IT'S A SMALL WORLD!

A TRIP AROUND THE WORLD WITH CINDERELLA
1. Knowledge of characteristics of students
The students in this third grade class are all very eager to learn in some capacity, whether or not they verbalize it. Each of the students has a personality that offers something unique to the classroom. About 75% of the students are very verbal during and after instructional periods. They are more than willing to participate in classroom discussion, and these students love to verbalize with one another as well as with the teacher during free time. These students have no issue talking freely to adults. The other 25% of the class is a bit more timid. These students do not voluntarily give answers out loud in the classroom. They take a little bit more encouragement when explaining an answer. The majority of these students are hard workers though, and they do not tend to put off their work (with the exception of early morning activities!)

Age-Range, Gender, Total number of students
There are a total of 22 students in this third grade class. The students range in age from eight to nine years of age. There are a few students who have turned ten over the school year. There are 13 girls in the class and 9 boys.

Achievement Levels
The achievement levels of the students vary on the continuum. Six of the twenty-two students are involved in the accelerated learners programed titled “Quest”. With this program, the students are pulled from class once a week to meet. While in Quest, the children work on challenging projects that encourage the growth of “out-of-the-box thinking” skills. In addition to these six children, a child is currently being tested for giftedness. Of the remaining fifteen children, two of the students are receiving tier 2 intervention. After observing over the past semester, it appears that one of the children may move to tier 3. The other thirteen students in the classroom are meeting grade-level achievement.

Socio-Economic Description
The majority of the families of the students from this class are middle class. While teachers are not told the exact number students in their class that receive free or reduced lunch, this teacher estimated that about five or six of her students receive free or reduced lunch.

Typical Demeanor of Students
The students are typically laid back in regards to the school day over all. During teacher led instruction, the students are receptive of the new information. Most of the kids feel comfortable answering questions out loud and participating in discussions with the class as a whole. Four of the boys in the class tend to get frustrated easily. None have shown physical aggression, but all four have shown verbal aggression towards their fellow classmates.
Typical Interest and Involvement of Students
The boys in the class really enjoy sports. They all have a strong competitive nature that comes out in the class. 4 of the boys are currently playing forms of little league baseball. Two of the boys follow Ole Miss Baseball avidly. All of the students in the classroom admire the University of Mississippi and would love to attend the University in the future. The girls in the class enjoy drawing and discussing the latest movies. The girls love any activity that allows them to be as creative as possible.

2. Knowledge of students’ varied approaches to learning
The classroom arrangement is usually a testament to how the students best learn. This third grade class typically has the desks separated into small groups. Each of these groups usually consists of four to five children. The students enjoy group work because it provides them with an opportunity to express their ideas constructively with their peers and exercise voicing their own thoughts and opinions out loud about the newly learned material. This type of set up usually accommodates the students who learn best through a discovery approach to learning. When the teacher chooses to use direct instruction to teach new material, the desks are usually arranged in rows. While the direct instruction approach is needed, the students like the small group work best. Over half of the students in the class are visual or kinesthetic learners. Simply lecturing about new material does not work for the majority of the students. Over the past semester, the students were most attentive during lessons that involved physical interaction with the material. Whether it’s writing on the board, cutting and coloring, or simply moving about the room to demonstrate a specific science skill, the students learn best when they are completely immersed in the content.

3. Knowledge of students’ skills and prior learning
Leading into third grade, the students had mastered writing complete sentences and had learned the mechanical parts of a sentence. The students had learned to write simple paragraphs, usually in narrative formats. The students had learned how to read before entering into third grade. Now they are learning how to retain the knowledge they have read in order to gain a new understanding or insight about the world around them. In math, the students have learned and (mostly) mastered the ability to add and subtract more complex problems. In third grade, they are learning to multiply and divide. The students are also on their way to mastering fractions.

