



Cinderella

Cinderella: A Dynamic

Transformation Thematic Unit

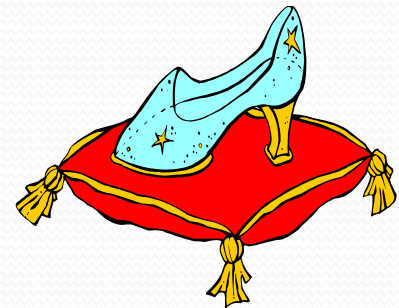
3rd Grade

This unit places an emphasis on the classic “Cinderella” in which the learners will be engaged in activities that utilizes all the disciplines. Engaging in this unit encourages critical thinking, cooperative learning, and independence.

“Cinderella: A Dynamic Transformation”

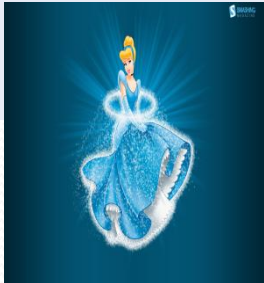
Presented by

- Olivia Henderson
- Pamela Scott
- Joyce Course
- Latoria Mayfield
- Sandra Garner



Common Core State Standard Alignment

Language Arts	L.3.2.C Use commas and quotation marks in dialogue
Reading	ELA Literacy RL.3.3 Describe characters in a story (e.g. their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
Math	CCSS 3.NBT.2 Number and Operations in Base Ten. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Social Studies	RI 3.8 Describe the logical connection between particular sentences and paragraphs RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Science	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect RI.3.7 With promoting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).



MVSU NCLB 2013 Summer Reading Institute

Lesson Plan Template

Name: Pamela Scott	Name of Unit: "Cinderella"	Date: July 29, 2013	Grade Level: 3 rd (Reading)
Objective	Procedures	Materials	Evaluation
<p>CCSS. ELA Literacy</p> <p>RL.3.3</p> <p>Describe characters in a story (e.g. their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Provide students with the "Do Now" activity. 2. State the lesson objective. 3. State the lesson purpose. <p>Mini-lesson</p> <ol style="list-style-type: none"> 4. show a power-point lesson www.pppst.com (Story Elements) on character analysis. 5. Introduce story vocabulary 6. Read the fairytale "Cinderella" to the students. 7. Conduct a brief discussion of the fairy tale. <p>The student will: (Engage in the activities below)</p> <p>Stations:</p> <p>Vocabulary: Word Scramble Fluency: "In Search of Cinderella" Comprehension: Character Map</p> <p>Computer Station: Create Your Own Character www.pppst.com</p> <p><u>Reteach:</u> The students will use characters' actions to sequence events in the story.</p> <p><u>Enrichment:</u> The students will compare any two characters of choice in the fairytale.</p>	<p>Crossword Puzzle</p> <p>LCD Projector</p> <p>White Board/Screen/Clear Wall</p> <p>Classic Fairy Tales Book</p> <p>Word Scramble Activity</p> <p>Reader's Theater Story:</p> <p>In Search of Cinderella</p> <p>Character Map</p> <p>Character Sequence Puzzle</p> <p>Compare/Contrast a Character computer</p>	<p>Students will complete a Character Analysis Chart.</p> <p>Teacher Observation</p>

For each lesson plan, do the following:

- 1). Align the standards
- 2). Identify the domain
- 3). State the benchmark
- 4). Address diversity
- 5). Infuse technology

Name _____ Date _____



Cinderella

Retold by Marcia Brown
Vocabulary Word Unscramble



Use the words in the text box to help you unscramble the words.

stepmother	stepsisters	castle	prince
tasks	invited	ball	slipper
fairy	godmother	coachman	midnight

1. peicnr _____
2. stepomrteh _____
3. psreilp _____
4. albl _____
5. invetdi _____
6. sstak _____
7. rmdhtogeo _____
8. irfya _____
9. mhgtinid _____
10. anhcamoc _____
11. etspsiesrts _____
12. elastc _____

Name _____ Date _____

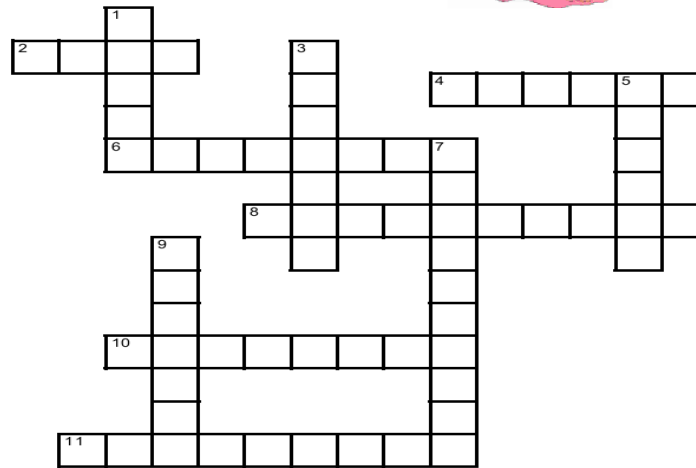


Cinderella

Retold by Marcia Brown
Crossword Puzzle



Complete the puzzle.



Across

- Her stepsisters were going to the ____.
- The ____ searched for the girl who had lost the glass slipper.
- Cinderella wore a glass ____ to the ball.
- ____ and the prince were married at the castle.
- Cinderella had to be home by ____.
- Cinderella's fairy ____ helped her to get ready for the ball.

Down

- Cinderella lost one of her ____ slippers when she left the ball.
- The fairy godmother changed a ____ into a fine coach.
- There was going to be a ball at the ____.
- Cinderella's ____ made her work very hard.
- Cinderella was not ____ to the ball.

Word Bank

invited
midnight
glass
prince
Cinderella
stepmother
slipper
godmother
pumpkin
ball
castle

**R
E
A
D
I
N
G**

Name _____

Character Characteristics

C.001.SSI

Name of the character

What does the character look like?

