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Stage 1-Desired Results

- Established Goals:
 - The students will be able to understand what determination is and how it can benefit a person.
 - The students will strengthen their reading skills by reading the stories of Cinderella.
 - The students will actively engage in discussion of Cinderella's characteristics.
 - Students will understand different family dynamics and how Cinderella's compares to theirs.
 - Students will understand what humility is and will implement it into their own lives.
 - Students will explain how they keep a positive outlook both inside and outside of the classroom.
 - Students will create an extended ending for the story of Cinderella.
 - Students will put equal effort into all of their group work sessions.
- Standards:
 - CC.1.1.4.E-Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - CC.1.2.4.B-Refer to details and examples in text to support what the text says explicitly and make inferences.
 - CC.1.2.4.C-Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
 - CC.1.2.4.I-Integrate information from two texts on the same topic and demonstrate understanding of that topic.
 - CC.1.2.9-10.A-Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - CC.1.3.4.C-Describe in depth a chapter, setting or event in a story or drama, drawing on specific details in the text.
 - CC.1.3.4.G-Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
 - CC.1.3.4.K-Read and comprehend literary fiction on grade-level, reading independently and proficiently.
- Big Ideas:
 - Determination
 - Positive Outlook
 - Resilience
 - Triumph
- Essential Questions:
 - How does determination help a person overcome differences?
 - Why is it important to keep a positive outlook on life?
 - Why is resilience important to adversity?
 - How does triumph change a person?

- Enduring Understandings:
 - Determination is beneficial to success.
 - A positive outlook means that a person will have a happy life.
 - Resilience helps to maintain and achieve goals.
 - Humility should go hand-in-hand with triumph.

Stage 2-Assessment Evidence

- Performance Assessment
 - You are a member of the social events coordinating team for the royal family. They have asked you to generate interest in the kingdom's ball that the royal family is hosting. They have asked you to tailor an advertisement to every family and citizen of the community. The goal is to have everyone in the kingdom attend the ball and to allow their children to go as well. You will need to work with your social events coordinating team effectively to create the best advertisement [Learning Goal 8]. You will need to consider different types of families living in the kingdom and how you can get them to be at the ball [Learning Goal 4]. Your advertisement must be creative, appropriate, and pertain to the story line of Cinderella. You should explain/include what will happen at the ball and what the patrons of the ball should expect, should they attend. You will have needed to read all the selections of Cinderella in the text set to complete this activity [Learning Goal 2].
 - See Attached GRASP
- GRASP
 - Goal:
 - Your task is to create an advertisement for the kingdom's ball.
 - The goal is to generate interest in the event and have everyone in the kingdom there.
 - The problem or challenge is that Cinderella's stepmother doesn't want her to go to the ball.
 - The obstacles to overcome are getting those in the kingdom to attend.
 - Role:
 - You are a member of the social events coordinating team for the royal family.
 - You have been asked to generate interest in the ball.
 - Your job is to tailor the advertisement to every family and citizen of the community.
 - Audience:
 - Your clients are the royal family.
 - The target audience is the entire kingdom.
 - You need to convince everyone to go to the ball and to allow their children to attend.
 - Situation:
 - You need to create a convincing advertisement that persuades everyone in the kingdom to attend the ball. You will need to work with the social events coordinating team to effectively to create the best advertisement. You will need to consider different types of families living in the kingdom and how you can get them to attend the ball.
 - Product, Performance, and Purpose:
 - You will create an advertisement for the royal family's ball. It must be creative, appropriate, and pertain to the story line of *Cinderella*. You should explain what will happen at the ball and what the patrons of the ball should expect should they attend.