4. Knowledge of community and school district
Lafayette County is a rural area that is home to over 51,300 people in the state of Mississippi. The Lafayette area was established in 1836 after being drawn from Chickasaw Indian lands. 73% of the Lafayette community is Caucasian while 23% of the community is African American. The remaining percentage is made up of Asian, Hawaiian or other Pacific Island, and non-specified nationalities. The Lafayette County School District is located in Oxford, MS, in Lafayette County. All four of the schools associated with the Lafayette County School District are located on the same campus.
These schools include pre-k, lower elementary, upper elementary, and high school students. The Oxford-Lafayette area is home to the University of Mississippi which offers fantastic sporting events, art shows, and culturally enlightening opportunities.

http://lafayette.msghn.org/

http://quickfacts.census.gov/qfd/states/28/28071.html
The University of Mississippi School of Education
Written Unit Plan
Understanding by Design (UBD)

Unit Cover Page

Unit Title: It's a Small World                      Grade Level: 3rd Grade
Subject/Topic Areas: Social Studies, Reading, Writing, Language, Math
Key Words: World, Culture, Fairy tales, Cinderella, India, Indonesia, Mexico, Geography, Passport
Designed By: Hayley Cheatham                       Length of Unit: 7 Days
School District: Lafayette County School: Lafayette Upper Elementary School

Brief Summary of Unit:
In “It’s a Small Word”, students will make connections with the world around them on a local and global level. Using the fairytale story of Cinderella as a reference point, students will see the similarities and differences of cultures across the world while gaining a better understanding and appreciation of their own culture. Uniqueness and diversity will be celebrated in this unit as the students improve their writing skills by researching the different cultures and also creating their own version of the Cinderella story. Students will also gain a new perspective on special geography through the use of world maps in this unit.

List and attach Print Materials/Resources
List and attach Internet Resources/Links
https://earth.google.com
http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/Blank-Venn-Diagrams-Instructions.html
http://www.teacherspayteachers.com/FreeDownload/Graphic-Organizer-for-Cause-and-Effect
http://www.teacherspayteachers.com/Product/Quotation-Marks-Worksheet-Review-699823
-Quotation Marks worksheet
http://1stgradefantabulous.blogspot.com/2013/01/a-fantabulous-smore-day.html
-Character Comparison Worksheet
http://www.ticotimes.net/2015/03/05/holi-festival-of-colors-to-celebrate-indian-diaspora-with-colored-powder
-India research page
http://www.brainyquote.com/slideshow/authors/top_10_mahatma_gandhi_quotes.html
-Gandhi quote
http://www.sciencekids.co.nz/sciencefacts/countries/indonesia.html
-Facts for Indonesia
http://www.sciencekids.co.nz/sciencefacts/countries/mexico.html
-Facts about Mexico
http://www.oocities.org/teacherkah/countries/mexico.htm
-Fun facts about Mexico
http://www.elmonterey.com/extras/festivals-and-celebrations/
-Mexican holidays
http://funforfirst.blogspot.nl/2013/04/writing-paper-freebie-cute.html
-MS Cinderella Writing Sheet

Stage 1 – Identify Desired Results
(Stage 1 completed once for the unit)

Goal: Identify overall goal (s) of the unit based on the Mississippi Curriculum Frameworks or Common Core Standards.

Social Studies

Global Affairs
2.a. Use social studies tools (e.g., time lines, maps, globes, compasses, graphs, grids, and technological resources, etc.) to describe the connections among the people, places, and environment of the community. (DOK 2)

2. b. Use maps and globes to find relative and absolute locations in regard to different communities (e.g., longitude, latitude, and spatial perspective). (DOK 1)

Culture
a. Explain how cultural artifacts represent cultures in local communities. (e.g., pictures, animals, and masks.). (DOK 1)

b. Compare and contrast celebrations of various groups within the local community. (DOK 2)

c. Research and identify historical figures of various cultures (e.g., Martin Luther King, Jr., Betsy Ross, Franklin D. Roosevelt, Rosa Parks, etc.). (DOK 2)

Reading: Literature

CCSS.ELA-LITERACY.RL.3.2
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-LITERACY.RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
Writing

CCSS.ELA-LITERACY.W.3.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.3.3.A
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.3.3.B
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-LITERACY.W.3.3.C
Use temporal words and phrases to signal event order.

