University Honors Program

Capstone Approval Page

Capstone Title: (print or type):

Student Name (print or type): Adrienne N. Duollo

Faculty Supervisor (print or type): velct v1c D--L,,;K0~$~--

Faculty Approval Signature: Melanie D Kar

Department of (print or type): L',-e:e ac\----

Date of Approval (print or type): ~~Og~-----
ABSTRACT: Learning literature is not just about reading and writing, but about how knowledge is learned and put to use. Learning should be interactive rather than sedentary. Through collaboration, independent ideas, and research, I have put together a unit on emphasizing literary elements using folk and fairy tales as a medium. The lessons are full of interactive activities that will transfer knowledge to students in more ways than just filling out worksheets and doing homework. Not only literature will be taught, but teamwork and collaboration. Because diversity is also important to teach, I have included cultural aspects in my lessons as well. Through this unit, students will gain exposure to different types of literature and different cultures. They will see folk and fairy tales as something more than just a bedtime story.
Bibliography


Once upon a time:

Jr. r:cf/taleanar: airy 'dale Unit

for f'tfl ana f'tfl"racfer.f
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Activities</td>
<td>1</td>
</tr>
<tr>
<td>Lesson 1: Folk Tales: Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Lesson 2: The Mailbox Project</td>
<td>5</td>
</tr>
<tr>
<td>Lesson 3: Folk Tales: Discovering the Elements</td>
<td>8</td>
</tr>
<tr>
<td>Lesson 4: Folk Tales: Setting the Scene</td>
<td>11</td>
</tr>
<tr>
<td>Lesson 5: Folk Tales from Different Cultures</td>
<td>14</td>
</tr>
<tr>
<td>Lesson 6: One Kind of Folk Tale: Fairy Tale!</td>
<td>16</td>
</tr>
<tr>
<td>Lesson 7: Cinderella Variations: Creating Mobiles</td>
<td>19</td>
</tr>
<tr>
<td>Lesson 8: Character Development: Cinderella Hot Seat</td>
<td>22</td>
</tr>
<tr>
<td>Wrap-Up</td>
<td>25</td>
</tr>
<tr>
<td>Reflection</td>
<td>26</td>
</tr>
<tr>
<td>Extra Materials</td>
<td>27</td>
</tr>
</tbody>
</table>
Anchor Activities

Each class session will begin with a read-aloud that directly pertains to the lesson and activities that will take place in class that day. This will get the students focused on the type of tale we will be discussing in class and get them in the mindset of the story and its elements.

At the end of the class session, the students will be given writing time for the Mailbox Project (see Lesson 2). The students will pick a character they would like to write as, and each session they will have a chance to correspond with other characters from different fairy and folk tales. This will start after the second class session, when the activity will be explained and modeled for the students.

Each class session will end with a read-aloud. The story will either connect to the day's lessons, discussions, and activities, or it will preface the lesson that will take place next session.
I. Folk Tales: Introduction

II. Information about the Class
   a. Grade Level: 4th - 5th Grades
   b. Reading Levels: 4th-5th
   c. Diversity: The diversity of my students will be unknown until the time of enrollment in this class.

III. Background Knowledge

There are many different types of folktales, but children mostly seem to get exposure to fairy tales, or a select few folktales without knowing much about them. Children do not seem to have a very wide knowledge of various types of folktales, nor do they realize that fairy tales are part of the larger genre of folktales.

IV. Rationale (Theory to Practice)

Folk and fairy tales are important because students can relate to them on nearly every level. Growing up is a painful process in which students are constantly struggling to find meaning for their own lives. "A child finds this kind of meaning through fairy tales. Since a child at every moment of his life is exposed to the society in which he lives, he will certainly learn to cope with its conditions, provided his inner resources permit him to do so. He must learn to cope." (Bettelheim, 1989) The genre of folktales, which include fairy tales, allow students to relate to their own lives by seeing extraordinary character live through extremes of what children live through in their everyday lives. Because children already have the makings to understand folklore on a personal level, it allows teachers to begin to delve more deeply into the genre itself, exploring these tales on a more analytical level on which students can more deeply relate.

V. Objectives and Assessment Plans

Standard: 2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.
Objective: The students will identify literary elements of different types of folk tales.
Assessment: The students will create poster boards identifying different types of folktales and will present them to the class. Students will be assessed on the content of their posters.

Standard: 4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.
Objective: The students will work together in small groups to put together a poster presentation, then present to the class.
Assessment: Students will be assessed on their poster presentations to the class, including answering questions of the class and teacher to the best of their ability.
VI. Materials  
   a. Text  
      Goldilocks and the Three Bears  
      Jack and the Beanstalk  
      Little Red Riding Hood  
      The Three Little Pigs  
      The Frog Prince  
      The Tortoise and the Hare  
      Anansi the Spider  
      Hansel and Gretel  
      Brer Fox and Brer Rabbit  
      Snow White and the Seven Dwarves  
      Robin Hood  
      John Henry  
      Paul Bunyan  
   
   b. Technology  
      White board and markers  
   
   c. Supplies  
      pencils  
      blank pieces of paper to take notes  
      poster board  
      fat markers  
      character letter writing paper  

VII. Grouping Techniques  

   The whole class will work together for the discussion of folktales. Then, the students will break into small groups to become experts on folktales and present to the class. The whole class will get together at the end to review the Web.  

