

MVSU NCLB 2013 Summer Reading Institute
Lesson Plan Template

Name: Latoria Mayfield	Name of Unit: “Cinderella: A Dynamic Transformation”	Date: July 29, 2013	Grade Level: 3 rd (S. Studies)
Objective	Procedures	Materials	Evaluation
<p style="text-align: center;">CCSS Integration of Knowledge and Ideas</p> <p style="text-align: center;">RI 3.8 Describe the logical connection between particular sentences and paragraphs</p> <p style="text-align: center;">RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic</p>	<p>Introduction:</p> <ol style="list-style-type: none"> 1. Briefly talk about the story “Cinderella” that was read and discussed on yesterday. 2. Display a detailed World Map on the Smart board. 3. Point out the United States and say, “This is region in which we all live. However, there are other countries that have different cultures from what we experience in the United Sates. 4. Say, “We are going to Africa, Persia, Russia, and Iceland using the story, “Cinderella.” 5. Read the objective and tell the importance. <p>Teaching Procedures: TTW:</p> <ul style="list-style-type: none"> • Define vocabulary words that are imbedded in the objective. • Briefly talk about “The Three Little Pigs” and “The Three Javelinas” • Compare and contrast the two stories based on events, setting (country), story element, traditions, and ect. • Answer questions to make sure that the students understand. <p>Re-teach: TTW:</p>	<p style="text-align: center;">World Map Smart board</p> <p style="text-align: center;">White board</p> <p style="text-align: center;">Different versions of Cinderella</p> <p style="text-align: center;">Cinderella Activity sheet</p> <p style="text-align: center;">Detailed World Map</p> <p style="text-align: center;">Website (www.worldatlas.com)</p>	<p style="text-align: center;">Teacher Observation checklist Informal Observation Question-answers</p>

	<ul style="list-style-type: none"> • Group students in groups of 4 in five groups. • Give each group a different version of “Cinderella.” • Provide worksheet “Cinderella Activity” sheet. • Inform the students that they will compare and contrast the “Cinderella’s” and the illustrations in the book. <p>TSW:</p> <ul style="list-style-type: none"> • Identify the area on the detailed “World Map.” • Direct the students to visit www.worldatlas.com • Read the information about each country and traditions, • Complete the assignment correctly. <p>Enrichment:</p> <ul style="list-style-type: none"> • Compare and contrast the two “Cinderella” stories using the “Compare and Contrast Cinderellas” template. • Use all aspects of the story: story elements, illustrations, and etc. • Research the particular country that the story is written about. 	<p>Venn-Diagram: Compare and contrast Cinderella</p>	
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For each lesson plan, do the following:

- 1). Align the standards 2). Identify the domain 3). State the benchmark 4). Address diversity 5). Infuse technology