CCSS.ELA-LITERACY.W.3.3.D
Provide a sense of closure.

Language

CCSS.ELA-LITERACY.L.3.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.3.2.C
Use commas and quotation marks in dialogue.

What understandings are desired?
- Cultures across the world are defined by people groups, geographical location, historical roots, surrounding cultures.
- Literature can serve as a universal theme throughout a variety of cultures through different variations while still retaining the central moral of the story.
- People groups across the world, while different in cultures, share common humanities (e.g., emotions, likes, dislikes, compassions).

Daily objectives: What key knowledge and skills will students acquire as a result of this unit? What should learners be able to do as a result of such knowledge? Include integrated content areas from the Mississippi Curriculum Frameworks. Label objectives with the DOK level of learning.

The students will:

Day 1: Where in the world?
- Students will label the (absolute) locations of select countries on a global map based on countries from the chosen text. (DOK 1)
- Students will describe the relative location of the selected countries in relation to the students’ current location. (DOK 1)
- Students will recognize the term “culture” as it applies to the local community as well as the world at large. (DOK 1)

Day 2: Take a look around!
- Students will define “culture” and will make observations about the local cultures surrounding the area. (DOK 2)
- Students will compare and contrast the similarities and differences between the celebrations of the local cultures in Mississippi. (DOK 2)
Day 3: 1\textsuperscript{st} Cinderella story: \textit{Cinderella: A Folk Tale Classic} by Paul Galdone
- Students will identify the central message and lesson of the first Cinderella story. (DOK 1)
- Students will classify the major components of the first Cinderella story. (DOK 2)
- Students will list and describe the characters from the story, and the students will distinguish who the narrator of the story is. (DOK 1 and 2)
- Students will identify the sequence of events from the story and will assess how the actions of the characters contributed to the sequence of events in the Cinderella story. (DOK 1 and 3)

Day 4: 2\textsuperscript{nd} Cinderella story: \textit{Anklet for a Princess: A Cinderella Story from India} by Lila Mehta (India)
- Students will identify the central message of the second Cinderella story. (DOK 1)
- Students will list and describe the characters from the story. (DOK 1)
- Students will assess how the actions of the characters contributed to the sequence of events in the Cinderella story. (DOK 3)
- Students will identify the descriptive details from the story. (DOK 1)
- Students will investigate the different cultures from the various Cinderella stories and will make observations about these cultures including historical figures from these cultures. (DOK 3)

Day 5: 3\textsuperscript{rd} Cinderella story: \textit{The Gift of the Crocodile: A Cinderella Story} by Judy Sierra (Indonesia)
- Students will classify the major components of the third Cinderella story. (DOK 2)
- Students will list and describe the characters from the story, and the students will distinguish who the narrator of the story is. (DOK 1 and 2)
- Students will use commas and quotation marks to form written dialogue. (DOK 1)
- Students will investigate the different cultures from the various Cinderella stories and will make observations about these cultures including historical figures from these cultures. (DOK 3)

Day 6: 4\textsuperscript{th} Cinderella story: \textit{Adelita: A Mexican Cinderella Story} by Tomie dePaola (Mexico)
- Students will classify the major components of the fourth Cinderella story. (DOK 2)
- Students will list and describe the characters from the story. (DOK 1)
- Students will investigate the different cultures from the various Cinderella stories and will make observations about these cultures including historical figures from these cultures. (DOK 3)

Day 7:
- Presentation Day!
- Quiz Day!
- 5\textsuperscript{th} Cinderella Story: \textit{Glass Slipper, Gold Sandal: A Worldwide Cinderella} by Paul Fleischman
# Stage 2 – Planning Assessment
(Stage 2 completed once for the unit)

**Performance Task(s):** List the names of each performance task here and attach a copy of the entire assignment (including grading rubric) to your plan.

“A Mississippi Cinderella”- Students will create their own version of the Cinderella story using cultural aspects from their home. (Oxford, MS)

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**Test/Quiz Item(s) and Other Traditional Assessments:** List the names of each test/quiz/homework/etc. here and attach a copy of each to your plan.

