

Cinderella



Instructional Unit Resource Guide

Based on Principles of Universal Design and Differentiated Instruction

Cinderella

Grade 4

Pleasant View Elementary

Zionsville Community Schools

Hello and welcome to our endeavors dedicated to student engagement and growth for all. This is a project specially designed for each learner and each learning style. This is an approach called Universal Design for Learning. Our team consists of Donna Hudson from our Student Services Department, Natalie Hines, Special Education teacher at Pleasant View Elementary, Kathy Drake, Third Grade Teacher at Pleasant View Elementary, Stacy Smith, Fourth Grade Teacher at Pleasant View Elementary, and Chad Smith, Principal at Pleasant View Elementary.

Our intent for this project is to help ensure all learners are challenged and given appropriate supports to be successful. This is to help build confidence and demonstrate success and growth for students who struggle, as well for taking high level learners to a deep level of understanding. We believe all students can learn when given appropriate tools, depth not breadth, and access for understanding and communicating this for future development.

Our teaching team of four has over 46 years of work in education. Experiences of all have varied in school settings are varied from private Catholic Schools, to German Baptist Mennonite, schools with free and reduced lunch rates of over 80%, and schools with 1% free and reduced lunch rates. These experiences have been shared to benefit our collaboration and planning to help ensure all students achieve a high level of success.

The unit was designed as a thematic hook to integrate all domains in a fully weaved cross curricular approach tiered to meet all learning levels. Our goal is to improve reading comprehension and writing skills in all academic areas by using the principles of UDL. This unit encompasses various state standards while also reaching the needs of individual students. This unit was designed with various options to allow student choice and ownership for mastering and learning the standards incorporated. This unit was taught during the first semester of the school year. It took approximately three weeks to complete this unit.

Respectfully,
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Standards and Benchmarks

What standards will be met by teaching this unit?

English/Language Arts

4.1.1 Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.

4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.

4.1.5 Use a thesaurus to find related words and ideas.

4.1.6 Distinguish and interpret words with multiple meanings (*quarters*) by using context clues (the meaning of the text around a word).

4.1.7 Use context to determine the meaning of unknown words.

4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.

4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.

4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.

4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.

4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.

- Simile: a comparison that uses *like* or *as*
- Metaphor: an implied comparison
- Hyperbole: an exaggeration for effect
- Personification: a description that represents a thing as a person

4.3.7 Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.

4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.

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4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.

4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.

4.4.10 Review, evaluate, and revise writing for meaning and clarity.

4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.

4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

4.5.5 Use varied word choices to make writing interesting.

4.6.2 Use simple sentences (*Dr. Vincent Stone is my dentist.*) and compound sentences (*His assistant cleans my teeth, and Dr. Stone checks for cavities.*) in writing.

4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.

- Verbs: We strolled by the river.
- Adjectives: brown eyes, younger sisters
- Adverbs: We walked slowly
- Appositives: noun phrases that function as adjectives, such as *We played the Cougars, the team from Newport.*
- Participial phrases: verb phrases that function as adjectives, such as *The man walking down the street saw the delivery truck.*
- Prepositional phrases: in the field, across the room, over the fence
- Conjunctions: *and, or, but*

4.6.4 Identify and use in writing regular (*live/lived, shout/shouted*) and irregular verbs (*swim/swam, ride/rode, hit/hit*), adverbs (*constantly, quickly*), and prepositions (*through, beyond, between*).

4.6.5 Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (*He said, "I'd be happy to go."*), apostrophes to show possession (*Jim's shoes, the dog's food*), and apostrophes in contractions (*can't, didn't, won't*).

4.6.6 Use underlining, quotation marks, or italics to identify titles of documents.

- When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books.

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- When writing on a computer italicize the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions.

4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.

4.7.2 Summarize major ideas and supporting evidence presented in spoken presentations.

4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.

4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

<http://www.doe.state.in.us/>

Planning Pyramid

What should students know?

Some students will know

- Identify each of the six plus one traits for writing in their written work.
- Use a computer to draft, revise, and publish writing.
- Provide a beginning, middle, and an end to written expressions, including details that develop a central idea.

Most students will know

- Create a planning map to guide their writing.
- Demonstrate knowledge of varying sentence structure in their writing.
- Organize ideas chronologically or around major points of information.

All students will know

- Use a planning map to guide their writing.
- Demonstrate knowledge of grade-level appropriate words to vary and increase interest in their writing.
- Use various reference materials (such as a dictionary, thesaurus, atlas, and online resources).

Teacher Library

What materials and resources will be useful for teachers?