Stage 3-Learning Plan

- Learning Activities:
 - Completion of a story map for *The Egyptian Cinderella*
 - Writing of quiz questions pertaining to what has been read
 - Demonstrations of the understanding of what determination is
 - Cooperative learning work through discussion
 - Application of PowerPoint presentation through completion of a Frayer model
 - Cooperative creation of a Mr. or Miss Arrogant and Mr. or Miss Humble
 - Individual creation of a Mr. or Miss Good Triumph
 - Completion of a graphic organizer for notetaking
 - Brainstorming of ideas to create a “Growth Mindset Board”
 - Discussion of how to use resilience in everyday life through a “Fishbowl”
 - Development of ideas for the “Growth Mindset Board” through graphic organizers
 - Use of a KWL to organize ideas revolving around resilience
 - Teacher use of an anchor chart to develop understanding around common and proper nouns
 - Completion of a graphic organizer to categorize the common and proper nouns found in *Cinder-Elly*
 - Expanding of understanding around common and proper nouns through completion of a worksheet requiring students to cut and paste common and proper nouns into correct categories
 - Determining how *Yeh-Shen* keeps a positive outlook on life by completing a graphic organizer
 - Writing in reflection journals how they believe that Yeh-Shen’s positive outlook on life relates to the student
 - Cooperative work to create an advertisement for the royal ball
 - Brainstorming of ideas as to what might have happened in *Cinderella* after Prince Charming found that the glass slipper fit Cinderella’s foot
 - Writing of a R.A.F.T.

Concept Map

- Cinderella
 - Determination
 - Listening to what her stepfamily said
 - Makes her own dress for the ball
 - Kept going even through no immediate results were being seen
 - Resilience
 - Is continually kind to the stepfamily, always doing what she is told
 - Could she be seen as trying too hard?
 - Does not give up after one try to please the stepmother
 - Growth Mindset
 - Triumph
 - Goes through all of these hardships and finally comes out the “winner”
 - In some versions, the stepfamily lives in the castle, does not gloat because she has gotten the best results
 - Arrogance
 - Humility
 - Positive Outlook
 - Thought positively
 - Looked for the best in every situation
 - Thought through her problems, rather than just accepting defeat

W.H.E.R.E.

- Goals
 - Where are we going in this unit or course? What will students be learning?
 - By the end of this unit, I would like the students to be able to understand determination, resilience, how to keep a positive outlook, and triumph. The students will also strengthen their reading skills by reading the stories of Cinderella in the text set. I will also actively engage in discussions of Cinderella's characteristics. At the end of the unit, students will be able to distinguish different family dynamics and how Cinderella's family compares to theirs. Students will also create a timeline of the Cinderella story. Students will also put equal effort into all of their collaborative working sessions.
 - What resources and learning experiences will help us get there?
 - The learning experiences that I will use to get my students to the end of unit goals will be a activities. They will be assessed through a performance assessment where they will be asked to create an advertisement for the royal family's annual ball. The students will have a series of academic prompts as well. They will recreate the story of Cinderella in the form of a timeline. They will also be asked to explain what determination means, in their own words. The students will participate in a class wide discussion of Cinderella's characteristics. The final academic prompt will require the teacher to lead. Students will give suggestions as to what an arrogant person might say.
- Expectations
 - What is expected of students?
 - Students will be expected to respect everyone in their classroom environment. They will be expected to work diligently to accomplish their assignments. Students will be expected to give feedback on how their assignments are going, and what they are working on. The teacher will show the students what is expected of them through models and examples of assignments. Students will be expected to demonstrate their learning and understanding through their performance assessment and academic prompts.
 - What criteria and performance standards will be used for assessment?
 - Standards from PDESAS
 - CC.1.1.4.E
 - Read with accuracy and fluency to support comprehension: Read on-level with purpose and understanding. Read on-level text orally with accuracy, appropriate rate and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - CC.1.2.4.B
 - Refer to details and examples in text to support what the text says explicitly and make inferences.
 - CC.1.2.4.C

- Explain events procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
- CC.1.2.4.I
 - Integrate information from two text on the same topic and demonstrate understanding of that topic.
- CC.1.2.9-10.A
 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC.1.3.4.C
 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- CC.1.3.4.G
 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflect specific descriptions and directions in the text.
- CC.1.3.4.K
 - Read and comprehend literary fiction on grade-level, reading independently and proficiently.
- Learning Goals
 - The students will be able to understand what determination is and how it can benefit a person.
 - The students will strengthen their reading skills by reading the stories of Cinderella.
 - The students will actively engage in discussion of Cinderella’s characteristics.
 - Students will understand different family dynamics and how Cinderella’s compares to theirs.
 - Students will understand what humility is and will implement it into their own lives.
 - Students will explain how they keep a positive outlook both inside and outside of the classroom.
 - Students will create a timeline of the Cinderella story.
 - Students will put equal effort into all of their group work sessions.
- Relevance and Value
 - Why is this worth learning?
 - The big ideas of this unit are worth learning so that the students can become better people that are well respected in today’s world. Understanding why determination is essential to persevering throughout adversities one may face in life. If a student keeps a positive outlook on life, they will be an overall happy person. If a student understands that once a person achieves triumph, they

must remain humble, they will be well respected members of their communities.