VIII. Procedures  
   a. **Introduction**  
      Welcome to Once Upon A Time, a class all about Folktales and Fairy Tales! I am very excited to be here with you, and I know we are going to have a lot of fun! We are going to start off by today by talking about what a folktale is.  

   b. Lesson Steps  
      • Have tables set up before the class arrives with books and numbers. Have different types of folk tales grouped together (fairy tales, myths, legends, tall tales, trickster, porquoi).
(Goldilocks and the Three Bears; Jack and the Beanstalk; Little Red Riding Hood; The Three Little Pigs; The Frog Prince; The Tortoise and the Hare; Anansi the Spider; Hansel and Gretel, Brer Fox and Brer Rabbit, Snow White and the Seven Dwarves, Robin Hood; John Henry; Paul Bunyan.)

- The teacher will guide the students in creating a class Folktale Web on the board. As points that should go on the board are made by the students, each student can come to the board and write their idea, or the teacher may write the ideas and put the student’s initials by their idea.
  - What is a folktale?
  - What kind of folktales are there?
  - Can you give me examples of folktales?

- Have students draw a number. Each number corresponds with a table and a different type of folktale. The students explore the book table that corresponds with the number they drew. Each group will read a book from their table. The teacher must explain that the students must become experts on that folktale in the time allotted. There will also be support materials at each table to help the students figure out what type of folktale they have read.

- After they have read their folktale and figured out what type of tale they have read, each group will make a poster about each story. They can create the poster in any way they choose. Each group will be presenting their folktale to the class.

- During their presentation, the students will summarize the story they read, being sure to include any important parts, the beginning, middle, and end of the story. They will also inform the rest of the class what type of folktale this story is. After they have presented, their work will be hung on the wall to the side for the other groups to get a closer look at after all the presentations have been completed.

- After all the presentations have been completed, the teacher can lead a discussion about the similarities and differences the students spot between all stories.

  c. Conclusion
  Return to the Folktale Web on the board. What did you learn about Folktales? Is there anything you need to add to our web? Cross off?
I. The Mailbox Project

II. Information about the Class
   a. Grade Level: 4th - 5th Grades
   b. Reading Levels: 4th - 5th
   c. Diversity: The diversity of my students will be unknown until the time of enrollment in this class.

III. Background Knowledge

As the students will discover different folktales, they will see similarities and differences between characters. After they hear The Jolly Postman, students start to wonder what it would be like if different characters from different stories could interact.

IV. Rationale (Theory to Practice)

"By listening to and reading excellent literature children are exposed to rich vocabulary and excellent writing styles, which serve as good models for their own speaking and writing voices. The acquisition of a larger vocabulary through reading offers young writers better word choices for their own stories. Devices found in books such as the use of dialect, dialogue, and precise descriptions are often assimilated into students' own writing. Skill in reading and skill in writing go hand in hand." (Lynch-Brown & Tomlinson, 2008) Since this mailbox project will be an ongoing event and will be worked on as the last element of the class, it gives the students a chance to write directly after reading. It is more likely that they will take words and phrases from the texts they explore to implement them into their own writing. New vocabulary and writing styles will become regular for them as each student's writing skill improves.

V. Objectives and Assessment Plans

**Standard:** 1.C.2c Compare and contrast the content and organization of selections.

**Objective:** The students will discuss the characters from the books they read at the last session, comparing and contrasting out loud.

**Assessment:** The students will be informally, orally assessed by their participation in the discussion. The students will be able to identify 3 things that compare and contrast between tales.

**Standard:** 3.B.I b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).

**Objective:** Pretending they are a folktale character, the students will compose friendly letters to another character.

**Assessment:** The students will be assessed on their writing skills, not the content. They will be expected to have accurate spelling, grammar, and punctuation, and have the letter written in the proper context.
VI. Materials
a. Text
   The Jolly Postman

b. Technology
   overhead projector
   white board and markers

c. Supplies
   pencils
   blank pieces of paper for practice letters
   character letter writing paper

VII. Grouping Techniques

The teacher will read The Jolly Postman to the whole class, lead a discussion, and model letter writing. Then, the students will work individually on their own letters.

VIII. Procedures
a. Introduction

Today we are going to talk about a project we will be working on for the rest of the time you will be taking this class. We are first going to read a "fractured" fairy tale called The Jolly Postman. It is going to help us with ideas for our big project.

b. Lesson Steps

• Read The Jolly Postman.

• Discuss the interactions between characters in the story. Talk about which characters might have something in common from the stories the students explored in the previous class. The students will also take this time to think about which characters they might want to write to.

• The students will pick a character from one of the folktales they have explored. It does not have to be a character from a story they read personally. After being given a few moments to decide which folktale character they would like to be, the teacher will write down each student's decision. The teacher will also toss each character that was chosen into a hat and mix them around. Taking on the personality of one character, each student will compose a letter to a different character or person. They will know who they are writing to because they will draw a character out of the hat. The only person they will not be able to write to is themselves.
• Model letter writing. Go over parts of a letter (dating the letter, greeting/salutation, body of the letter, ending, signing your name). Choose a character as a class and write a letter to another character selected by the class. Use the overhead projector or the white board. Leave the letter displayed as the students begin their own letter writing.