What would you do if you were the character?

What things does the character do?

Do you like the character? Why or why not?

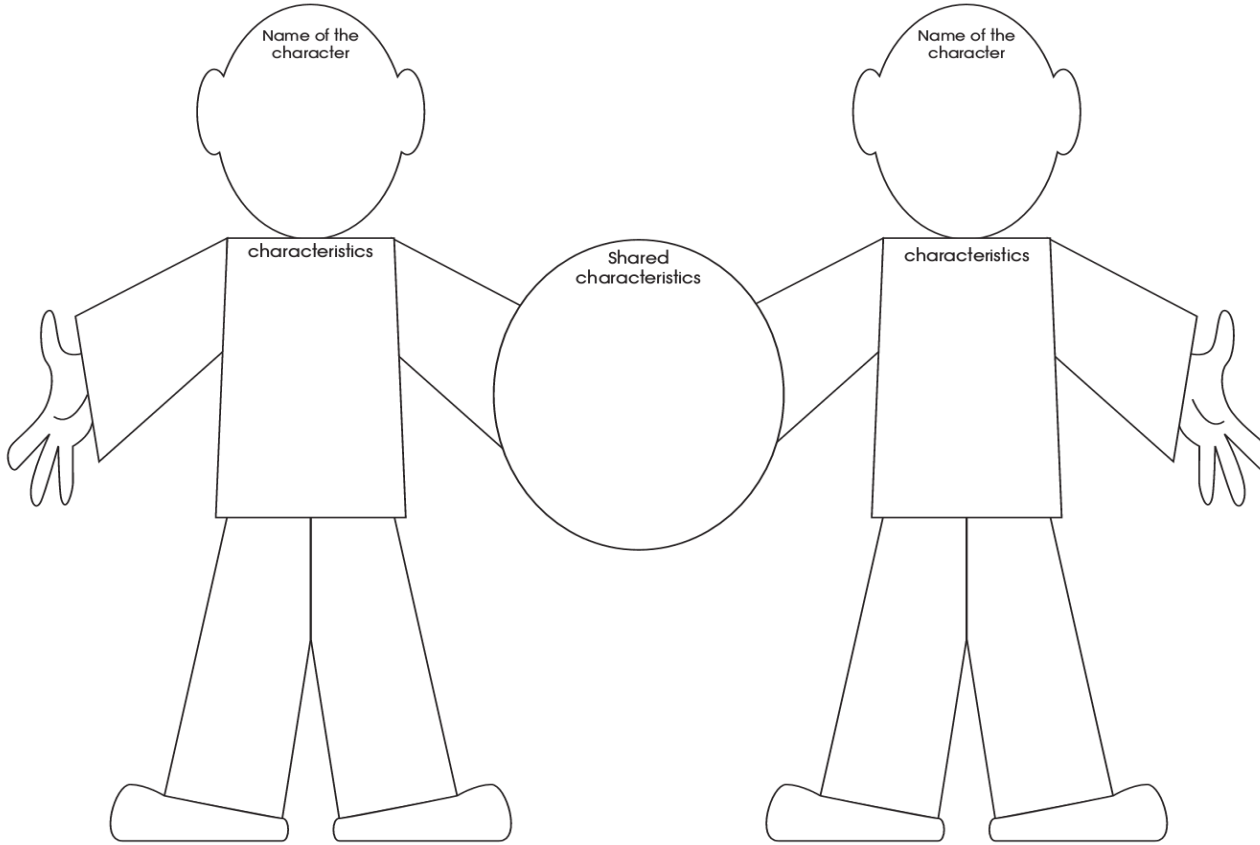
Something important about the character

Compare and Contrast

Name _____

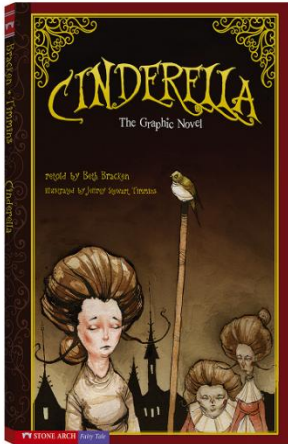
C.002.SS.1

Compare-A-Character





READER'S THEATER



Cinderella retold by Beth Bracken

Characters:

- Evil Stepmother** – struggling reader
- Evil Stepsister #1** – reads below grade level
- Evil Stepsister #2** – reads at grade level
- Father** – reads slightly below grade level
- Cinderella** – reads slightly above grade level
- Narrator** – reads above grade level

Genre: Fairy Tale
Ages: 8-13

Cinderella page 1

Narrator: Once upon a time, a heart was broken, Ella's mother had passed away . . . but by early spring, Ella's father had found another wife. The woman had two daughters. They were beautiful, but they had vile hearts.

Father: You ladies will share a room with my daughter. She'll help you feel at home here. Isn't that right, Ella?

Cinderella: Yes, Father.

Narrator: The two stepsisters soon made Ella's life miserable.

Stepsister #1: Ooh! This dress is beautiful! You don't mind if I have it do you, Ella?

Stepsister #2: Of course she doesn't mind! She won't need any of these nice clothes anymore.

Narrator: From morning until night, Ella obeyed her stepsisters.

Stepsister #1: You missed a spot!

Stepsister #2: When you're finished, clean out the hearth. You wouldn't want to sleep in cinders.

Stepsister #1: You're so filthy! I'm going to call you Cinderella!

Stepsister #2: Ha! That's a good name for that disgusting girl.

Narrator: One day . . .

Father: I'm going to the city. What should I bring home for you, daughters?

Stepsister #2: Dresses! As many as you can fit into your carriage!

Stepsister #1: Jewels! As many as you can fit into your pockets!

Father: And you, Cinderella? What will you have?

Cinderella: Father, bring me the first twig that knocks against your hat on your way home.