“Cinderella around the World Quiz” (Day 7)
“My Culture Bubble Map” (Day 2 Homework)
“Cinderella Character Analysis Worksheet” (Day 3 Homework)
“Comparing and Contrasting Elements” (Day 4 Homework)

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**Informal Check(s):** List ways you will check for understanding throughout your unit.

- Exit Slips:
  (Day 1) 3-2-1 3 things you learned, 2 things you found interesting, 1 thing you want to learn more about.
  (Day 3) 2 questions regarding the 1st Cinderella story.
  (Day 5) dialogue between Damuru and her Grandmother crocodile.
  (Day 6) Write three interesting facts learned while researching Mexico.

- Walking around to check for understanding:
  (Day 2)- Walk around the classroom while the students are working
  (Day 4)- will assess by the sticky notes placed on the board by the students

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**Academic Prompt(s):** List higher level thinking questions used throughout the unit.

- What would happen to the storyline of Cinderella if the characters changed their actions and reactions. (ie. Cinderella went back for her shoe)
- How can a fairytale like Cinderella show us parallels between cultures across the world?
- How does culture affect a person on an individual level as well as on a universal level?
Stage 3 – Daily Lesson Plans
(Stage 3- attach lesson plans)

Make a calendar to outline the objectives taught each day, the activities/strategies used and the assessments used. Next, attach a separate lesson plan for each day of your unit using the format on the following page.

<table>
<thead>
<tr>
<th>STAGE 3: Daily Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>- Students will label the (absolute) locations of select countries on a global map based on countries from the chosen text. (DOK 1)</td>
</tr>
<tr>
<td>- Students will describe the relative location of the selected countries in relation to the students’ current location. (DOK 1)</td>
</tr>
<tr>
<td>- Students will recognize the term “culture” as it applies to the local community as well as the world at large. (DOK 1)</td>
</tr>
<tr>
<td>- Introduce the Passports!</td>
</tr>
<tr>
<td>- Take students’ pictures for Passport</td>
</tr>
<tr>
<td>- Students will classify the major components of the fourth Cinderella story. (DOK 2)</td>
</tr>
<tr>
<td>- Students will list and describe the characters from the story. (DOK 1)</td>
</tr>
<tr>
<td>- Students will investigate the different cultures from the various Cinderella stories and will make observations about these cultures including historical figures from these cultures. (DOK 3)</td>
</tr>
<tr>
<td>- Cinderella around the World Quiz</td>
</tr>
<tr>
<td>- Class will read the fifth Cinderella story that encompasses a variety of cultures.</td>
</tr>
<tr>
<td>- Present “A Mississippi Cinderella”</td>
</tr>
<tr>
<td>- It’s a Small World Party!</td>
</tr>
</tbody>
</table>
It's a Small World

Day: (Day 1)

Objectives:
- Students will label the (absolute) locations of select countries on a global map based on countries from the chosen text. (DOK 1)
- Students will describe the relative location of the selected countries in relation to the students' current location. (DOK 1)
- Students will recognize the term “culture” as it applies to the local community as well as the world at large. (DOK 1)

Materials:
- Google Earth
- Computer
- Projector
- Markers (3 per student)
- “Mississippi Cinderella” project sheets
- “Passport” packets

Opening (Set):

Good morning class! Today we are going to begin our new unit. The theme of this unit will be “It’s a Small World”. Over the next few weeks you all are going to discover that while the world itself might be large in size, the people that call it home all have things in common. To begin learning about those people, we first need to know where to find them. Today you will learn the relative and absolute locations of these countries, and you will also be able to identify a working definition of “culture”. Everyone take a look at the board. (Have Google Earth pulled up and projected from the overhead.) Tell me a little bit about what you see here. (Wait for answers) Good! Each body of land is home to a group(s) of people. Over the next week and a half we are going to be looking and learning about India, Indonesia, and Mexico, along with a few other countries. In order for us to visit these countries though, we will need something called a passport! When you go into another country you have to have documentation to prove who you are. Can I have a volunteer pass out the passports? (Let a student pass out the packets.) I want everyone to flip to the first page of the passport. This is going to be your “identification page”. I want you to write your name, first and last, where you were born, the city and the state, and your birthday. Later on today we will take your picture to include on this page. After you have filled in the information, I want you to sign (in cursive!) your name next to the X on the signature line. This is what you would do for a real passport. Now that we have our identification ready, we can go visit these places.