- Diagnosis
- What misconceptions may exist?
 - A misconception may exist is that these topics are too vast to teach at the elementary level. However, given the proper materials and resources to educate students on these ideas they will become successful in their future endeavors.
- Hook and Hold
 - I will hook my students' attention by proposing an idea that the world does not know what the ending of Cinderella is after she and Prince Charming get married. I will allow them to come up with ideas of what happened and how each thing came to be. I will hold their attention through interactive activities and lessons in which they are engaged. They will participate whole-heartedly in all of their assignments and accomplish their best work.
- Equipping Students
 - Experiential and Inductive Learning
 - What experiential or inductive learning will help students to explore the big ideas and question for Stages 1 and 2?
 - Students will explore collaborative work to gain perspective from other students on what they understand from each day's lesson. They will use their assignment to grasp the enduring understandings and what is expected of them.
 - Direct Instruction
 - What information or skills need to be taught explicitly to equip students to achieve the desired results and for their expected performances?
 - Students will need to be equipped with the ability to read the text set. They will need to be taught what each of the big ideas are and how to spot each in the real-world. They will have to know how to review each others' work, monitor their own understanding, and organize information. Students will also be taught and equipped with the ability to self-evaluate.
 - Homework and other out-of-class experiences
 - What homework and other out-of-class experiences are needed to equip students to achieve the desired results and for their expected performances?
 - Students will be asked to complete a journal of that they learned from the lesson time, collaborative work time, and individual work time for homework each day. Each day's journal entry will ask them to provide one question that they would like to be answered by either the teacher or another student about the previous day's lesson. Students will also need to implement what their family dynamics at home are like to understand Cinderella's life is like with her own family.
- Questions to consider
 - Rethink
 - What big ideas do we want students to rethink?

- The goal is for the students to rethink each big idea in its' entirety. It is important for each to be revisited by students because they are each equally relevant to the real-world and students' everyday lives.
 - Revise or refine
 - How might student products or performances be improved upon?
 - Students will be given opportunities at the end of each week during the unit to revise any work they or the teacher feels that needs it. They will be asked to improve upon the assignments that need revision, whether that be something they completed themselves or something done in a group collaboratively.
 - Reflect
 - How will you encourage students to reflect upon their learning and thinking, the evolution of their understanding, and the use of strategies?
 - I will encourage students to reflect upon their work and what they have learned through their daily homework journal. Students that choose to share the question that they have written in their journal for the previous night may be permitted to share them at the beginning of the next day's lesson. They will also be able to reflect upon their work through the time at the end of each week during the unit when they are given time to revise any work they feel needs it.
- Encouraging self-evaluation
 - Students will be encouraged to self-evaluate through their daily homework reflection journals. They will also be able to self-evaluate through the revision of their work. They will be asked questions at the beginning of each day that will show the teacher that the students know where they are personally.

Unit Calendar

Day 1: Hook and Hold

- Hook
 - The teacher will propose an idea that the world does not truly know the ending of Cinderella. The teacher will also hook the students by reading *Cinderella* by William Wegman. This will create an interest in the students because instead of people depicting the characters, dogs are the characters of the story.
- Hold
 - The teacher will hold the students' attention throughout the unit with engaging activities.
- Acquire
 - To gain perspective on what the unit will hold, the teacher will read *Cinderella* to the students. Previous to the reading, the students will be asked if they know who Cinderella is. They will also be asked if they believe that she was determined, had triumph, remained resilient, and kept a positive outlook.
- Apply/Deepen
 - To deepen the teacher's perspective, the students will be asked to write three sentences on what they are excited for within this unit.