• The characters the students write to will differ throughout the duration of this course. After the initial selection, the students will write a letter to the character they pull out of the hat. The second class will be devoted to responding to the letter they have received in response to their original letter. After this correspondence has been completed (each receiving a letter and responding to that character), a new character will be drawn from the mix. They should not be writing to the same person again.

• As the students write, walk around the classroom. Answer questions and proofread writing. If the students finish early, invite them to explore some of the folktale books that will be displayed in the classroom.

c. Conclusion

Discuss more ideas on who might want to write to which character. Answer questions students might have about writing to certain characters. Explain that there will be time set aside each class session for our Mailbox activity.
I. Folk Tales, Discovering the Elements

II. Information about the Class
   a. Grade Level: 4th - 5th Grades
   b. Reading Levels: 4th to 5th
   c. Diversity: The diversity of my students will be unknown until the time of enrollment in this class.

III. Background Knowledge

Although there are many different types of folktales, they often have elements that are similar, including similar settings.

IV. Rationale (Theory to Practice)

"Works of art can serve as springboards to engage students in attentive reading and writing, oral communication, or can help them to make interdisciplinary connections and cultural comparisons. You can also use the observation, critique, or creation of art to engage students of different learning styles in building vocabulary and in practicing specific language functions (such as description, narration, comparing, hypothesizing)" (Abdelghany & Blood, 2007). The student will be practicing description as well as narration in this lesson, which will be enhanced by their creation of murals. Additionally, "research suggests that using visual treatments in lessons enhances learning with varying degrees of success" (Stokes, 2001). The students will be able to use the artwork (murals) to visually help them remember general characteristics of a folktale setting.

V. Objectives and Assessment Plans

Standard: 1.C.2c Compare and contrast the content and organization of selections.
Objective: The students will verbally compare and contrast tales and come up with a list of commonalities to create a list of general characteristics of folktales.
Assessment: The students will create a list of general folktale characteristics. The students will be able to identify 3 folktale characteristics.

Standard: 2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.
Objective: The students will create a mural of a folktale setting.
Assessment: The murals will contain components of setting that can be used in any folktale, including a castle, a forest, and a trail.

VI. Materials
   a. Text
      same folktales from the first session
b. Technology
   white board and markers

c. Supplies
   texts
   koosh ball
   art supplies (markers, crayons, paints, glue, scissors)
   pencils
   colored construction paper
   Popsicle sticks
   character letter writing paper

VII. Grouping Techniques

The whole class will take part in a discussion in the beginning of the class. The class will split into two groups to create two murals.

VIII. Procedures

a. Introduction

At the beginning of the session, the teacher will read aloud 2 folktales that were not read or discussed last week. We will also review the tales that were read and discussed last week. Put up the charts and posters the students made on the walls.

b. Lesson Steps

• Bringing the class to sit on the floor, the class will hold a discussion reviewing what was similar and different between each of the 2 tales just read. So that there is some order to the discussion, the teacher will begin a passing activity using a koosh ball. The person holding the koosh ball is the speaker. They will pass the koosh ball to another student with their hand up. As the students are talking, the teacher can write the ideas on the board. As the board gets more and more ideas on it, the teacher will ask the students:

• How can we organize all this information? Can we create classifications or categories? What things on the board seem to somehow fit together?

• The idea is to have the students make the connection that all these tales have similar elements and figure out what they are using the evidence they just collected. Things that should be discussed include: characters, setting, plot, problem and solution. The emphasis will turn to setting.

• What makes up the setting of a folk tale?

• Are there common things that every folk tale seems to have in them?

• Do you think we can create a scene that will work for just about any folk tale?
What should a folktale setting include?

As the students are discussing, the teacher will keep track of what the class decides is an important part of a folktale scene. The class must agree on these elements of setting before they can begin to create the murals. The list may include a castle, dark forest, trails, animals, and other things.

At the conclusion of the discussion, the class will be divided into 2 groups. Using 2 large pieces of paper ("butcher paper"), each group will create a large mural representing a generic folk tale setting. Every student will help create the murals.

c. Conclusion

In your small groups again, discuss how these murals fit into the tales you studied during the first session. In the next session, you will be using these murals as backdrops for acting out parts of your fairy tale.
I. Folk Tales: Setting the Scene

II. Information about the Class
   a. Grade Level: 4th - 5th Grades
   b. Reading Levels: 4th-5th
   c. Diversity: The diversity of my students will be unknown until the time of enrollment in this class.

III. Background Knowledge

Children will often play pretend with a story or movie they enjoy. In role-playing, they become a character and will take on the character's personality and feelings.