Learning Tasks (Procedures):
A. Teacher: For this lesson, you are going to want to know these two key words: relative location and absolute location. Relative location refers to an object or place’s location using more general directions like: Swayze Field is located on the University of Mississippi’s campus next to the music building. Absolute location is the exact location of the place or object. On a map, people use lines called latitude and longitude to find the absolute location of a place.
B. Teacher: Flip to page 3 of your passport
C. Teacher: On page 3, we see that the first two countries we are going to look at are India and Indonesia. I know the names sound similar, but they are two very different places!

D. Teacher will pull up India on Google Maps.

E. Teacher: This is the country of India. Now look at your map, and place your finger on India in the blank map.

F. Teacher will go around and check to make sure everyone has their finger actually on the correct country.

G. Teacher: Now take your marker and color in India.

H. Students will color in India.

I. Teacher: Now check out the page titled "Latitude and Longitude Map”. These lines are how people can show exactly where a country or even a city is located. The lines run from North to South and from East to West. The lines running from East to West are called latitude lines. The lines running from North to South are called longitude lines. To find the latitude and longitude coordinates of a location, you find where the two different kinds of lines intersect, or cross, over that location.

J. Teacher: First we will find the location of the capital of India. The capital is a city called New Delhi.

K. Teacher will pull up India on Google Maps and show the location of New Delhi. Teacher will then have students located this spot on their “latitude and longitude world map”.

L. Teacher: The numbers on the on the map are measured in “degrees”. The Earth is round, so people use degrees with latitude and longitudinal lines. (Teacher will also review the Cardinal directions at this time.)

M. Teacher will demonstrate how to find the latitude of New Delhi, India (28° N, 77° E). The teacher will then repeat steps J-L with Jakarta, Indonesia (6° S, 106° E) and Mexico City, Mexico (19° N, 99° W).

N. Teacher: Now that we now the Absolute location of these places, we are going to describe their relative locations! When you are describing where your house is to a friend, do you ever give the latitude and longitudinal coordinates? No! You tell them things like, “My house is south of Walmart on Jackson!” or “Take a left at the Oxford Activity Center, and my house will be on their right.” Relative location describes where something or someone is based off of the surrounds of that location. So we can’t really describe what houses are next to these countries from our classroom, but what could we use from the map to describe where India, Indonesia, and Mexico are? (Other countries)

O. Teacher: What countries board, or surround, India? (Have Google Maps pulled up to show India. Allow students to answer.) Great! Now everyone go to the India section of their passport. Now you can write down the relative location of India. Make sure to write the directions and not only the names of the countries. (Next to, Above, Below). (Walk around and check students answers.)

P. Repeat step O with Indonesia and Mexico.

Q. Now that we know where all of the places are, take a moment to consider the people that are living there right this moment. There are families, just like yours, living there. Over the next few days we will learn how our cultures are similar and different from one another. But first, we need to define culture. Turn to the page in your packet that has the definition for culture. Will someone volunteer to read it for me?

R. Teacher: Thank you! This means that we have cultures here in Mississippi and in the South just like the people across the world have a different culture. Can you help me name somethings that help make up our Southern culture? (Create a list on the board of southern culture icons.)
S. Teacher: Great job guys! Now take a look at this list. Do you think a class in India would have the same things written down for their culture list? Why not? (Pause for answers.) You’re right! They would have very different things. Though while our culture may be very different, you will see this week that you and the kiddos in India, Mexico, and Indonesia have more in common than you might think!

T. Teacher: On your way out of class today, you are going to turn in an exit ticket. For today’s exit ticket I want you to write 3 things you learned that were new, 2 things you found interesting about the different culture, and 1 thing you want to learn more about. You can write this on a clean sheet of note book paper and hand it to me as you are leaving.