Day 2: Determination

- Acquire
 - The students will listen as the teacher reads *The Egyptian Cinderella*. The teacher will read and "**Think Aloud**" as she reads.
 - After the reading of the story, the students will complete a **story map**.
- Apply/Deepen
 - The students will deepen their understanding of how Rhodopis remained determined by writing quiz questions pertaining to what they've just read.
 - The teacher will use as many student-written assessment items in actual quizzes and tests.
- Homework
 - Students are to write a paragraph explaining what determination means to them answering the following questions:
 - How do you stay determined and keep a positive outlook both inside and outside of the classroom?
 - How do you think that being determined and keeping a positive outlook has benefited you throughout your life?

Day 3: Determination

- Acquire
 - Students will discuss how determination can be used in everyday life using a strategy known as **Philosophical Chairs**.
 - The teacher will provide the students with a statement that has two possible responses-agree or disagree. Depending on whether they agree or disagree with this statement, students move to one side of the room or the other. From that spot, students take turns defending their positions.
- Apply/Deepen

- Students will write an essay of 3 paragraphs discussing how Cinderella used determination in her life answering the following questions:
 - How does Cinderella show her determination?
 - Why is Cinderella determined?
- Homework
 - Students are to write in their reflection journals and pose a question that they hope to be able to answer by the end of the unit.

Day 4: Triumph and Humility

- Acquire
 - The students will understand what triumph and humility are through a **PowerPoint presentation** and completion of a **Frustration model**.
- Apply/Deepen
 - The students will create a **Mr. or Miss Arrogant** as a class to demonstrate their knowledge of triumph.
- Homework
 - Students will write 1 paragraph in their own words what they believe the triumph is in the story of Cinderella and how she remains humble.

Day 5: Triumph and Humility

- Acquire
 - The teacher will lead the class in discussing what humility is and how they can implement it in their own lives through a strategy known as **"Affinity Mapping"**.
 - Students will be given a broad question that can result in lots of different ideas. Students will generate their responses by writing ideas on post-it notes and placing them in no particular arrangement on a wall. Once lots of ideas have been generated, students will begin to group them into similar categories. The class will then discuss why the ideas fit into certain categories and how the categories relate to one another.
- Apply/Deepen
 - The class will create a **Mr. or Miss Humble** to demonstrate their knowledge of humility.
- Homework
 - Students will expand their knowledge of triumph and humility to create a **Mr. or Miss Good Triumph**. These creations should depict a person that is triumph, yet humble. The students should take what they have learned through class creations of Mr. Arrogant and Miss Humble and apply it to this activity.

Day 6: Resilience

- Acquire
 - The teacher will read to the students *The Korean Cinderella*.
 - The teacher will explain to the students what resilience is through a **PowerPoint presentation**. The students will be completing a **graphic organizer** for their notes.
 - The graphic organizer will have them list any thoughts, facts that they have learned, questions, and opinions that students have formed.
- Apply/Deepen
 - After learning what resilience is students are to write two paragraphs.

- The first paragraph should answer the question, “how was Pear Blossom resilient?”.
 - The second paragraph should answer the questions, “why do you think Pear Blossom remained resilient?”.
- Homework
 - In preparation for the next day’s activities, students are to write one statement in their reflection journal on how they remain resilient in their own lives.

Day 7: Resilience

- Acquire
 - The teacher will develop the students’ understanding of a growth mindset so that they can create a “**Growth Mindset Board**”.
- Apply/Deepen
 - The students, along with the teacher, will discuss, using a “**Fish Bowl**”, how to use resilience in everyday life. The students will develop their understanding of fixed and growth mindsets through a **graphic organizer** and **brainstorming** ideas for the “Growth Mindset Board”.
- Homework
 - The students are to complete their “**Fixed or Growth Mindset?**” **worksheet**. They will also complete the L section of their **KWL** to include what they have learned from another person during the discussion.
- Teacher To-Do
 - The teacher will construct the “Growth Mindset Board” for tomorrow’s class.

