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ARU 236-Fairytale Lesson

Professor Romanski

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Goal/Big Idea:

1. All cultures have their own interpretations of fairytales.
2. Even though there are several interpretations of Cinderella, they all have the same meaning/storyline behind them.
3. Comparing and contrasting different versions of Cinderella.

Pennsylvania Standards:

1.1.1.D: Demonstrate listening and reading comprehension/understanding before reading, during reading, and after reading through strategies such as think aloud, retelling, summarizing, connecting to prior knowledge and non-linguistic representations.

9.1.3.E: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

Objectives:

1. The second grade students will be able to demonstrate their understanding of a particular fairytale through the use of props and art integration.
2. The second grade students will be able to recreate a fairytale through retelling their own and using self-expression through props.
3. The second grade students will understand that all cultures have their own interpretations of fairytales and be able to compare and contrast several different versions to one another through children's literature and working with theater.

Procedure:

Introduction:

1. The teacher will ask the students to think of a definition for the word "fairytale." The students will write down their definition in their notebooks.
2. Once all students have written down a definition, they will share it with a partner or their table groups.
3. The teacher will have some students share their definition or key words from their definitions to the rest of the class.
4. Students who want to can come write their key words on the white board.
5. The teacher will show the students a PowerPoint that introduces them to the world of fairytales.

Development:

1. The students will count off by 4's and get into groups with their peers who have the same number as them. The teacher will modify groups if necessary so that the lower level comprehension students are grouped together. (This will be explained later in the lesson).
2. The teacher will hand out a book to each group. Each group will have 1 of 3 Cinderella books. (PUT TITLES HERE)
3. The teacher will pass out assorted props to each group.
4. The students will read a part of the book that is assigned to their group. They will look at the props they got and determine how they can use those props to recreate/retell their story.
5. The teacher will give students about 5 minutes to think and write down a small script to share.
6. Once all groups are finished, each group will share their scripts with the class. They will use self-expression through props to recreate the story.

Closure:

1. Since all versions of Cinderella have incorporated a wand somehow within the different versions of the story, the students will be making their own wand with a teacher demonstration before.
2. The teacher will read the first page of each fairytale to demonstrate the different uses of language within the story.
3. The teacher will then read one of the fairytales to the students. It will be the fairytale that the lower level group students had so it serves as reinforcement.
4. The teacher will give all students a handout to be completed individually. The handout will have students compare and contrast the read aloud version of Cinderella with the version they read with their group.

Assessment:

Language Arts: Students will be given a handout which will have them create their own unique way to compare and contrast a couple different versions of Cinderella.

Theater: Students will be assessed in the following categories: self-expression, comprehension of the fairytale they were assigned to read, and use of props to recreate and retell their interpretation of Cinderella.

Extension Ideas:

1. Students will research their favorite fairytale, but it cannot be Cinderella because we are covering that in class. They will have class time to work on this so little needs to be done at home. Students will find at least two different versions of their fairytales and give their peers a summary of the main similarities and differences he/she found with the books. Students can work individually or with one partner.

Resources:

1. *Cendrillon* by Robert D. San Souci (2002)

2. *Yen-Shen* by Ai-Ling Louie (1996)
3. *Domitila* by Jewell Reinhart Coburn (2000)
4. *Cinderella* by RH Disney (2002)