IV. Rationale (Theory to Practice)

"Drama is a natural extension of creative play in which all youngsters engage at an early age. By providing an escape from reality, drama enables children to examine and explore new behaviors and situations. Dramatic play has been found to make important contributions to children's early reading and writing development (Christie, 1990)." (Farris, 2005) Although these students are approaching junior high, role-playing as other characters allows them to feel, think, and act like another character. If they take on the role of a character they will be able to explore that character at new depths, having experienced firsthand what it is like to be in their shoes. Furthermore, "familiar fairy tales are the ideal starting point from which pupils can begin exploring issues such as character, as well as the plot, style and structure of narrative." (TeacherNet, 2006) This lesson focuses on the literary element of setting, which can also be expanded on using fairy tales as a starting point.

V. Objectives and Assessment Plans

**Standard: 2.A.1a** Identify the literary elements of theme, setting, plot and character within literary works.

**Objective:** The students will role-play a scene or multiple scenes from a folktale focusing on elements of character.

**Assessment:** While role-playing, the students will use the setting murals as corresponds with their folktale. Students will be able to act out a character based on their characteristics from a folktale they've read.

VI. Materials
   a. Text
   b. Technology
   c. Supplies
      art supplies (markers, crayons, paints, glue, scissors)
VII. Grouping Techniques

The whole class will review what we put on the folktale setting murals and why. Then, the students will split into small groups to create props unique to the folktale they studied during the first class. These same groups will be role-playing together. The class will come back together at the end of the session to talk about how the murals were used.

VIII. Procedures
   a. Introduction

   Last time we created folktale murals. Today we are going to create props for the stories you read the first day. Do you remember which story you read? (Remind students of their stories.) Have them get into their groups and have each group give a quick summary of their story.) Then, you will be acting out scenes, or parts, from your stories with your props, using one of the murals we made as a background.

   h. Lesson Steps

   • Last time we talked about setting. Today we're going to focus on character. Think about the character you picked for our Mailbox Project. Can you think of some words that help describe your character? (The teacher will write these words on the board.) Now, think about the characters from your story groups. You are going to become these characters in our next activity. You will act out parts from the story you read. Think about the words you choose to describe these characters and how you will make the audience (the rest of the class) really see those traits when you do.

   • Going back to the groups from the first session (folk tale story tables), the students will create props and act out a scene from their story using one of the murals as a background.

   • Each student will represent a character. More than one student may stand in for one character if necessary, and students may have to act out more than one role depending on how many characters there are. Have the students write down 3 words that represent the character(s) they will be playing.

   • The students will create at least one prop for each character they are presenting when they role-play. It may be a mask or something the character used in the tale that will easily identify them "on stage."
• Students will perform their scenes for the rest of the class. After each performance, have rest of class comment on what words they think each student's character portrayed.

c. Conclusion

How did you use the murals to act out your folktale? Did all the folktales use the same parts of the murals? What might have been similar? Different? Isn't it interesting that all of these folk tales fit into a similar setting!
I. Folk Tales from Different Cultures

II. Information about the Class
   a. Grade Level: 4th - 5th Grades
   b. Reading Levels: 4th-5th
   c. Diversity: The diversity of my students will be unknown until the time of enrollment in this class.

III. Background Knowledge

   Having read several multicultural folk and fairy tales, I find they have distinctive features that can relate them to the folk and fairy tales I grew up with. To expand the students' diversity perspectives on folklore, they will be introduced to several cultural variations on fairy tales we have already studied. Using the story as a starting point, the students will conduct research on the country of origin for the stories.

IV. Rationale (Theory to Practice)

   "Discussion of several variants of a well-known tales such as "Cinderella" can give the students an understanding of the ways in which folktales adapt themselves to various cultures as they travel throughout the world." (Blatt, 1993) Diversity can sometimes be scary to students. Connection diversity to a well-known, familiar, and comfortable area such as fairy tales is a good way to break the ice and bring the idea of diversity back to being human. Students should know about other parts of the world and realize that although every culture is different, they also have things in common.

V. Objectives and Assessment Plans

   Standard: 1.C.1b Identify important themes and topics.
   Objectives: The students will conduct research on a country.
   Assessment: The students will create media to present to the class about their country. The presentations should include a famous or important place, person, landmark, and 2 important dates.

VI. Materials
   a. Text
      Mufaro's Beautiful Daughters: An African Folktale
      Gold-Tree and Silver-Tree: An Irish Folktale
      Yen-Shen: A Cinderella Story from China
      books about the countries (Africa, Ireland, China)
      encyclopedias
      maps
b. Technology
computers to help with research

c. Supplies
art supplies
poster boards
colored construction paper
scavenger hunt worksheet

VII. Grouping Techniques

Each student will read a book individually. Then, they will form small groups to complete the project. Finally, the groups will present to the entire class and the session will end with a whole-group discussion.

VIII. Procedures
a. Introduction
Today we are going to talk about tales from different parts of the world. You will each read one story and do a small research project on the country it is from. You will present your information to the class as if you were a travel agency representative.

h. Lesson Steps

• The students will draw numbers from a hat to discover which folktale they will be reading. There will be enough copies of books for each student to have one of their own. Then, the class will discuss what part of the world these tales are from.

• The class will be divided up into 6 smaller groups, 2 groups per each story that was read. The students will engage in a scavenger hunt on their countries, answering questions on the worksheet the teacher will provide. They will use resources such as maps, encyclopedias, informative books, and the Internet to answer questions on the worksheet.

