

MVSU NCLB 2017 Summer Reading Institute
Lesson Plan Template

Name: Courtney Lumpkin	Name of Unit: Around the World in a Glass Slipper	Date: June 20, 2017	Grade Level: 3 rd Grade
Objective	Procedures	Materials	Evaluation
<p>RL.3.10 Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Social Studies Objective:</p> <p>Culture 5. Understand how the diversity of people and culture affects the local community.</p>	<p style="text-align: center;">This lesson plan covers five days' teaching and learning.</p> <p>Monday</p> <p>The Teacher Will introduce the vocabulary word culture to the students. TTW explain to the students what constitutes an area's culture.</p> <p>TSW watch a video clip entitled "What is culture?" to help them acquire a deeper understanding of culture. https://youtu.be/hgXpN6ZBKIM</p> <p>TTW assess the students' knowledge of culture through oral questioning.</p> <p>TSW will identify one aspect of local culture they like. TSW tell write about the culture and draw pictures that show their understanding of the term culture to share with the class.</p> <p>Tuesday</p> <p>TTW begin with activation of prior knowledge by asking students to partner up and complete a KWL chart about the story Cinderella. When the students have completed this task, a few groups will be given an opportunity to share their information.</p> <p>TTW explain that there are various versions of Cinderella. TTW also explain to students that culture influences the way stories are told in different places. TTW then start with a close read of the classic American version of Cinderella found in the book Classic Fairy Tales illustrated by Scott Gustafson. TTW read the first 4 pages of the text showing students the pictures.</p> <p>TSW raise their hands to answer the question "Does anyone in here have</p>	<p>Textbook: Fleischman, P. 2007). Glass Slipper, Gold Sandal: A worldwide Cinderella. New York: Henry Holt</p> <p>Pencils</p> <p>Paper</p> <p>Promethean Board</p> <p>Construction Paper</p> <p>Crayons</p>	<p><u>Formative Assessments</u></p> <p>Exit ticket</p> <p>Think/Pair/Share Discussion</p> <p>Oral Questioning</p> <p>General Writing</p> <p><u>Summative Assessment</u></p> <p>Free Response to text dependent questions</p> <p>Short answer culture questions</p>

any stepsisters or stepbrothers?" TSW orally answer the questions "Do your stepsisters/stepbrothers act like Cinderella's cruel stepsisters?" and "Based on the illustration, when do you think this story took place?"

TTW continue reading the story.

TSW be given index cards to write a brief summary of the story including some aspects of the culture found in the story.

Wednesday

TTW activate prior knowledge by asking students to get into groups and briefly discuss how the setting of the story and the culture displayed, influenced the behavior of the characters in the Cinderella story read the previous day. TTW do a second read of the classic American version of Cinderella employing the choral reading method.

TSW develop a deeper understanding of the American culture during the time period in which this Cinderella story was written by answering text dependent questions requiring them to use context clues and think about the author's point of view.

Thursday

TTW activate prior knowledge by asking students to turn to their neighbors and discuss one new vocabulary word learned from the story.

TTW have an oral question and answer session.

TSW have to answer text dependent questions which requires them to make inferences based on the text, text to self connections, text to text connections, and text to world connections.

TSW complete a third reading of the classic American version of Cinderella.

Friday

TSW think-pair share about the moral of this classic tale. Working in

	<p>groups, the students will pair share to discuss the moral of the story. TSW then write their own stories with similar morals, but the students will base their stories on modern American culture.</p> <p>This lesson will be continued the following week.</p> <p>Monday</p> <p>TSW watch a read aloud of an African version of the Cinderella story entitled Mufaro’s Beautiful Daughters. https://youtu.be/pXPV35dah8I African culture will be examined through this story.</p> <p>Tuesday-Friday</p> <p>The teacher and the students will continue with this thematic unit.</p> <p>Reteach TTW use pictures from magazines to reinforce and explain the concepts and components of culture.</p> <p>TTW use pictures and oral questions to help small groups of students learn how to use critical thinking skills to make inferences.</p> <p>Enrichment Early finishers will create a new ending for the classic fairy tale. Early finishers may also read a graphic novel and write about how American culture is reflected in the story.</p>		
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For each lesson plan, do the following:

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