



## LESSON PLAN FORMAT

Name: *Marguerite Barron*  
Age/Grade Level: *Grade 4*  
# of IEP Students: *1*  
Subject: *English Language Arts*

Date: *November 15, 2018*  
# of Students: *21*  
# of ELL Students: *1*  
Major Content: *Comparison of Cinderella Stories*

### PREPARATION

- A. Prior knowledge statement: A reconstruction of the traditional Philippine Cinderella folktale, *Abadeha: The Philippine Cinderella*, is a story that is now returning to mainstream literature. Due to hundreds of years of Spanish colonization and more recent Americanization, this tale nearly disappeared from modern literature.  
Now, with increased emphasis on the revival of pre-colonial Philippine culture and arts, this fairytale has woven its way back into the Philippine culture, celebrating some of its native religious beliefs and practices.
- B. In this lesson, students will compare and contrast the different story elements from the traditional fairytale *Cinderella*, and one which is new to them: *Abadeha: The Philippine Cinderella*. Students will do a close read of several Tier 2 vocab words as well as find similarities and differences between the two Cinderella stories and will be required to organize them using a Venn diagram that the teacher will provide.
- C. In the previous lesson, the students will have reviewed the basic plot of the Brothers Grimm Cinderella. Additionally, they will have discussed the possibility that each culture has its own version of a book that we might think of as a Western text. The goal will be to expand the students concepts of tradition in different cultures.
- D. Students will be challenged to think outside their cultural setting, since most are used to the traditional Disney or Grimm version of this particular fairy tale. Given the setting of this story in an unfamiliar culture and religious belief system, some children may have a more difficult time drawing out a basic story line. As a teacher, I will be available to assist students if necessary.

### Text of Choice:

Myrna J. de la Paz. *Abadeha; The Philippine Cinderella*. Honk Kong: Shen's Books, 2001. ISBN: 1-885008-17-1

### SIMILARITIES

- does all the chores
- mother dies of illness
- has a stepmother and two step sisters
- most of her friends were animals

### DIFFERENCES

- father was a fisherman, not a merchant
- father does not die, just goes out fishing
  - calls on Mother Bathala, creator of earth and the spirit of her ancestors for help

-falls in love with a man  
-cinderella is locked inside to prevent her seeing the man  
-benefactor comes and lets her go to the ball  
-prince and princess live happily ever after

-Spirit of the Forest is her benefactor  
chieftain's son discovers secret garden  
-belonging to Abadeha and puts on a ring that he finds on a branch  
-the chieftain's son dreams about a girl who can remove the ring from his now swollen finger  
-Abadeha not given a dress before seeing the prince  
-father returns home, stepmother and step sisters banished to the chicken yard

### **Potential Tier Two Vocabulary Words**

-shimmering	-triumphantly	-sacred
-miserable	-annoyed	-distorted
-taunting	-maliciously	-hovering
-harass	-miraculously	-banished
-furious	-solace	

#### Target Word 1: ***taunting***

1. In the story, Abadeha's stepmother and stepsisters are taunting her because she is their servant.
2. If someone is taunting you it means they are teasing and insulting you because they don't like you.
3. Say the word with me: ***taunting***
4. If people were being mean and insulting towards me, I would think they were ***taunting*** me. Has anyone ever ***taunted*** you? Have you ever ***taunted*** anyone?
5. How do you feel when people tease or ***taunt*** you?
6. What is the word we have been talking about? ***taunting***

#### Target Word 2: ***solace***

1. In the story, Abadeha finds ***solace*** by the warmth of the fire.
2. If you find ***solace*** in something, you find comfort and strength in it.
3. Say the word with me: ***solace***
4. If I am afraid or worried about something, then I might find ***solace*** in being with close friends or family, who will support and comfort me. I find peace in them. I find ***solace***.
5. Have any of you ever needed to find ***solace*** when you were going through something hard? Have children give examples.
6. What is the word we have been talking about? ***solace***

### **Objectives :**

Given two different Cinderella stories that are representative of different cultures, students will work in groups to compare and contrast specific similarities and differences found in the text.

### **Standards:**

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Assessment Plan-** Objectives will be assessed using the plan below:

<b>Behavioral Objective</b>	<b>Type of Assessment</b>	<b>Depth (Bloom)</b>	<b>Adaptation/Accommodations</b>
#1 The student will recall events of familiar Cinderella story.	Pre-Assessment	Knowledge	Larger font/extra time
#2 Students will listen to <i>Abadeha, The Philippine Cinderella</i> and draw comparisons with the Disney version they know.	Formative	Compare/Contrast	extra time
#3 Students will answer comprehension questions while listening to the story, specifically in identifying tier 2 vocabulary words.	Formative	Comprehension	Access to word bank Larger font
#4 Students will use a Venn diagram record their comparisons in their reading journals.	Summative	Self-Regulation	Provide venn diagram with some parts already filled out.

**Resources/Media Technology-**List materials and equipment needed for the lesson. List tech. sources (URL's). Include citations.

### Procedures

#### A. **Opening:**

1. Does anyone remember which story we read yesterday? What type of story was that called?  
(should

remember that we talked about *fairy tales*.

2. Motivation: Describe what will be done to gain the students' attention and interest in the lesson. Make connections to real-life situation; integrate the cultural attributes and interests of the students.

#### B. **Strategies and Activities:**

1. I will orally review the Grimm Cinderella story that I read to the students the previous day and ask students to give me details of the plot as I list them on the board.

2. I will read the the Philippine Cinderella aloud as a text talk, pausing frequently to ask questions that

will assess for comprehension, and to draw comparisons between the two Cinderella stories.

3. IEP students will receive a graphic organizer with similarities and differences of the stories already in

place so they can follow and contribute to discussions as we go.

4. The questions asked will elicit responses from the students that will serve as a formative assessment

during the text talk. I will collect their reading journals at the end of class and use the results of their

Venn diagrams for summative assessments, specifically looking for comprehension and critical thinking.

5. Student responses and auditory feedback during the class period will help me to self-monitor as I teach. I will constantly be tuned in to student understanding of the text, especially when checking for meaning of tier two vocabulary words.

### C. *Closing*

1. I will ask my students to refer to their diagrams to tell me the similarities and differences that they found in comparing the Cinderella stories.
2. I will prompt the students to analyze the story patterns and think about how culture impacts folklore in different settings. For example, why might the Philippine Cinderella have a Spirit for a fairy godmother? This strategy will encourage students to make inferences based on the text, as well as connect culture to fairytales.

### **INSTRUCTIONAL IMPACT/ANALYSIS OF TEACHING AND LEARNING** – Prepared after the lesson.

1. Analyze student assessment(s) and discuss the accomplishments of your students and the growth in learning that was achieved according to data collected and evidence of learning.
2. Describe modifications you made during implementation of the lesson and how you think the modifications affected learning results.
3. Describe how you will give instructional feedback to the students using the data collected for evidence of accomplished objectives (levels).

### **INSTRUCTIONAL REFINEMENT** – Prepared after the lesson

Reflect on your teaching and student learning to identify future actions to improve both student and teacher performance. (i.e. Changes you will make before you teach it again and plans for students who did not make satisfactory progress).