• Then, each group will put together a travel brochure about the country their tale is from. Each brochure must contain a famous or important place, person, landmark, and 2 important dates. The mode of creation is up to the group, as long as all members get an equal chance at researching and creating. They may choose to create a brochure using the computer, a large brochure or travel poster, or hand made fliers.

• Then, the students will group together in larger country groups, so that the 2 groups per story will become one group per story. They will set up their travel materials as a classroom travel agency presentation for the other groups. Each student will present at least one portion of their display.

c. Conclusion
Why do you think it is important for us to learn about other countries and their folktales?
I. One Kind of Folk Tale: Fairy Tale!

II. Information about the Class
   a. Grade Level: 4th - 5th Grades
   b. Reading Levels: 4th - 5th
   c. Diversity: The diversity of my students will be unknown until the time of enrollment in this class.

III. Background Knowledge

   Fairy tales seem to be very popular with children because they see them in the movies. When someone says "fairy tale" the first associative though is "Disney."

IV. Rationale (Theory to Practice)

   "Many [pupils] will have first encountered fairy tales via films such as Snow White, while usually Disney Princesses, for example, may be a useful point of reference for stories such as Cinderella and Sleeping Beauty." (TeacherNet 2006) Because Disney fairy tale films are familiar to most students, it will be useful and beneficial to show them a film in which they can pick out fairy tale elements. Furthermore, since the class will become familiar with Snow White the book, they will be able to see that the elements are consistent in a fairy tale, whether it is on screen or in print.

V. Objectives and Assessment Plans

   **Standard: 2.A.1a** Identify the literary elements of theme, setting, plot and character within literary works.

   **Objective:** Using several different fairy tales, students will derive a list of elements that are common in all fairy tales.

   **Assessment:** As the students watch a video, they will complete a worksheet identifying fairy tale elements. Students will identify 3 elements on their worksheets.

VI. Materials
   a. Text
      various fairy tales
   b. Technology
      television
c. Supplies
   LARGE piece of paper
   fat markers

VII. Grouping Techniques

The whole class will have a discussion on the floor and create a graffiti wall. Then, the whole class will watch Snow White and the Seven Dwarves. The students will individually complete a worksheet identifying main events and characters from the movie.

VIII. Procedures
   a. Introduction

At the start of the class, the teacher will refer back to Snow White and the Seven Dwarves, which was studied by a group during the first class session. Those students will be asked to come to the front of the class to recap as best as they can about the fairy tale they read, and why it is a fairy tale.

   b. Lesson Steps

   • A discussion with the children will commence on the floor at a large piece of paper that will be placed in the middle of the classroom. Each student will be given a marker. They will create a graffiti wall of ideas as to what makes a fairy tale. They may write one thing, or more than one thing that they believe is instrumental and important to a fairy tale. The students must be prepared to defend what they wrote.

   • Questions to ask the students to help them think about what to write:

     o What is a fairy tale?

     o What are things that every fairy tale has? Can you give examples?

   • Give each student a fairy tale elements worksheet and explain that they are going to fill it out as they watch a fairy tale movie. Tell them they are going to look for the fairy tale elements we just wrote on our graffiti wall, and see which elements appear in Snow White and the Seven Dwarves.

   • Watch the movie Snow White and the Seven Dwarves.
• Complete a worksheet about fairy tale elements.

c. Conclusion

Go back to the graffiti wall. Does anyone have anything to cross off? Add? Do so at this time. Recap elements of a fairy tale. Make any changes to your individual worksheets. Hand in the worksheets.
I. Cinderella Variations: Creating Mobiles

II. Information about the Class
   a. Grade Level: 4th - 5th Grades
   b. Reading Levels: 4th - 5th
   c. Diversity: The diversity of my students will be unknown until the time of enrollment in this class.

III. Background Knowledge

Making mobiles always helped me remember key components. When the students are able to draw their own symbols for something, it will help them better remember what it means and act as a visual prompt to help them explain.

IV. Rationale (Theory to Practice)

"Works of art can serve as springboards to engage students in attentive reading and writing, oral communication, or can help them to make interdisciplinary connections and cultural comparisons. You can also use the observation, critique, or creation of art to engage students of different learning styles in building vocabulary and in practicing specific language functions (such as description, narration, comparing, hypothesizing)" (Abdelghany & Blood, 2007). Creating art in this lesson by way of the mobiles will enhance their oral communication. Additionally, according to Felder & Soloman, "everyone learns more when information is presented both visually and verbally" (1993). When the students create mobiles, they will be able to better explain the elements the mobiles represent because they will have visual representations they created themselves to help them.

V. Objectives and Assessment Plans

Standard: 1.e.tb Identify important themes and topics.
Objective: The students will display their knowledge and understanding of Cinderella story elements by creating a visual display.
Assessment: The students will create mobiles displaying elements of Cinderella stories. Mobiles should include at least 4 of the elements (Cinderella is a good character that has been reduced to a lowly position, Stepmother and stepsisters treat her badly, Fairy Godmother helps Cinderella, Cinderella goes to the ball, Trial of the real Cinderella, Happily Ever After)

VI. Materials
   a. Text
      Disney's Cinderella
      The Egyptian Cinderella
      Cinderella Bigfoot
      Cinderella Penguin
      Perrault's Cinderella
b. Technology
   white board and markers

c. Supplies
   art supplies
   wire hangers
   string
   hole puncher

VII. Grouping Techniques

The students will have a chance to explore a Cinderella variation individually, but work in a group to talk about elements. They will then work individually to complete their own mobiles.

