

Pre-Planning and Lesson Plan

BASIC LESSON INFORMATION

Grade and Class: 4th Grade, 25 students

Estimated Time: 60minutes (20 mins. Read-aloud, 40 mins. Activity)

ACCRS ELA Reading: Compare and contrast the point-of-view from which different stories are narrated, including the difference between first and third person narrations. (4.RL.6).

Lesson Objectives: Students will Compare and contrast the point-of-view from which versions of Cinderella are told.

Book Information and Supplies:

Title: *Seriously, Cinderella is So Annoying!*

Author: Trisha Speed Shaskan

Illustrator: Gerald Guerlais

Genre: Fantasy (Fairytale)

Publication Date: 2012

Supplies:

White board and marker

Definition of point of view

3 Circle Venn Diagram Notepapers

Pencils

Key Vocabulary:

Waltzed

Magnificent

Whirled

Valet

Reader-response Activity: Using Venn Diagrams, students will compare and contrast three versions of *Cinderella* told from different perspectives. Students will evaluate the reliability of the narration and decide which story is most authentic. Then, the class will debate whether 1st person sources or 3rd person sources are more authentic.

LESSON STEPS

1. Greet the students and ask how the story writing went.
2. Ask if anyone has questions. (Respond to questions)
3. Ask students to raise their hands if their story does not have a title. If necessary, allow time for them to work on titles.
4. Bring the focus back up to the front and ask students to set their stories aside.
5. Ask if anyone wrote his or her story from the point-of-view of The Wicked Stepmother. (If yes, tell them to make note of how their story is similar to this story)
6. Introduce the story by telling the book information and reading the cover page, which says that The Wicked Stepmother tells the story.
7. Ask motivating questions:
 - a. Consider the title, is that a fact or opinion, how do you know?
 - b. (Read inside cover page) Do you believe her?
8. Read the story and occasionally point to supplementary illustrations.
 - a. The cobwebs.
 - b. The facial expressions.
 - c. The stepsisters covering their ears.
 - d. The animals.
9. Ask Comprehension questions:
 - a. Do you believe the Stepmother's idea about Cinderella telling wild stories? (At the "once upon a time..." part)
 - b. Cinderella seems to never stop talking, what do you think will happen to her if she doesn't stop? (The page before she loses her voice)
 - c. What do you notice about the stepsisters' personalities in this story, what are they like?
10. Finish reading and make an overly excited face (pause for laughter). Ask, "what do you think guys, can we trust her?" (Wait for response and respond)
11. Ask discussion questions:
 - a. A 3rd person narrator tells most versions of Cinderella, including the one we read last week. This version is told from the 1st person point of view of The Wicked Stepmother. Which story do you think is more reliable? Why?
 - b. How does the Stepmother's version of the story compare to the original story? To your story?
12. Have materials helper pass out Venn Diagrams.
13. Ask students to use this tool to compare and contrast the three versions of *Cinderella*.
14. Write a model of connections using the Venn diagram on the board.
 - a. For example, using the model on the board, guide the students in labeling all three circles with their corresponding story.

- i. Circle one: *Cinderella*
 - ii. Circle two: *Seriously, Cinderella is SO Annoying*
 - iii. Circle three: *(the title of each student's individual story)*
- b. Provide an example for a common element and a unique element.
 - i. For example, ask students were all the characters in each of the first two stories? (Allow for discussion...guide students to the correct answer, NO, ask which character was not in the second story, Fairy Godmother, "therefore, the godmother was unique to the first story", however, "if your story DID have the Fairy Godmother, where would you write "Fairy Godmother" on the diagram?" Guide students to find the correct space.
 - ii. Continue to facilitate the activity by asking probing questions:
 1. What do the stories have in common?
 2. What about each story is unique?
 3. What stories portray characters in different ways, in other words what are the characters like in the different stories? (Mean, annoying, kind, and magical...)
- 15. Walk around the room and address any questions the students might come across. Address repeated questions with the entire class for clarification.
- 16. Collect work for grading.
- 17. Thank students for participating.

REFLECTION

Why did I choose to teach this particular literary selection?

I chose this book because I thoroughly enjoyed it myself and I thought it was a fun modern spin on a well-loved fairytale. Mainly, I wanted to see how the students would feel about the story.

What were my challenges in planning the lesson? Delivery?

I was anxious about this lesson because I was relying on the students' completion the task of the previous lesson in order for this one to go as planned. Luckily, I must have done something right because the students rose above my expectations.

What was I looking forward to in delivering the lesson and were my expectations met?

I'm not going to lie, I was channeling my stepmother as I read the role of the Wicked Stepmother and myself as Cinderella; it was awesome. It was so validating that the students laughed and gasped in reaction to my portrayal of the characters. I'm so glad my connection to the relationships of the characters worked for the read-aloud

performance. Ms. S told me that she was impressed by how well organized my lesson was, and that it was obvious that I had pre-read and prepared for it.

Did the students learn? How do I know?

They learned the objective of the lesson, and I know because on their Venn Diagrams they had made the point-of-view connections in all the right places and verbally expressed how they knew. Ms. S even commended me for guiding students back to the objective when they got off track.

If I do this lesson again, what changes would I make?

I really want to incorporate small groups in my lessons. Maybe next time I would have them work in groups and then come together as a class instead of working with the entire class and then individually.

Did the children enjoy it?

Unless they are great liars they loved it! A few students even came and thanked me.

Objective: Students will Compare and contrast the point-of-view from which versions of *Cinderella* are told.

Standard: Compare and contrast the point-of-view from which different stories are narrated, including the difference between first and third person narrations. (4.RL.6).

Pre-Reading Questions (Motivation)	During Reading Questions (Comprehension)	After Reading Questions (Discussion)
<ol style="list-style-type: none"> 1. Consider the title, is that a fact or opinion; how do you know? 2. This story is told by The Wicked Stepmother, what can we conclude about her relationship with Cinderella? 	<ol style="list-style-type: none"> 3. Do you believe the Stepmother’s idea about Cinderella telling “wild stories”? 4. Cinderella seems to never stop talking, what do you think might happen to her if she doesn’t stop? 5. What do you notice about the Stepmother and Stepsisters in this picture, what are they doing? 	<ol style="list-style-type: none"> 6. Most versions of <i>Cinderella</i> are told by a third-person point-of-view. This story is told from the first person point-of-view, narrated by The Wicked Stepmother, which do you think is more honest? Why? 7. How does the Stepmother’s version of the story compare to the original version? To your version?

Reader Response Activity Ideas: Using Venn Diagrams, students will compare and contrast three versions of Cinderella told from different perspectives. Students will then evaluate the reliability of the narration and decide which story is most authentic.

3 Circle Venn Diagram

Name _____ Date _____ Subject _____