U. Teacher will pass out and explain “Mississippi Cinderella” project. The project will be due next Tuesday. Students will present their stories during the class party.

Closure:

So today we learned about three new countries. What were those countries? (Pause for Answer.) Right! We learned about India, Mexico, and Indonesia. We learned were these three countries are located using two methods. What were those two methods? (Pause for answers.) Good job! We learned that you use the cardinal directions to help you use the latitude and longitudinal lines on the map to find absolute location. You use the degrees on the latitude and longitude lines to help you find the coordinates of your location. We also talked about using descriptions to help us find the relative location of a place. The people that live in these places have special cultures that tell us a lot about their lives. We will continue to learn more about culture over the next two weeks. Great job today guys!

Differentiated Instruction:

Enrichment: For these students, I would have them pair up with students in need of intervention. They will gain a better understanding of the material through helping explain it to their classmates. They also will be encouraged to write full sentence/detailed descriptions for the relative locations.

Intervention: To assist struggling students, I would have the students pair up during the “latitude and longitude” section of the lesson.

Accommodation: For students in need of accommodation, I would have passport packets made out that would have prompts written in for the relative locations and absolute locations.
Traveler’s Information

First Name: _____________________________

Last Name: _____________________________

Date of Birth: __________________________

Place of Birth: __________________________

Signature:

X _____________________________________________________________________
Absolute and Relative Location

India and Indonesia

Absolute Location: India

Latitude: ____________________________

Longitude: ___________________________

Relative Location:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Absolute Location: Indonesia

Latitude: _________________

Longitude: ________________

Relative Location:

__________________________________________

__________________________________________

__________________________________________
Mexico

Absolute Location:
Latitude: ________________
Longitude: ________________

Relative Location:
_________________________________________________________________
_________________________________________________________________
CULTURE:

“A SET OF SHARED ATTITUDES, VALUES, GOALS, AND PRACTICES THAT CHARACTERIZES AN INSTITUTION, ORGANIZATION, OR PEOPLE GROUP.”

-MERRIAM-WEBSTER
1. Put a star where India’s capital city of New Delhi would be.

2. Draw India’s Flag.

3. What is the population of India? ______________________

4. What is the Holi Festival of Colors?

__________________________
__________________________
__________________________

__________________________
5. Who was Mahatma Gandhi?


“Where there is love, there is life.” - Mahatma Gandhi

6. Draw a picture of you visiting India.
Exploring... Indonesia!

1. Put a star on Indonesia’s capital city, Jakarta.

2. Draw Indonesia’s flag.

3. What is the population of Indonesia? ______________
4. What is the “Ring of Fire”? Why is Indonesia a part of it?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What is the currency of Indonesia? __________________________

Exploring...Mexico!

1. Put a star on Mexico’s Capital, Mexico City!

2. Draw Mexico’s flag.

3. What is the population of Mexico? _______________
4. What is the name of the highest mountain in Mexico?

5. What type of food is popular in Mexico?

6. Name and describe two important Mexican holidays.

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________
Absolute Location: India

Latitude: ____________________________

Longitude: __________________________

Relative Location:

Pakistan is to the ______ India. Nepal is to the ______ of India. Bangladesh is to the ______ of India.
Absolute Location: Indonesia

Latitude: ________________

Longitude: ________________

Relative Location: Indonesia is surrounded by _______.

The ______ Sea is south of Indonesia. Indonesia is south/east of the country of Malaysia.
Mexico

Absolute Location:
Latitude: _________________
Longitude: _________________

Relative Location:
Mexico is ___________ of America. Mexico connects the country of America to the country of ___________. The body of water to the right of Mexico is the ______________ Ocean.
THE MISSISSIPPI CINDERELLA

This week we are reading 5 different Cinderella stories. One of the stories is the traditional version of the fairytale that most children in America are familiar with. Using this story as a reference point, we are comparing and contrasting the Cinderella story from different countries across the world. We will primarily look at the Cinderella stories from the countries of India, Mexico, and Indonesia. These Cinderella stories all have very different cultural aspects brought in. However, they all still tell the tale of a young girl who is helped by a magical caregiver in order to find her true love. For this project, you will be using your southern culture to create your very own Mississippi Cinderella story! The project will be due next Tuesday during our “It’s a Small World” party! We will be reading the stories out loud with the class. Parents are more than welcome to come listen to the stories and participate in the party! Please let know if your parent plans on attending the party!
**Rubric**