VIII. Procedures

a. Introduction

Today we are going to focus again on characters, but specifically we are going to study Cinderella story characters. You are going to read some Cinderella versions, then role-play a character while the rest of the class asks you questions as that character.

b. Lesson Steps

- Ask the students if they remember the story we read last session at the end of class (a Cinderella story). The students will summarize the story making sure to recap important characters and events. Use Popsicle sticks with their names on them to ensure that all students have a chance to participate. Each student should try to give one sentence only so that all students have a chance to speak. The students can come to the board to write important details. We will save our list to refer back to later. Today we are going to talk about what makes up a Cinderella story.

- There will be 4 copies of each book (Disney Cinderella, Egyptian Cinderella, Cinderella Bigfoot, Cinderella Penguin, and Perrault's Cinderella), and will be 5 groups that the students will work in. The students will draw numbers from a hat to find out which group they will be a part of. Have them keep their numbers. (This first group absolutely needs to be groups made up of the numbers 1-4. Each student needs to remember their personal number because it will be important to the next grouping strategy.) The students will read the stories out loud in groups, one reader at a time with the others following along. When they are done reading the story together, they will be given a worksheet that lists the elements of a Cinderella story. They will identify these traits in their individual stories.
• Elements of a Cinderella Story
  
  o Cinderella is a good character that has been reduced to a lowly position
  o Stepmother and stepsisters treat her badly
  o Fairy Godmother helps Cinderella
  o Cinderella goes to the ball
  o Trial of the real Cinderella
  o Happily Ever After

• Finally, the students will individually create their own Cinderella Mobiles using art supplies, string, and wire hangers. They will draw pictures representing their element and hang it on the wire hanger with string. Each element will get a hole punched in it so it can get attached to the mobile.

• The students will hang their mobiles around the classroom and share with their classmates.

  c. Conclusion

We will recap the important elements of a Cinderella story as a whole group by using the mobiles as examples.
I. Character Development: Cinderella Hot Seat

II. Information about the Class
   a. Grade Level: 4th - 5th Grades
   b. Reading Levels: 4th, 5th
   c. Diversity: The diversity of my students will be unknown until the time of enrollment in this class.

III. Background Knowledge

Children will often play pretend with a story or movie they enjoy. In role-playing, they become a character and will take on the character's personality and feelings.

IV. Rationale (Theory to Practice)

"Drama is a natural extension of creative play in which all youngsters engage at an early age. By providing an escape from reality, drama enables children to examine and explore new behaviors and situations. Dramatic play has been found to make important contributions to children's early reading and writing development (Christie, 1990)." (Farris, 2005) Although these students are approaching junior high, role-playing as other characters allows them to feel, think, and act like another character. If they take on the role of a character they will be able to explore that character at new depths, having experienced firsthand what it is like to be in their shoes. Furthermore, "familiar fairy tales are the ideal starting point from which pupils can begin exploring issues such as character, as well as the plot, style and structure of narrative." (TeacherNet, 2006) This lesson specifically focuses on character development. Although characters develop differently in each and every literary work, beginning character development with familiar fairy tales will be a comfortable starting point for students.

V. Objectives and Assessment Plans

**Standard:** 4.B.1.b Participate in discussions around a common topic.

**Objective:** The students will role-play a character from a tale.

Assessment: The students will modify their voice and body language to portray a character, as well as utilize a prop.

VI. Materials
   a. Text
      Disney's Cinderella
      The Egyptian Cinderella
      Cinderella Bigfoot
      Cinderella Penguin
      Perrault's Cinderella
b. Technology

c. Supplies
   paper plates
   scissors
   art supplies
   glue
   colored paper
   glitter
   buttons, odds and ends
   popsicle sticks
   doll rods (for magic wands)
   streamers
   papers and pencils

VII. Grouping Techniques

We will begin with the whole class recapping Cinderella characters and move to groups making masks and props. The character panels will be conducted in small groups with the interaction of the rest of the class.

VIII. Procedures
   a. Introduction

Today we are going to do more role-playing. This time, you will be acting out only one character. You will be interviewed as a Cinderella character and have to answer questions acting just like the character!

h. Lesson Steps

• Recap the activity we did last session (Cinderella mobiles/characteristics). What did we talk about? We talked about elements of a Cinderella story. What did we come up with? Do you remember what was on your mobiles? Look around the room for reference, they are still there. Let's talk about characters. Who was involved in the story? Who was the main character? What other characters played large roles in the story? Take a vote on which story you want to hear again. We will read it out loud to refresh your memories before our next activity.

• The teacher will then re-read a story for the class.

• As the teacher is reading, the students should be individually writing down characters as they are introduced. Have the class get together in partners to compare lists. Each group will then name one character for a master class list. If there are characters that students
still have that have not been put up on the list, they can do so at this time. (Cinderella, Prince, stepsisters, stepmother, father, fairy godmother figure.)