Cinderella page 2

Narrator: Several miserable days later Father returned.

Father: Jewels and gowns for my two newest daughters. And a hazel twig for my dear Cinderella.

Cinderella: Thank you, Father.

Stepsister #1: A twig! What a foolish girl! Whatever will she do with such a gift?

Narrator: Cinderella planted the twig on her mother's grave. She cried so much that her tears fell on the twig and watered it. Soon, the twig became a handsome tree, budding with leaves and home to many kind birds. Still, it could not cure Cinderella's sadness. Then one day, a messenger arrived at the house with a decree from the king that read, "Hear ye! Hear ye! The king has issued a proclamation! A ball in his son's honor will take place in three days. Every young woman is invited, and the prince will choose a bride!"

Stepmother: Oh, my! Did you hear that, girls? You better find something to wear.

Stepsister #1: I will wear my red velvet dress with French lace trimming!

Stepsister #2: And I will wear my gold flowered cloak and my diamond necklace!

Cinderella: The messenger said that every young woman is invited. May I go, Stepmother?

Stepmother: Covered in dust and dirt? The prince would be ashamed to see you.

Cinderella: Please! I promise I'll work twice as hard until the day of the ball.

Stepmother: Okay. I have a deal for you. Do you see this dish of seeds? If you can pick all of them out of the ashes, you can come to the ball with us.

Cinderella: But that's impossible!

Stepmother: Then I'm afraid you're not going anywhere!

Cinderella page 3

Narrator: Cinderella rushed outside . . .

Cinderella: Tame pigeons, turtledoves, all you birds beneath the sky . . . come and help me!

Narrator: Suddenly, a great whooshing sound filled the sky.

Cinderella: The birds! They're picking the seeds out of the ashes! Look, Stepmother! I have done what you asked! Now may I go to the ball?

Stepmother: But Cinderella, you still have nothing to wear. The prince would only laugh at you.

Cinderella: Please, Stepmother! I'll do anything!

Stepmother: No! And that is the end of it!

What will Cinderella do? Will she ever make it to the ball, or will her stepmother create another impossible task? To find out, read *Cinderella: The Graphic Novel* from Stone Arch Books.

MVSU NCLB 2013 Summer Reading Institute
Lesson Plan Template

Name: Olivia Henderson	Name of Unit: “Cinderella: A Dynamic Transformation”	Date: July 29, 2013	Grade Level: 3 rd (Language)
Objective	Procedures	Materials	Evaluation
<p style="text-align: center;">CCSS L.3.2.C</p> <p>Use commas and quotation marks in dialogue</p>	<p>Introduction: 1. In a good story, like in real life, characters should talk, but not too much! What a character says should fit his or her personality. For example, a smart character should use “big words.” A shy character would say less than an outgoing one. A bully would not say nice things. You get the idea! 2. Inform students on the objective for the day and give its importance.</p> <p>Teaching Procedures:</p> <p>1. TTW</p> <ul style="list-style-type: none"> • Define quotation marks and commas • Use the overhead project to demonstrate how to use the comma, quotation mark, and proper capitalization. • Give examples if needed. <p>Reteach:</p> <p>1. TTW:</p> <ul style="list-style-type: none"> • Provide students with sentence strips that have incorrect punctuation and capitalization errors. <p>TSW:</p> <ul style="list-style-type: none"> • Select a sentence strip • Tape it to the board and read it aloud. • Use a dry-erase marker to correct the errors on the sentence strip. • Have the student to explain the changes that were made. • Continue this activity until student(s) show understanding. <p>Enrichment:</p> <p>1. TTW:</p> <ul style="list-style-type: none"> • Provide directions and materials (Story Booklet) for the enrichment activity • Make sure that students understand the rules and their activity. • Inform students that they will compose their own “Cinderella” story. Encourage creativity with characters and events. Also, include correct usage of quotation marks, commas, and capitalization. • Have students to go to website listed below once they have finished assignment. http://www.softschools.com/quizzes/grammar/quotation_marks/quiz1632.html 	<p>Overhead projector transparency</p> <p>Sentence strips Clothes Pins</p> <p>Sentence strips Tape White board Dry-erase markers</p> <p>Story Booklet (teacher-made) Paper Crayon, markers, pencils,</p>	<p>Oral evaluation Written evaluation Teacher Observation</p>

For each lesson plan, do the following:

- 1). Align the standards 2). Identify the domain 3). State the benchmark 4). Address diversity 5). Infuse technology

Name _____ Date _____

Directions: Read each sentence and place quotation marks, commas, and proper capitalization where they are required.

1. she said i don't have a gown to wear for the ball!
2. suddenly a fairy godmother appeared and said don't cry cinderella!
3. how will i go to the grand ball asked cinderella.
4. oh i must go!
5. he went to her and asked do you want to dance?
6. before leaving the fairy godmother said cinderella the magic will only last until midnight!



Directions:

- The teacher will read the story “Cinderella”. The teacher will ask the students to listen closely to the direct quotes. The teacher will remind the students that quotation marks are placed in front of and after dialogue that is in a conversation.
- Using the promethean board the teacher will read the story as the students follow along.
- The students will participate in a punctuation hunt.
- The students will identify quotation marks and commas and write each one in the correct space on a tree map.
- <http://shortstoriesshort.com/story/cinderella>

Directions for Cinderella Activity

Directions: Read story silently. Remember to look for quotation marks, commas, and proper capitalization placed in the story.

“Cinderella”

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king’s palace. But Cinderella’s stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.



Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, “Don’t cry, Cinderella! I will send you to the ball!”

But Cinderella was sad. She said, “I don’t have a gown to wear for the ball!” The fairy godmother waved her magic wand and changed Cinderella’s old clothes into a beautiful new gown! The fairy godmother then touched Cinderella’s feet with the magic wand. And lo! She had beautiful glass slippers! “How will I go to the grand ball?” asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving the fairy godmother said, “Cinderella, this magic will only last until midnight! You must reach home by then!”

