all households, and it's imperative that students have an understanding of what the Cinderella we will be comparing to is like.</p>
25 min	<p>I will split the class into the following groups to read the stories and think about what they've learned about culture (the bolded names are the readers).</p> <p><u>Yeh-Shen (China)</u></p> <ul style="list-style-type: none"> - Isaiah - Keziah - Chino - Angelyn <p><u>The Persian Cinderella</u></p> <ul style="list-style-type: none"> - Prince - Serena - Ashley - Nathaniel <p><u>An Ojibwa Cinderella Story</u></p>	<p>These groups are made intentionally so that each group has a strong reader (someone who can not only read and understand text, but can read with inflection out loud), and also students who may have an interest or being able to understand the text.</p>

	<ul style="list-style-type: none"> - Astrid - Naliya - Isaiah - Elijah - George <p><u>An Irish Cinderella</u></p> <ul style="list-style-type: none"> - Tariyah - Christian - Mario - Khloe <p><u>The Egyptian Cinderella</u></p> <ul style="list-style-type: none"> - Angelo - Kyara - Sara 	
10-20 minutes	<p>What can we learn about culture from these stories?</p> <ul style="list-style-type: none"> - the food - the dress - the traditions - what they care about families - history - the land <p>Students will complete their worksheets either individually or in groups depending on what they need for support.</p>	Hopefully this worksheet won't be very difficult because students will have made some connections already while their groups are reading and discussing as they go.
15-20 minutes	<p>If we have time:</p> <p>When we're back on the rug, each group give a quick summary of their story and three things they learned about the culture.</p>	Both presenting and summarizing are skills that most students could use practice with, and I think this is a great opportunity to put them into practice! This way multiple students from a group can speak on the different things they learned about culture.

b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

Although I'm not really sure how to avoid it in a lesson like this, I'm worried that students won't understand the stories because of the language or their reader isn't reading clearly. Hopefully because students will know it follows the general story of Cinderella, some of the details they can look over and so long as they understand basically what happens, or even if they understand a few details, they could still glean something about what that country's culture is like. For example, even if a student

understood very few words in any of the books, they could tell by the vibrant illustrations that they all have something about the land in that country, the activities they do, and maybe the food. Reminding students of this I think will be imperative to their engagement so they do not feel overwhelmed by the enormous text.

7. List the Massachusetts Learning Standards this lesson addresses.

- a. 3.11 Identify what individuals and families bring with them (e.g. memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g. language, literature arts, religion, traditions, customs); explain how the community is enriched by contributions from all people who form it today.
 - i. *Clarification statement: Students should be able to give examples of traditions or customs from other countries practiced in the US today, with a focus on the cultures represented in the class and what those cultures have contributed to US society: describe traditional foods, customs, games, and music of the place they, their family, or their ancestors came from.*
- b. SL. 1 Participate in collaborative discussion with peers and adults in small and larger groups on history/social science topics.
 - i. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time, staying on topic)
 - ii. Build on one another's talk in conversations by responding to comments through multiple exchanges.
 - iii. Ask questions to clear up confusion about the topics and texts under discussion.
- c. SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- d. SL.4 Describe people, places and things related to history/social studies; speak clearly at an understandable pace and use appropriate vocabulary.

8. Reflection

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?
- b. What did you learn from the experience of this lesson that will inform your next LAP?

Although this lesson went overall pretty well, there were certainly some points to work on. I wasn't expecting the students to be so riled up at the end of the day on a Monday. I think not having outdoor recess during either break time really took a toll on their energy level and high distractionability during the lesson. I was proud of my management, however, and ability to keep the students on task as much as possible, and adjusted my practice so they could have more of an opportunity to talk with each other. After we'd read a couple of pages of Cinderella (the version we almost all recognize) and students continued to participate and raise their hands, which was taking a longer time than I expected, I had them do a turn and talk with each other to fill in the gaps about what happens at the end of Cinderella, and I think that was a faster way to make sure all students were on the same page and all engaged.

In the time we had, students didn't have time to get to the worksheet part of the lesson, but one way that I also adjusted my practice to gauge where students were at and also to have them get an idea of what I was looking for, was to stop them part way through their reading to hear from some students about what they'd already learned about culture. However, when I asked the question, Mary jumped in to rephrase what I'd said to ask - what similarities or differences do you find between the Cinderella that we know and this version of it? I think that framework of understanding culture in terms of comparison makes more sense for my students and makes the question very clear. I should have made a place on the worksheet to write in those similarities and differences.

One way I had thought to eliminate the boredom of listening to a classmate read a book out loud, or the confusion of not understanding everything was making photocopies of all of the books. I'm not sure if, in the end, this would have caused more chaos and noise, or could have helped some students follow along with the words.

Another concern of mine during this lesson, which was really affected by the lack of a break, was Christian and Mario. They were incredibly restless and having an almost impossible time paying attention. Their distraction was not interconnected and I'm not sure what could have made their experience more learning filled except for to do this lesson earlier in the day. That is an important note to make though - that oftentimes reading-heavy lessons are harder in the late afternoon.

Below shows some student work. Although many students did not have time to finish their worksheet, the conversations we had were far more telling of their understanding ability to connect the story to our understanding of culture.

Name: George

Date: 4/9/19

★ The name of this Cinderella story is:

Soot Face

★ What does this story teach you about this country's culture?

circle 3 to talk about:

FOOD

TRADITIONS

CLOTHING

FAMILY

LAND

HISTORY

Ojibwa

U.S.A

At the End they
got married

↑ saying similarity to
the version of Cinderella
he's typically told

Name: Astrid

Date: 4/9/11

★ The name of this Cinderella story is:

SOOT Face

★ What does this story teach you about this country's culture?

circle 3 to talk about: FOOD

TRADITIONS

CLOTHING

FAMILY

LAND

HISTORY

The Traditions are that she has to hunt for food and she had to hunt for her clothing. The story is in a land named Ojibwa.

Name: Kyara

Date: 4/9/19

★ The name of this Cinderella story is:

The Egyptian Cinderella

★ What does this story teach you about this country's culture?

circle 3 to talk about:

FOOD

TRADITIONS

CLOTHING

FAMILY

LAND

HISTORY

It teaches us about family and history. It teaches us how the sisters treated her.

Name: Nutkand

Date: 4/9/19

★ The name of this Cinderella story is:

The Persian Cinderella

★ What does this story teach you about this country's culture?

circle 3 to talk about:

FOOD

TRADITIONS

CLOTHING

FAMILY

LAND

HISTORY

That they wear
different clothes
and they celebrate
something else.

That they wear different clothes and they
celebrate something else.