- The students can copy down the list, one name at a time. They need to leave plenty of space between names because they will write a question to each character. It can be something you want to know, something about the story, or a situation that you’ve been in before and need some advice from a character. Model a question or two for the students. If the students are having trouble coming up with their own questions, come up with a few questions for each character as a class.

- Discuss the important ideas of what makes each character the way they are. Discuss in terms of other literary elements. What does the setting have to do with how the characters are? The plot? Other characters? Points of view? For example: What kind of person is Cinderella? What traits make her a good person? Why do you think she acted the way she did? Etc? What if something different would have happened to that character? Would that change the way they acted or thought about things during the story?

- In small groups, the students will make masks and props for Cinderella story characters using paper plates, popsicle sticks, and art supplies. The masks must reflect personality traits of each character. They may include designs, objects, colors, words, and/or phrases that tie into their role in each story directly on the mask.

- Go back to the questions the students wrote to ask Cinderella characters. A group of students made up one of each character will sit on a panel at the front of the class while the students ask their written questions. The characters will respond to the questions IN CHARACTER using the masks and props!

c. Conclusion

Discuss the panel activity. How did it feel when you were acting the part of a character? Did you feel like you understood the character better because you were thinking about things from their point of view?
Wrapping it Up!

At the end of the last session, the students will be asked the same questions they were asked during the first session.

- What is a folktale?
- What kind of folktales are there?
- Can you give me examples of folktales?

The class will refer back to the original Ideas Web created on the first day. Additional ideas may be added according to what the students have learned about folktales. Any information that the students feel they could cross off or modify on the web can get crossed off or modified at this time.
Reflection

No lesson or unit is really complete without a reflection. I can only speculate how this unit will run in theory until I am able to actually teach it. At the time of this submission, I have paperwork in the process of proposing this course to Moraine Valley Community College in Palos Hills, Illinois. It is intended to be taught as a summer course under extracurricular classes for students K-S. If the proposal is accepted, I will wait for students to enroll, and hopefully be teaching this unit during June and July of 2008.
GRAPHIC ORGANIZER
BOOKLETS
for Reading Response

Guided Response Packets for Any Fiction or Nonfiction Book That Boost Students' Comprehension—and Help You Manage Independent Reading

by Rhonda Graff Silver

AN INSTANT MANAGEMENT TOOL!
There is magic when the fairy godmother changes Cinderella's dress from rag to a beautiful gown. She also makes her shoes a glass coach for her ball. Cinderella's godmother used her magic to help Cinderella go to the ball. She was so beautiful that the prince fell in love. Cinderella left in a hurry. She left her glass slipper.

Directions
Directions on page 5 explain why they classified each character as good or evil. Ask them to use the text to support their positions.

On page 5, students compare fairy tales. This gives them exposure to multiple fairy tales and helps them think about the story plot.

Encourage reflection and discussion.

Exemplary text: The Random House Book of Fairy Tales adapted by Amy Ehrlich (Random House, 1985)
Before reading, write or draw your thoughts and questions about the fairy tale.

Use the title, illustrations, and your prior knowledge.
Fairy tales have good and evil characters.

**Directions**
Write about and draw the good characters in this tale.

**Directions**
Write about and draw the evil characters in this tale.
Magic in Fairy Tales

Directions

Is there any magic in this tale? Write about it.

Think about—
Who       What
Where     When
Why       How

Illustrate.
Choose 2 fairy tales to compare and contrast. Write each title in a castle. Write about and draw their similarities in the middle tower. Write about and draw their differences in the outer castles.
Directions
Use the stars to rate the fairy tale. Explain why you gave it that rating.

* ~ Ok
** ~ Good
*** ~ Great
**** ~ Wow!

Rating:

Explain:

What did the fairy tale teach you?
Helpful Hints for fables/Tales Booklet:

- Model each activity as many times as necessary to ensure that students fully understand objectives and directions before working independently or in groups.

- Remind students to preview the booklet to be sure they are aware of pre-reading, during-reading, and post-reading activities. For example on page 2, when completing the Character Analysis Chart, students may wish to keep it handy during reading. The chart doesn't require complete sentences. However, discuss the choices, and reasons behind them, to enhance student understanding,

- Encourage reflection and discussion.

Exemplary text; Mufaro's *Beautiful Daughters* by John Steptoe (William Morrow & Company, 1987)
Name __________________________

~bJe~'e~~~~~~~~~~~~~~

Author /Retord b~ ____________________________

Illustrator ____________________________

Directions Look through the story. Think about other fables and tales you've read. Predict what you think will happen in this story. What seems important as you skim the story?
Complete the Character Analysis Chart below.

<table>
<thead>
<tr>
<th>Character</th>
<th>Looks like...</th>
<th>Acts like...</th>
<th>Other...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. List the main characters.

2. Describe the physical appearance of the character.
   What do they look like?

3. Describe how the character behaves. Write or draw anything else you think is important.

4. What do you think is significant about the character?
Directions
Write the story sequence. Include characters, settings, problems (conflicts), and how the story ends.
Write and illustrate any problems in the story.