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella’s stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, “Do you want to dance?” And Cinderella said, “Yes!” The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother’s words and she rushed to go home. “Oh! I must go!” she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella’s foot as she ran home. The prince said, “I will find her. The lady whose foot fits this slipper will be the one I marry!” The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella’s step sisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella’s stepmother would not let her try the slipper on, but the prince saw her and said, “Let her also try on the slipper!” The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

MVSU NCLB 2013 Summer Reading Institute
Lesson Plan Template

Name: Joyce Course	Name of Unit: “Cinderella: A Dynamic Transformation”	Date: July 29, 2013	Grade Level: 3 rd (Math)
Objective	Procedures	Materials	Evaluation
<p>CCSS 3.NBT.2 Number and Operations in Base Ten. The students will fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<ol style="list-style-type: none"> 1. The teacher will introduce the lesson. 2. The teacher will state objective and purpose. 3. The teacher will model activity. (The teacher will complete an activity on addition and subtraction). 4. The students will use the activity sheet to decide which items they will purchase for the King’s Ball. 5. The students will add up the cost of selected items. 6. The students will subtract the total cost of selected items from the budget amount. 7. The students will decide which items will save the more money. <p>Reteach The students will use activities from this website to review addition and subtraction. www.ixl.com/math/grade-3/ (website will provide feedback on student performance).</p>	<ol style="list-style-type: none"> 1. Pencils 2. Activity sheets 3. An additional sheet of paper to show your work. 4. Internet 	<ol style="list-style-type: none"> 1. Check the amounts of money to determine which have more or less. 2. Discuss items choices with students. (Checking to see if the cost value is important.)

- Pamela has been invited to the King's Ball. She has \$150.00 to purchase clothing for the ball. On the side are items she can select to attend the ball. Help Pamela choose the items that will save her more money.

Name _____ Date _____

Using the Cinderella story you have a \$150.00 budget to purchase clothes for the King's Ball. Below are the items you will need to attend to ball. You will need to choose the items for the ball that will allow you to have spending money left over.

Dresses	
 \$ 75.00 A	 \$50.00 B
Shoes	
 \$25.00 A	 \$45.00 B
Earrings	
 \$5.00 A	 \$5.00 B
Purse	
 \$20.00 A	 \$15.00 B
Salon \$35.00 A	Friend \$10.00 B









List the items and the cost that will allow you to save more money.

Item (A or B)	Cost	Total

- Steve has been invited to the King's Ball. He has \$150.00 to purchase clothing for the ball. On the side are items he can select to attend the ball. Help Steve choose the items that will save him more money.

Name _____ Date _____

Using the Cinderella story you have a \$150.00 budget to purchase clothes for the King's Ball. Below are the items you will need to attend to ball. You will need to choose the items for the ball that will allow you to have spending money left over.

<p>Suits</p>  <p>\$75.00 A</p>	 <p>\$50.00 B</p>
<p>Shoes</p>  <p>\$45.00 A</p>	 <p>\$25.00 B</p>
<p>hat</p>  <p>\$5.00 A</p>	 <p>\$15.00 B</p>
<p>Cufflinks</p>  <p>\$20.00 A</p>	 <p>\$15.00 B</p>
<p>Barber Shop \$15.00 A</p>	<p>Friend \$5.00 B</p>

List the items and the cost that will allow you to save more money.

Item (A or B)	Cost	Total



SHOPPING



Name _____ Date _____

Sandra has \$10.00 to buy a meal. She wants to save money, too. Use the Kids Menu to select food items that will help Sandra save money.

How much did Sandra's meal cost?

How much did she save?

Show your work.

Name _____ Date _____

Gary wants to buy a new scooter. The scooter costs \$95. He has saved \$24. He earned \$15 raking leaves. His grandmother gave him \$5 for taking items to the recycle bin.

How much money does Gary has in all?

Does Gary have enough money to buy the scooter?

If Gary does not have enough money, how much more money will he need to save?

Show work.

Kids Menu



Chicken Fingers with Fries	\$6.95
Pasta with Sauce	\$5.95
Hot Dog with Fries	\$6.95
Kids Fish and Chips	\$7.95
Cheese Pizza/bread sticks	\$10.95
Grill Cheese with Fries	\$4.55

Menu Includes beverages and one free refill.