Day 8: Common Vs. Proper Nouns

- Acquire
 - The students will read *Cinder-Elly*. The students will learn the difference between common and proper nouns and be able to develop sentences containing these types of nouns through modeling, shaping, and guided practice.
- Apply/Deepen
 - The students will identify and categorize common and proper nouns through independent practice.
- Homework
 - The students will complete a **worksheet** that will require them to cut and past common and proper nouns into the correct category.

Day 9: Positive Outlook

- Acquire
 - As a class the students will read *Yeh-Shen* and determine how she maintains a positive outlook on life through completion of a **graphic organizer**.
- Apply/Deepen
 - The teacher will have proposed scenarios and the students will be divided into two groups. One group will come up with the negatives of the scenario and other will come up with the positives of the scenario.
- Homework
 - Students are to write in their reflection journals how they believe that Yeh-Shen’s positive outlook on life **relates** to them.

Day 10: Performance Assessment

- Acquire
 - The teacher will present to the students' different examples of family dynamics through different family tree charts.
- Apply/Deepen
 - Students will **work with their assigned groups** to create an advertisement for the Royal Ball.
- Homework
 - Students will expand on their understanding of family dynamics by creating their own family tree.

Day 11: What Happened?

- Acquire
 - The students will **brainstorm** ideas as to what might have happened in *Cinderella* after Prince Charming found that the glass slipper fit Cinderella's foot.
- Apply/Deepen
 - The students will write a **R.A.F.T.** from the perspective of Cinderella. The topic is for them to tell what really happened after Prince Charming found out the shoe fit Cinderella. They will be writing in the form of a letter.
- Homework
 - Students will expand their understanding of everything learned within this unit by completing their R.A.F.T.s for homework.

Lesson #1

Student Teacher Candidate: Olivia Stone

Lesson Subject(s)/Title: Triumph

Lesson Date(s): Day 4

Course & Grade(s): 4th Grade- Language Arts

Essential Questions/Subsidiary Questions:

- How can triumph change a person?
 - Have you had any triumphs in your life?
 - How might we prove that Cinderella's triumph did not change her as a person and that she stayed humble?
 - What are some examples of triumph in everyday life?
 - What are some common misconceptions about triumph?
 - How are my views about triumph shaped by society?
 - What are my limits of my knowledge about triumph?

Purpose:

- The purpose of this lesson is to teach students what triumph is and how they can remain humble if they achieve triumph.

Specific Learning Objectives:

- The students will demonstrate their understanding of triumph and humility by completing a Frayer Model.
- The students will create Mr. or Miss Arrogant as a class to demonstrate their knowledge of triumph.

Anticipatory Set:

- The students will think of the books revolving around the Cinderella story and think of two characteristics that describe her.
- The teacher will then ask the students to stand up.
- The teacher will ask one student to start by sharing the two characteristics that they came up with, if other students have one of those characteristics, they will be asked to sit down.

Input/Acquire New Knowledge:

- Have the students listen to a PowerPoint presentation about what triumph and humility are.
- Have the students work through a Frayer model for their note taking strategy with the help of the PowerPoint presentation.
- Students will use their Frayer model to complete a summary of what they took away from the PowerPoint.
- Have the students form questions they have about either triumph or humility.
- Review the answers for the Frayer model by generating a class Frayer model on the board.

Apply/Deepen New Knowledge:

- The students will come up with quotes of what an arrogant person might say.
- The teacher will draw an outline of a person on the board. The figure will be labeled Mr. or Miss Arrogant. The teacher will then draw on clothing or accessories to represent arrogance, such as a crown, a foam finger saying "I'm #1", or a shirt that says "I Rock". Thought bubbles will be drawn around the figure and filled in with suggestions from the students about what an arrogant person might say.

Closure/Assessment:

- Students will complete a 4-2-1 of including real-life examples of triumph.
- The teacher will have students come up with four examples of triumph.
- The teacher will then pair students up in groups of two and have these students share their examples, picking out two of the best from their combined eight.
- The teacher will have students come up with four examples of triumph.
- The teacher will then pair students up in groups of two and have these students share their examples, picking out two of the best from their combined eight.
- The teacher will have each pairing share what their real-life example is and write each on the board.