Write what lesson was learned. Be prepared to discuss how the characters learned this lesson.
Direction 5  Tell which parts of the fable or tale could be true. Identify the parts that are fiction (not true).
Personal Notes of Interest

Directions

Write your personal response to the story.

How does the lesson relate to your life?

Illustrate your story highlight.
Once upon a time...

Directions
Retell the story.
Write important details as you travel along the story trail.

Happily ever after.
Turn-to-Lea Story Elements

Materials
- TURN-to-LEARN templates (pages 34–36)
- scissors
- brass paper fasteners
- colored markers and pencils

Purpose
Students learn about story elements—main character, setting, action, antagonist, problem, and solution.

Directions
1. As a prereading activity, make copies of TURN-to-LEARN templates 1 and 2 and pass them out to students.

2. Have students cut out the disks. An adult should cut out the square window on disk 1.

3. Show students how to place disk 1 on top of disk 2 and push a brass paper fastener through the center dots to attach them together.

4. Have everyone rotate the top disk as you read the story of Little Miss Muffet. Focus on the story elements.

5. As a postreading activity, make copies of templates 1 and 3, and have students cut them out and attach them together with a brass paper fastener.

6. On the cover of the disk, have them write their name and the title of the book they read. Encourage them to draw a picture related to the story.

7. Have students write a few words about each of the book's story elements in the upper window. In the lower window, they can draw an icon that represents each element.

Teacher Tip
To make a sturdy version of the wheel for your learning center, glue disks to a sheet of oaktag before cutting them out. (An adult will need to cut out the windows with a craft knife.) Color and laminate the wheels before attaching them with a brass paper fastener.
Turn-to-Learn Story Elements Template 1

cut out this window

sr.ar

ELEM

MJrS

cut out this window
Turn-to-Learn Story Elements Template 2

Main Character
Little Miss Muffet

Problem
Alone came a spider

Solution
and frightened Miss Muffet away.

Setting
sat on a tuffet
eating her curds and whey

Antagonist
who sat down beside her

The Ugly Duckling Response Activities © 2007 by Michael Gravola. Scholastic Teaching Resources. page 35
Purpose

Students create an interactive bulletin board to strengthen their understanding that reading and writing are used to communicate ideas.

Directions

1. Give each student a manila folder and a copy of the MAILBOX template. Have students cut out the mailbox and flag.

2. Instruct students to color the mailbox and flag and write their name in creative letters in the rectangle on the side of the mailbox.

3. Show students how to glue the mailbox onto the manila folder so that the bottom of the mailbox aligns with the folded edge.

Materials

- MAILBOX template (page 50)
- scissors
- colored pencils or markers
- manila folders
- glue sticks
- brass paper fasteners

Teacher Tip

Have students use the mailboxes to send notes, cards, letters, and valentines to classmates.
4. Have them cut out the mailbox, making sure that they are cutting both sides of the manila folder. When they are done, they will have a folder in the shape of a mailbox.

5. Instruct students to glue the flag onto a large scrap of manila folder and cut it out.

6. Have students place the flag on top of the mailbox so the two black dots align and then push a brass paper fastener through the black dots. (An adult should complete this step for students.) Only fasten the flag to the top panel of the manila folder. The flag can now be lifted and lowered to indicate whether or not there is mail in the box.

   Push the brass paper fastener through the top panel of the folder only.

7. Cut out the mail slot on the left side of the mailbox. Only cut the slot from the top panel of the manila folder. (An adult should complete this step.)

g. Show students how to glue the top and side edges of the manila mailbox closed. Letters can now be inserted into the slot without falling out.

4. Hang a banner on the bulletin board that reads, YOU'VE GOT MAIL! Under the banner add the mailboxes. You might want to have students make "wooden" posts out of construction paper for the mailboxes to sit on.
You've Got Mail!
Purpose

Students identify key traits of a character from a story they are reading.

Directions

1. Pass out a copy of the CHARACTER MAP graphic organizer to each student.

2. Ask students to use crayons or colored pencils to draw a character from a book they are reading. Have them write the character's name under the illustration.

3. In each of the ovals, have students write one character trait the character possesses.

4. On the lines to the right of each oval, instruct students to write a sentence from the book that supports their claim.

Materials

- Character Map graphic organizer (page 68)
- crayons or colored pencils

Teacher Tip

Studying the traits of protagonists and antagonists helps students understand qualities that they can develop or reject in themselves. After students have filled out their graphic organizers, discuss the traits that different characters possess. Ask students which traits are positive and which are negative. Encourage students to describe ways in which they can adopt the positive ones.
CharaGter Map

Draw a character from the book. In each oval, write a trait this character possesses. Write a sentence from the book that describes each trait.

trait

supporting sentence

trait

supporting sentence

character's name

trait

supporting sentence
Purpose

Students create easels and drawings that depict the major setting of a story they are reading.

Directions

1. Have students fold a large index card in half.

2. Instruct them to cut away an L-shaped portion of the card to create an easel.

3. On the lined side of a second index card, have students brainstorm a list of nouns that could be found in the setting of a story they are reading.

4. Have students draw a picture of the setting (horizontally or vertically) on the blank side of the card, using the nouns to help them be more detailed.

5. Stand the pictures in the easels. Display along a counter or shelf.