Hi-C Pink Lemonade

Coke or Diet Coke

Sprite

Ginger Ale

Orange Juice

Cranberry Juice

Milk or Chocolate Milk

IBC Root beer

All Drinks are \$2.50

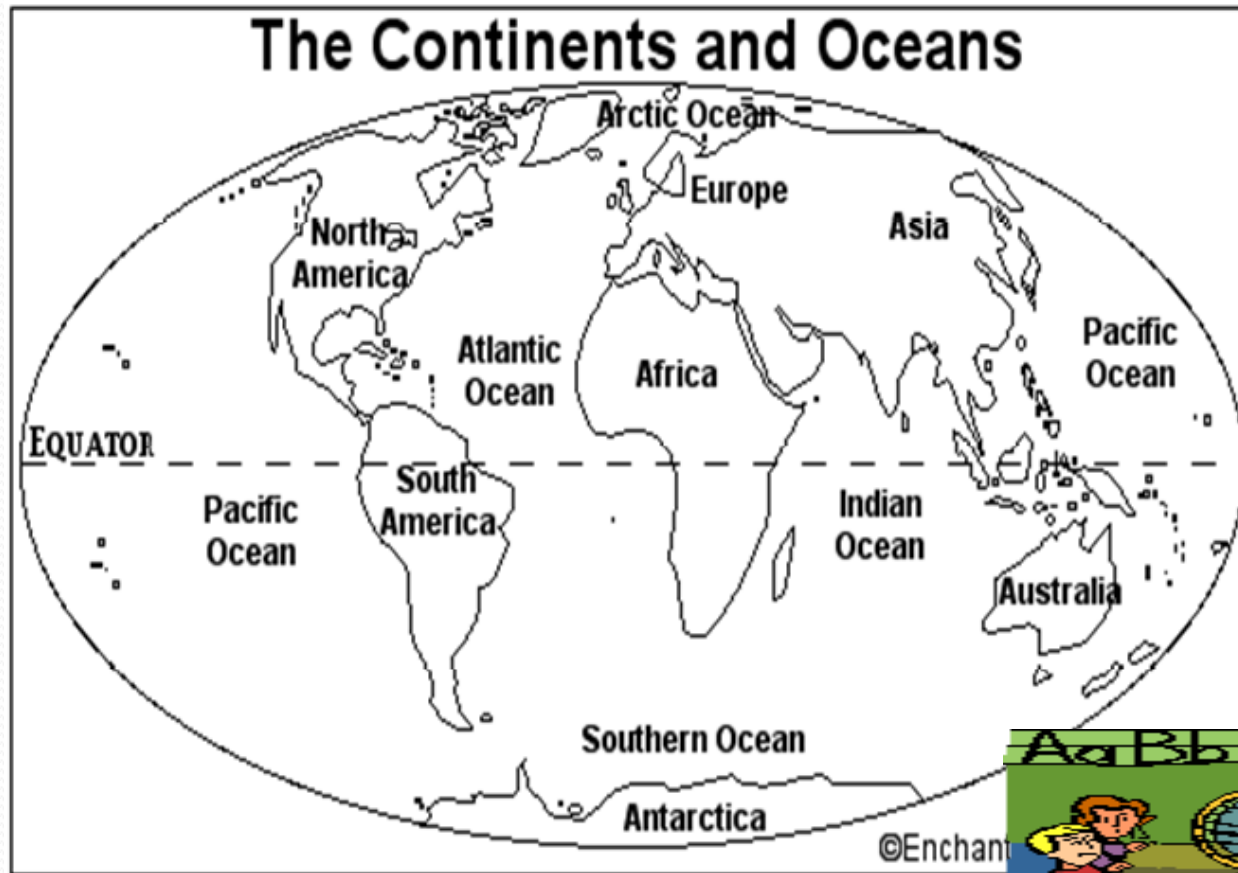
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Lesson Plan Template

Name: Latoria Mayfield	Name of Unit: "Cinderella: A Dynamic Transformation"	Date: July 29, 2013	Grade Level: 3 rd (S. Studies)
Objective	Procedures	Materials	Evaluation
<p>CCSS Integration of Knowledge and Ideas</p> <p>RI 3.8 Describe the logical connection between particular sentences and paragraphs</p> <p>RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic</p>	<p>Introduction:</p> <ol style="list-style-type: none"> Briefly talk about the story "Cinderella" that was read and discussed on yesterday. Display a World Map on the Smart board. Point out the United States and say, "This is region in which we all live. However, there are other countries that have different cultures from what we experience in the United States." Say, "We are going to Africa, Persia, Russia, and Iceland using the story, "Cinderella." Read the objective and tell the importance. <p>Teaching Procedures: TTW:</p> <ul style="list-style-type: none"> Define vocabulary words that are imbedded in the objective. Briefly talk about "The Three Little Pigs" and "The Three Javelinas" Compare and contrast the two stories based on events, setting (country), story element, traditions, and ect. Answer questions to make sure that the students understand. <p>Re-teach: TTW:</p> <ul style="list-style-type: none"> Group students in groups of 4 in five groups. Give each group a different version of "Cinderella." Provide worksheet "Cinderella Activity" sheet. Inform the students that they will compare and contrast the "Cinderella's" and the illustrations in the book. <p>TSW:</p> <ul style="list-style-type: none"> Identify the area on the detailed "World Map." Direct the students to visit www.worldatlas.com Read the information about each country and traditions, Complete the assignment correctly. <p>Enrichment:</p> <ul style="list-style-type: none"> Compare and contrast the two "Cinderella" stories using the "Compare and Contrast Cinderellas" template. Use all aspects of the story: story elements, illustrations, and etc. Use the "Cinderella" rubric to check finished rubric. Research the particular country that the story is written about. 	<p>"Cinderella" story</p> <p>World Map Smart board</p> <p>"The Three Little Pigs" and "The Three Javelinas" short stories</p> <p>White board Dry-erase marker</p> <p>Different versions of Cinderella</p> <p>Cinderella Activity sheet</p> <p>Detailed World Map</p> <p>Website (www.worldatlas.com)</p> <p>Compare and contrast "Cinderella" Venn diagram</p> <p>"Cinderella" Venn diagram rubric</p>	<p>Teacher Observation Informal Observation Questions Rubric</p>

For each lesson plan, do the following:

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Social Studies

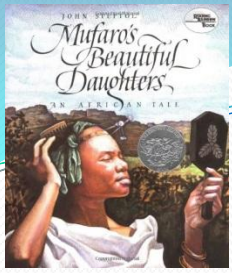


Cinderella Activity

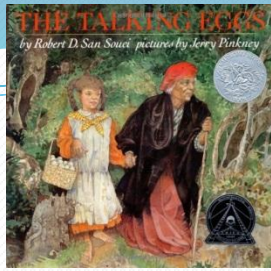
Story Title	Author Retold by	Setting
Characters	Hero/Heroine	Villain
Problem	Solution	Magic by
Cultural Aspects	Cultural Aspects	Words