Use the basic outline of the traditional Cinderella story.
1. Girl loses mother and father remarries or girl is adopted.
2. (Evil) Stepmother is hard on the Cinderella character.
3. The Cinderella character receives help from magical caregiver.
4. There is a party where a prince (or true love) figure will be.
5. Magical Caregiver helps Cinderella character go to party, but there are rules.
6. Cinderella character leaves something behind.
7. Prince character must find the Cinderella character using item.
8. Cinderella is found. The price and the Cinderella characters live happily ever after.

<table>
<thead>
<tr>
<th>Use Southern Culture for the theme of the story.</th>
<th>30</th>
<th>35 Points</th>
</tr>
</thead>
</table>

*I will be attaching the handout that is meant to be copied and used for the pages of the story! (If you do not have access to a copier, I am more than happier to make plenty of copies!)*
<table>
<thead>
<tr>
<th>Illustrations- Illustrations are important! (Especially during changes in scenes!)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct punctuation and grammar</td>
<td>10</td>
</tr>
<tr>
<td>Must use dialogue in the story. This includes correctly using commas and quotation marks!</td>
<td>10</td>
</tr>
<tr>
<td>Presentation to class</td>
<td>10</td>
</tr>
</tbody>
</table>
It’s a Small World

Day: (Day 2)

Objectives:
- Students will define “culture” and will make observations about the local cultures surrounding the area. (DOK 2)
- Students will compare and contrast the similarities and differences between the celebrations of the local cultures in Mississippi. (DOK 2)

Materials:
- Overhead projector
- Google Earth
- Pencils
- “Mississippi Local Cultures” Notes Packet
- Venn diagram worksheet(s)
* Make sure desks are arranged into small groups*
- Notebook paper
- Bubble Map (homework)

Opening (Set):
Good morning class! Yesterday we began our “It’s a Small World” unit! We learned yesterday about three countries we will be studying. Can someone raise their hand and tell me what those countries are? (Wait for responses.) That’s right! We are going to be looking at Mexico, India, and Indonesia. Yesterday we also looked at a map of the world to see where these countries are located in relation to us. We learned about using relative and absolute location to locate a place. Not only did we find where these countries are though, we also began to talk about what makes the people special that live in each country. Today we will compare and contrasts our local cultures as well as the cultures of these new countries. Each country and even different parts of those countries all have a unique culture that makes it very special. We made a list of things yesterday that were specific to southern culture in the United States. One thing that all cultures have in common is celebration of different days that have special meaning to the people in that culture. What are some of your favorite holidays? Why do you like these holidays? What happens on these holidays? (Pause for students input!) These holidays will vary between the different countries, but we all have something to celebrate! Over the next week, keep an eye out for more similarities between the international cultures.

Learning Tasks (Procedures):
A. Teacher: Before we can begin to compare and contrast holidays from our surrounding cultures with the other countries, we need to identify different cultures surrounding our area. Yesterday we talked about the southern culture as a whole representing the state of Mississippi and southern states of the U.S. Today we are going to take a closer look at the different cultures right here in our own state.
B. Teacher will pull up the map of Mississippi on the overhead from Google Earth and will pass out “Mississippi Local Cultures” packet.
C. (Dividing the state into 4 main sections) Teacher: Even here in our own state, we have different cultures represented. I’m going to divide up the state into 4 parts to help us talk about some of the different local cultures. While I’m drawing my lines on the big map, I want you to do your best to draw the same lines on the state of Mississippi on your worksheet. (Teacher will draw on the projection of the Mississippi map on the board with an Expo marker so the students will be able to see the new divisions.)
D. Teacher will then explain the 4 divided sections: the Mississippi Delta, Northern Mississippi, Central Mississippi, and the coast.
E. Teacher will write the names of the four sections of MS on the board with plenty of room to write descriptions of the cultures of each underneath the name.