Homework (Purpose- Elaboration and Preparation for the next lesson):

- Students will write one paragraph answering in their own words what they believe the triumph is in the story of Cinderella and how she remains humble.

Lesson #2

Student Teacher Candidate: Olivia Stone

Lesson Subject(s)/Title: Resilience

Lesson Date(s): Day 7

Course & Grade(s): 4th Grade-Language Arts

Essential Questions/Subsidiary Questions:

- Why is resilience important to adversity?
 - How does Cinderella remain resilient?
 - How could things have changed if Cinderella did not listen to her stepfamily?
 - Would they have respected her more if she treated them how she was being treated?

Purpose:

- The purpose of this lesson is to teach students examples of resilience in everyday life and how they can use resilience in their own lives.

Specific Learning Objectives:

- The students will demonstrate their understanding of resilience cooperatively through a “Fish Bowl” discussion.
- The students will brainstorm ideas for a “Growth Mindset Board” to demonstrate their knowledge of how to remain resilient.

Anticipatory Set:

- The students will complete the K section of what they already know about in general about resilience and about how Cinderella keeps a growth mindset. They will then complete the W section, as a class, of what they would like to learn from other students during the discussion about resilience.
- The teacher will facilitate by providing the students with the KWL chart.
- The teacher will explain how they are to fill out the K section.
- The teacher will write what the students would like to learn on the board as the students provide answers.

Input/Acquire New Knowledge:

- The students will learn what the difference between a fixed and growth mindset through example charts.
- The students will write down their own experience with a fixed and growth mindset on a graphic organizer.
- Students will be given time to share their responses with the class.
- The teacher will explain the difference between a fixed and growth mindset through examples of both.
- The teacher will explain the graphic organizer to the students.

- The teacher will ask one student from each table to either share a time that they had a fixed or growth mindset.

Apply/Deepen New Knowledge:

- Have the students split into two groups.
- Have the students get into two circles.
- Students will use their knowledge from the previous day's lesson to engage in discussion with their classmates.
- Students on the outer circle will rotate around after the teacher feels enough time has been used to discuss thoughts on each question.
- The teacher will facilitate by providing students with predeveloped Anchor Questions.
- The teacher will provide a new question each time that the students rotate.
- Anchor Questions: In what ways does Cinderella remain resilient throughout all of the obstacles that she must overcome?; How would you explain what resilience is?; How will you use what you have learned about resilience in your life?; Are you a resilient person? Why or why not?; Why do you think that it is important that Cinderella maintained a growth mindset?; Agree or disagree: Keeping a fixed mindset would have held Cinderella back. How?; Where can you find an example of Cinderella's growth mindset in the text?; Couldn't it also be that Cinderella's stepfamily had a fixed mindset? How?
- The students will begin to work on their "Fixed or Growth Mindset?" worksheet to clarify their understanding.
- The teacher will facilitate by providing students with the worksheet and explaining the directions to them.
- The teacher will facilitate by asking students, as she rotates around, how they would maintain a growth mindset.
- The students will brainstorm ideas for the classroom "Growth Mindset Board".
- The teacher will facilitate by writing all of the students' ideas on the board and developing them into the board to be displayed in the classroom.

Closure/Assessment:

- The students will complete a one-word summary about what they believed to be the big idea of today's lesson. The teacher will facilitate by providing the students with three "jump start" words of her big ideas of the lesson.

Homework (Purpose-Practice):

- The students are to complete their "Fixed or Growth Mindset?" worksheet. They will also complete the L section of their KWL to include what they have learned from another person during the discussion.

Lesson #3

Student Teacher Candidate: Olivia Stone

Lesson Subject(s)/Title: Common vs. Proper Nouns

Lesson Date(s): Day 8

Course & Grade(s): 4th Grade-Language Arts

Essential Questions:

- How can distinguishing between common and proper nouns, and knowing to capitalize proper nouns help students create written work that is clear?
 - Why is this a common noun?
 - Why is this a proper noun?
 - Why are proper nouns capitalized?

Purpose:

- The purpose of this lesson is for students to learn and understand the difference between common and proper nouns.