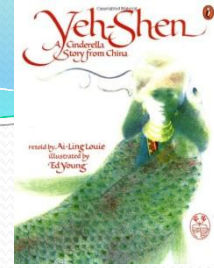
Africa



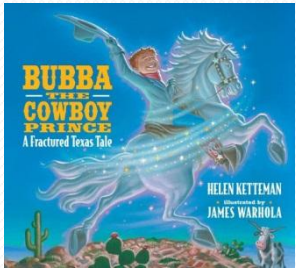
American South



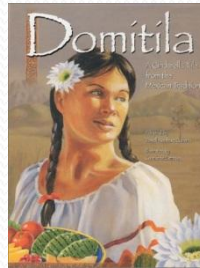
British Isle



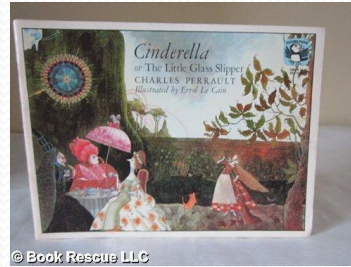
China



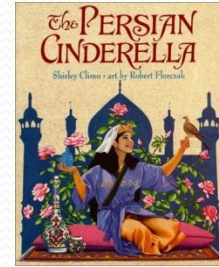
Texas



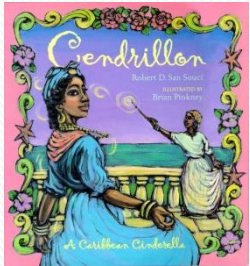
Mexico



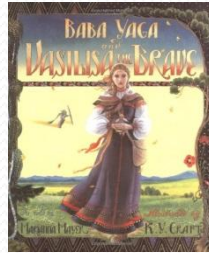
France



Persia



Caribbean



Russia

There are different versions of “Cinderella” for other cultures and countries.

Cinderella Stories – A Multicultural Unit



Reference Book: lots of information and activities
The Oryx Multicultural Folktale Series: Cinderella
 By
 Judy Sierra
 Oryx Press - 1992

TITLE	AUTHOR	COUNTRY
<i>Angkat</i>	Jewell Reinhart Coburn	Cambodia
<i>Yeh-Shen</i>	Ai-Ling Louie	China
<i>The Egyptian Cinderella</i>	Shirley Climo	Egypt
<i>Cinderella</i>	Susan Jeffers	France
<i>Raisel's Riddle</i>	Erica Siverman	Jewish
<i>The Rough-Face Girl</i>	Rafe Martin	Algonquin Indian
<i>The Turkey Girl</i>	Penny Pollock	Native American
<i>Cendrillon</i>	Robert D. San Souci	Caribbean
<i>The Persian Cinderella</i>	Shirley Climo	Persia
<i>The Talking Eggs</i>	Robert D. San Souci	American South
<i>Domitila</i>	Jewell Reinhart Coburn	Mexican
<i>Tattercoats</i>	Bernadette Watts	English
<i>Mufaro's Beautiful Daughters</i>	John Steptoe	African
<i>The Irish Cinderlad</i>	Shirley Climo	Ireland
<i>Vasilisa the Brave</i>	Marianna Mayer	Russian
<i>The Golden Sandal</i>	Rebecca Hickox	Middle East
<i>Princess Furball</i>	Charlotte Huck	British Isles
<i>Bubba the Cowboy Prince</i>	Helen Ketteman	Fractured Texas Tale

<i>The Little Glass Slipper</i>	Charles Perrault	France
<i>Aschenputtel</i>	Grimm	Germany
<i>Hearth Cat</i>		Portugal
<i>Katie Woodencloak</i>		Norway
<i>The Wonderful Birch</i>		Finland
<i>The Story of Mjadveig</i>		Iceland
<i>Benizara and Kakezara</i>		Japan













A large Venn diagram consisting of two overlapping circles. The left and right circles are outlined with solid red lines, while the central overlapping area is outlined with a dashed red line. Each of the three regions (left, center, and right) contains ten horizontal red lines for writing.

Name _____

Date _____

Lesson 1 - A comparison of Domitila: A Cinderella Tale from the Mexican Tradition vs. Cinderella (the traditional version)

Assessment Rubric for Venn Diagram

	 Strong Grasp	 Progressing	 Not in Evidence
Book Support of Comparison Statements	All statements are supported by the books. 	Most statements are supported by the books. 	Few or none of the statements are supported by the books. 
Placements of Statements within the Venn Diagram	All statements noting similarities are placed in the center circle and all statements that note differences are placed in the correct outer circle. 	Most statements are placed in the correct circle, but student mixed up a few statements. 	Few statements are placed in the correct circle. 
Number of Quality Statements	Student is able to make 5 or more comparison statements in each circle. 	Student is able to make 3-4 comparison statements in each circle. 	Student makes 2 or fewer comparison statements in each circle. 
Comments:			

Grading Breakdown

3 smiley faces = Exceeds

2 smiley faces = Meets

0-1 smiley face = Needs Improvement

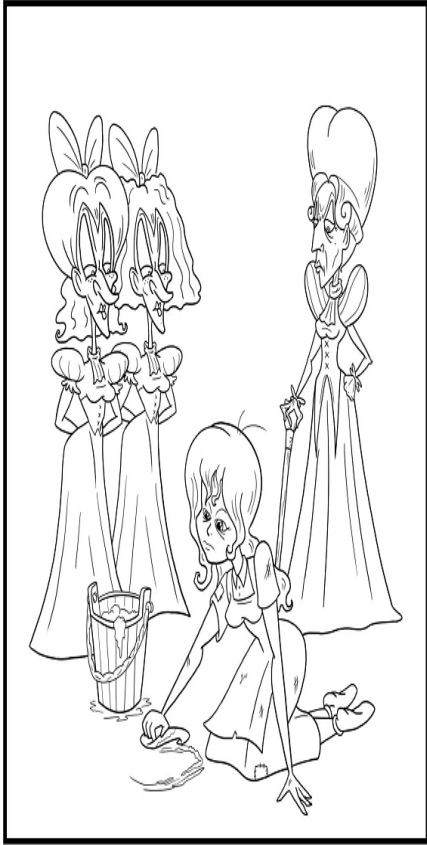
MVSU NCLB 2013 Summer Reading Institute
Lesson Plan Template