On-line Materials:

<http://www.pitt.edu/~dash/type0510a.html>

<http://www.emints.org/ethemes/resources/S00000849.shtml>

<http://www.webenglishteacher.com/cinderella.html#>

<http://library.thinkquest.org/TQ0310228/>

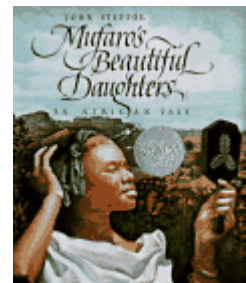
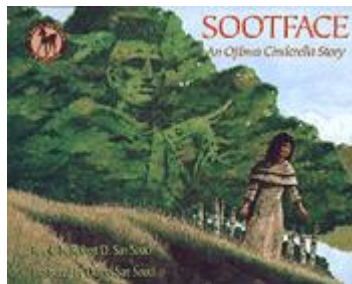
<http://www.salem.k12.va.us/south/cinderella/projects.htm>

<http://volweb.utk.edu/Schools/bedford/thomas/cinderella..html>

<http://readwritethink.org/index.asp>

Print Materials:

- Walt Disney's *Cinderella* (1974) - US
- *Yeh Shen* (Louie 1982) -China
- *The Cinder Maid* (Jacobs 1916) – retold Grimm tale
- *Little Sister and the Month Brothers* (DeRegniers 1976) –Slovic
- *Mufaro's Beautiful Daughters* (Steptoe 1987) – Zimbabwe
- *Nomi and the Magic Fish* (Phumla 1972) – written by a 15- year old Fingo-Zulu girl
- *The Talking Eggs* (Souci 1989) – Creole folktale
- *Princess Furball* (Huck 1989)
- *Sootface: An Ojibwa Cinderella Story* (Souci 1997)



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Learner Activities

Cinderella Lesson Overview

Objectives: Students will be writing a story based on their knowledge from the Cinderella reading unit.

Procedure:

1. Students will use a tic-tac-toe board to choose a topic they could write using a model from a book about Cinderella.
2. Students will plan their writing.
3. Students will use an interactive story map (<http://www.readwritethink.org/materials/storymap/index.html>) online to plan their stories:
 - o Title
 - o Book that inspired them
 - o Setting
 - o Characters (good and bad and descriptions of personality)
 - o Events / Plot
 - o Magic?
 - o Other important parts
4. When the story maps have been completed, students will begin writing their stories inspired by Cinderella. The students will be able to use a computer, NEO, pencil and paper, or a digital recorder.
5. The students will edit and revise their work independently.
6. The students will peer edit their writing.
7. The students will conference with an adult about their writing.
8. The students will publish their writing.
9. The students will share their writing with peers by choosing to record their piece using a digital recorder or by performing the piece live.

Resources Offered

As students complete their writing the different versions of Cinderella, options will be offered as to how students can complete their assignments.

- Students will be able to use NEOs or Microsoft Word to complete written expression.
- Students will be offered various options for creating story maps and Venn Diagrams, such as pencil/paper, the interactive websites, or Kidspiration.
- Students can use the interactive technology by utilizing SmartBoards, Interactive Mobis, or computers.

As a culminating project for this Cinderella unit, students will share their stories with the class. Students will have the option to read to the class or record their reading for whole group listening purposes.

What materials and resources will be useful for engaging students in meaningful learning activities?

- AlphaSmartNeos
- Kidspiration software
- Microsoft Word/PowerPoint
- Various interactive websites

Websites:

<http://www.readwritethink.org/materials/storymap/index.html>

<http://www.readwritethink.org/materials/venn/index.html>

Assessment

What materials and resources will be useful for assessing student knowledge and skills?

Students will be assessed on the completion of their story maps and planning sheets, the writing process used, and fluency of their presentation to the class.

Possible resources for locating assessment materials:

Scoring Guide for Student Projects: <http://www.ncrtec.org/tl/sgsp/index.html>

Rubrics, Rubric Maker: http://teachers.teach-nology.com/web_tools/rubrics

RubiStar: <http://rubistar.4teachers.org>

Authoring Software: <http://www.inspiration.com> (Kidspiration/Inspiration),
http://www.edhelper.com/teachers/graphic_organizer.htm

Modifications: Planning for Academic Diversity

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB RESOURCES
Student cannot read at grade level.	Audio on websites Digital Text	www.readwritethink.org Read OutLoud
Student has difficulty comprehending the material.	Audio on websites Graphic organizers/ timeline used to break information into smaller parts	Kidspiration
Student has difficulty mastering the vocabulary of the unit.	Thesaurus activities were used to translate words into more common fourth grade vocabulary	http://www.visualthesaurus.com
Student has difficulty with handwriting (speed or accuracy).	1. Use of AlphaSmart Neos. 2. Choice of writing, drawing, or dictating responses to questions.	AlphaSmart Neos Microsoft Word Kidspiration www.readwritethink.org
Student needs help with conducting research.	The assistance of given websites to help in research.	http://yahooligans.yahoo.com/ www.readwritethink.org
Student needs an additional challenge.	1. Enrichment activities. 2. Further research opportunities. 3. Option to complete more activities.	http://yahooligans.yahoo.com/