Specific Learning Objectives:

- The students will demonstrate their understanding of common and proper nouns by writing sentences containing those specific types of nouns.
- The students will demonstrate their understanding of common and proper nouns within *CinderElly* by creating a chart of categorizing nouns from the book.

Anticipatory Set:

- The students will do a “quick write” reflecting on all of the other versions of *Cinderella* that they have read. The teacher will facilitate by asking at least one student from each table to share their thoughts.

Input/Acquire New Knowledge:

- The students will read *Cinder-Elly* using reciprocal reading.
- The students will complete a two-minute write summarizing the story of *Cinder-Elly*.
- The teacher will facilitate by providing the students with copies of the story and introducing it to them as a modern version of the *Cinderella* that they may be familiar with.
- The students will be introduced to common and proper nouns through a poster chart.
- The teacher will explain the poster chart describing common and proper nouns.
- The students will be introduced to common errors that are run into when learning common and proper nouns.
- The teacher will introduce these common errors by explaining and writing correct and incorrect statements on the board.
 - Proper nouns are capitalized.
 - Common nouns do not name anything specific, therefore it does not need to start with a capital letter unless it begins a sentence.

- Every proper noun has a common noun equivalent, but not every common noun has a proper equivalent.
- The students will identify as a class which words on the board are common nouns and which are proper nouns.
- The teacher will facilitate by providing the nouns on the board previous to the start of the lesson.
- The teacher will facilitate by identifying one common noun and one proper noun on the board as examples.

Apply/Deepen New Knowledge:

- Students will complete a common and proper nouns worksheet. They will write a common noun for each proper noun given. Next, they will write a proper noun for each common noun given.
- The teacher will facilitate by helping struggling students by asking questions to clarify their understanding.
 - Why is this a common noun?
 - Why is this a proper noun?
- The students will deepen their understanding of common and proper nouns by going through *Cinder-Elly* and identifying common and proper nouns.
- The students will then complete a graphic organizer as a table categorizing the words they have found in the story.
- The teacher will facilitate by providing students with the common and proper nouns on the first page for example

Closure/Assessment:

- The students will complete a “quick write” of sentences about how they would feel if they were treated like Cinder-Elly. Sentences must contain at least one common and one proper noun.
- The teacher will facilitate by asking each student to read their “quick write” and have them identify each common and proper noun within each sentence.

Homework (Purpose-Practice):

- The students will complete a worksheet that will require them to cut and paste common and proper nouns into the correct category.

Lesson #4

Student Teacher Candidate: Olivia Stone

Lesson Subject(s)/Title: What Happened?

Lesson Date(s): Day 11

Course & Grade(s): 4th Grade-Language Arts

Purpose:

- The purpose of this lesson is for students to be able to create an extended ending to the story of Cinderella through a R.A.F.T.

Specific Learning Objectives:

- The students will demonstrate their understanding of what happened in the story of *Cinderella* by brainstorming what might have happened after Prince Charming found that the slipper did in fact fit Cinderella's foot.
- The students will demonstrate their understanding of the unit by writing a R.A.F.T.

Anticipatory Set:

- The teacher will again propose the "hook" statement. The students will examine the statement further by completing a "quick write" summary of the story of *Cinderella*.

Input/Acquire New Knowledge:

- The students will brainstorm ideas as to what might have happened in an extended ending of *Cinderella*.
- The teacher will facilitate by providing her extended ending.

Apply/Deepen New Knowledge:

- Students will write their letters to Walt Disney about what they believe really happened after Prince Charming found out that the shoe fit Cinderella.
- The teacher will facilitate by explaining that students will have to pertain the letters to Disney's *Cinderella* after having read all of the other variations of the story.
- The teacher will facilitate by asking students questions about what they are writing.

Closure/Assessment:

- The teacher will close the lesson by doing a "Luck of Draw" activity. Three students will be chosen at random and be asked to share what they have thus far for their R.A.F.T. If chosen student does not feel comfortable sharing what they have for their R.A.F.T. until it is finished they will be allowed to do so. However, if one of those students is chosen, another student will be randomly chosen to share their R.A.F.T.

Homework (Purpose-Expansion):

- Students will expand their understanding of everything learned within this unit by completing their R.A.F.T.s for homework.