Name: Sandra Garner	Name of Unit: “Cinderella: A Dynamic Transformation”	Date: July 29, 2013	Grade Level: 3rd (Science)
Objective	Procedures	Materials	Evaluation
<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect</p> <p>RI.3.7 With promoting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<ol style="list-style-type: none"> 1. The students will read the story of “The Life Cycle of a Pumpkin”. 2. The students will make a jack-o-lantern for the last stage in the life cycle. You can staple two paper plates together and decorate it like a jack-o-lantern. Leave a section unstapled so the pieces can be stored inside the pumpkin. 3. Attach a piece of yarn to the inside of the pumpkin with tape. 4. Attach pictures to the yarn that represent each of the steps leading up to the jack-o-lantern. The pictures are meant to be folded on the dashed line and glued to the yarn so that the picture is on one side and the word is on the other side. 5. The “vine” can be stuffed inside the pumpkin and gradually pulled out as students retell the Pumpkin, Pumpkin story, or recite the steps of the pumpkin life cycle. Be sure the pieces are in order so that it starts with the seed and ends with the jack-o-lantern: Seed, sprout, plant, flower, green pumpkin, orange pumpkin, jack-o-lantern. 6. After this activity the students will use potting soil, used Gerber jars and pumpkins to plant his/her own pumpkin. (The Gerber jars are use so the students can actually seed to roots grow). 7. Students can use interactive website. http://resources.woodlands-junior.kent.sch.uk/revision/science/living/lifecycle.html <p>Reteach Reread the story of Cinderella. Measurement if necessary</p> <p>Enrichment Students will write their own Cinderella story.</p>	<ol style="list-style-type: none"> 1. Book (The Life Cycle of a Pumpkin) 2. Pumpkin Life Cycle 3. Pencil 4. Crayons 5. Construction paper 6. Scissors 7. Yarn 8. Gerber Jars (used) 9. Pumpkin seed 10. Potting soil 11. Internet 	<ol style="list-style-type: none"> 1. The students will be evaluated based on the completion of the booklet. 2. The students will be asked several questions about the story to check for understanding.

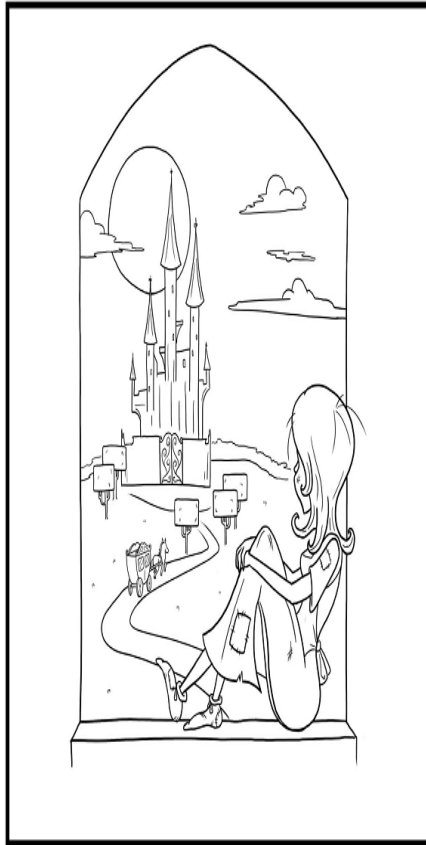
For each lesson plan, do the following:

- 1). Align the standards 2). Identify the domain 3). State the benchmark 4). Address diversity 5). Infuse technology

Complete this retelling of Cinderella! Some of these squares are missing words, others are missing pictures. Predict what comes next in the story by writing the words or adding a picture of what is happening.



Once upon a time, a poor girl named Cinderella lived with her cruel stepmother and two mean stepsisters. Her stepmother and sisters spent all day eating fine foods and shopping in town, while Cinderella was forced to spend her time doing housework for them.



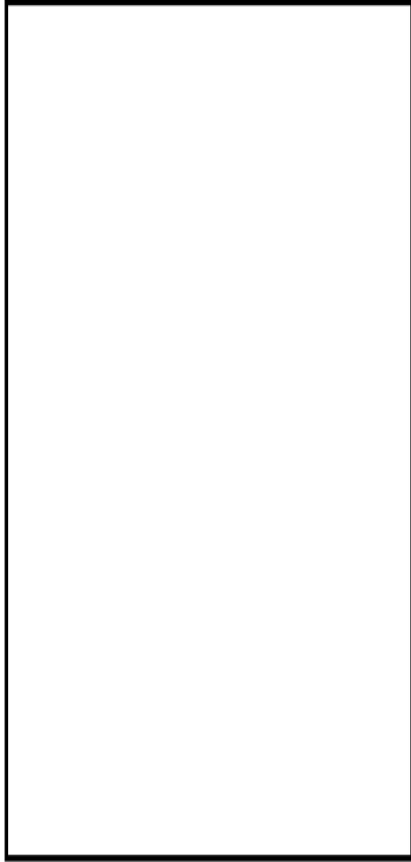
Complete this retelling of Cinderella! Some of these squares are missing words, others are missing pictures. Predict what comes next in the story by writing the words or adding a picture of what is happening.



Just then, a Fairy Godmother appeared to grant her wish! The mice in the garden were transformed into footmen, her rags transformed into a beautiful gown, and her simple shoes into two delicate glass slippers. A pumpkin in the garden turned into a magical coach. "Remember: the spell will break at midnight!" the Fairy Godmother called after her as Cinderella climbed into the carriage and it whisked her away to the party.



Complete this retelling of Cinderella! Some of these squares are missing words, others are missing pictures. Predict what comes next in the story by writing the words or adding a picture of what is happening.



The prince rushed out after her, but he was too late. He found her slipper sitting on the steps and vowed to find her.

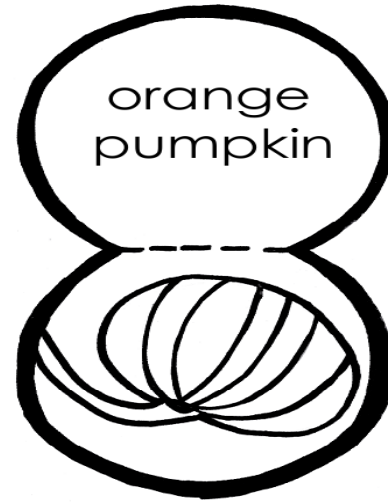
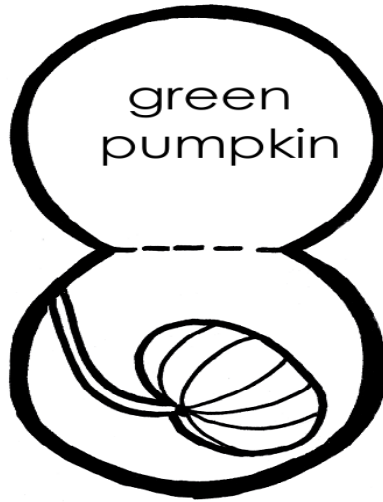
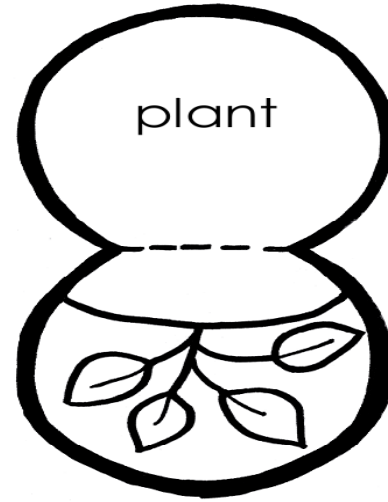
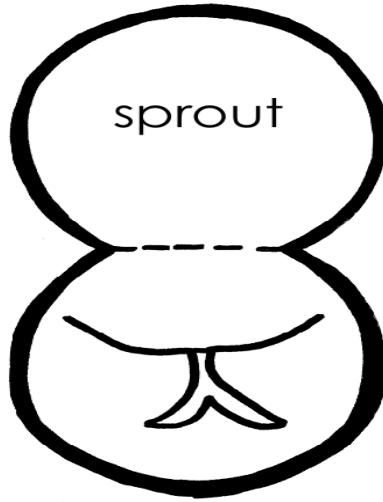
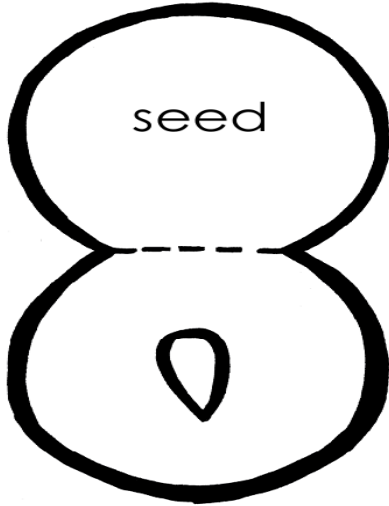
Complete this retelling of Cinderella! Some of these squares are missing words, others are missing pictures. Predict what comes next in the story by writing the words or adding a picture of what is happening.



THE
END

He then knows for sure that it was her, the woman he fell in love with the night before. They married and lived happily ever after.

Pumpkin Life Cycle





Essential Questions

Reading

Based upon the information in the passage which of the following conclusions can the reader draw about Cinderella's Character?

- a. Cinderella enjoys staying home cleaning
- b. Cinderella likes her clothes.
- c. Cinderella is kind and patient.
- d. Cinderella is spoiled and wants to have her way.

Language Arts

Which of the following sentences does not use quotation marks correctly?

- a. But "Cinderella" was sad.
- b. And Cinderella said, "Yes".
- c. Fairy God mother said, "Don't cry Cinderella".
- d. "How will I go to the grand ball?" asked Cinderella.

Math

Olivia purchased shoes for \$85.99 and a purse for \$55.00. How much did she spend altogether?

\$141.99

\$148.99

\$ 1419.99

\$ 140.99

Social Studies

What text structure does the author use to write "Cinderella"?

- a. Description
- b. Cause and Effect
- c. Compare and Contrast
- d. Chronological order

Science

What information about Cinderella is in both the text and illustrated in the story.

- a. Her father got married.
- b. Cinderella washing the floors and stairs.
- c. The fairy godmother encouraging Cinderella about the ball.
- d. The princes and duchess tried on the slipper but would not fit.

Technology

References

www.corestandards.org

Technology

- www.abctech.com
- www.frrc.org
- [http://www.capstonepub.com/CAP/downloads/READERSTHEATER/Readers Theater/Cinderella Teacher Version.pdf](http://www.capstonepub.com/CAP/downloads/READERSTHEATER/Readers_Theater/Cinderella_Teacher_Version.pdf)
- http://www.softschools.com/quizzes/grammar/quotation_marks/quiz1632.html
- www.pppst.com
- www.ixl.com/math/grade-3/
- www.worldatlas.com
- <http://resources.woodlands-junior.kent.sch.uk/revision/science/living/lifecycle.html>
- <http://www.education.ne.gov/forlg/elementary/cinderella.pdf>
- <http://www.mapsofworld.com/>
- <http://wp.iwest.k12.il.us/dtalbert/files/2013/01/venn-diagram-rubric1.pdf>
- <http://timvandevall.com/printable-venn-diagram-template/>

BEST PRACTICES

- Integrative Units/Collaborative Activities
- Classroom Workshop
- Formative-Reflective Assessment
- Representing to learn
- One-on-one Conversation

THE END