F. Teacher: Now take a look at your worksheet. Together we are going to write down some of the cultural characteristics of these sections. The teacher will go through each of the four sections with the students. The teacher will start by giving a few of the main characteristics of the area followed by student input. The main things to include are celebrations for the area, food, music, and other things that develop or strongly influence the culture of that section of MS.

G. Teacher: Now we can look at the state of Mississippi in a way that will allow us to see the cultural aspects of the state. You’ll see that the culture of each of these sections is influenced by the areas surrounding them. Let’s start by looking at the coast. Raise your hand if you have ever been to the coast. What did you see? What was it like? What did you eat? (Wait for students’ responses.) The coast of Mississippi is greatly influenced by the cultures in Louisiana. See how close the cities are connected on the map? In Louisiana, they celebrate a holiday called Mardi Gras. It is also heavily celebrated down on the Mississippi coast! Jazz music is another big influence in this area, and because it so close to the ocean, seafood is very popular.

H. Teacher will write down the cultural characteristics on the board under the appropriate section of MS, and the students will also write the items on their worksheet in the appropriate column.

I. Now let’s move on to the Mississippi Delta! The delta is where a lot of the farming in Mississippi takes place. Cotton is the most prominent crop grown in the delta. The delta is very rural which means people tend to live farther apart. The delta is also greatly influenced by blues music. This is a certain style of music enjoyed by many people across the country. Some of the most famous blue’s musicians came from the Mississippi Delta. In addition to the delta blue’s music, the state of MS also gained musical influence from the singer Elvis Presley who was born in Tupelo, MS. There are large Mississippi blue’s festivals hosted every year for people to enjoy the music. (Teacher will continue to add items to the list of characteristics on the board under the column for Mississippi Delta.)

J. Teacher: the next section we are going to talk about is Central Mississippi. Central MS includes the capitol of MS, Jackson. This area of the state is very much a metropolis. This means that the cities are larger and more densely populated. The capital of Mississippi, Jackson, is a central hub for science, art, and history. This area of the state tends to be a blend of the other three culture divides. The Jackson area is home to the Mississippi Museum of Natural Science. It is here that people from all over can come learn about the science behind the history of Mississippi. In addition to the museum, Jackson is also home to the Russell C. Davis Planetarium. This is a place where the public can come learn about outer space and view the stars. This area of Mississippi is very learning and growth centered.

K. The final section of our cultural Mississippi map is talking about an area we know very well! It’s the Northern MS area! This area includes Oxford and the University of Mississippi. Northern Mississippi is influenced greatly by the University and the students that come from all over the world to attend Ole Miss. Art, music, and sports play a key part in this area of Mississippi. The Double Decker Arts Festival is an example of a celebration that the city of Oxford chooses to hold. There’s great southern food, local musicians, and local artists.

L. Teacher will wrap up MS culture lecture and pass out Venn diagram worksheets.

M. Now that we have our cultural map of Mississippi, your table is going to create a Venn diagram to compare and contrasts two of the cultures. You may pick any two you would like. Remember that when we compare something, we look for things that they have in common. This information will go in the shared middle space between the two circles. When you contrast things, you look for things that are different or opposite. This information will go in the circle for whatever cultural section you are choosing.

N. Teacher will give students 10 minutes to work on Venn diagram in groups. During this time, the teacher will walk around to observe.

O. Teacher will then host class discussion on what the students put in their diagrams.

P. Teacher: For tonight’s homework, I am passing out a bubble map. In the middle of the map I want you to write the words “my culture” in the middle circle. For this work sheet, I want you to come up with descriptions about your own personal culture whatever you feel that might be.
Closure:

So today we learned that the culture of a place is influenced by the people that live there, the activities that go on in that place, and the surrounding area, along with several other things! We broke up our Mississippi into four sections to represent different local cultures in our state. We worked in our groups to see how these cultures are similar and different. Tomorrow is an exciting day because we will begin reading our first Cinderella book! Over the next two weeks we will get to read different versions of the fairytale from all over the world!

Differentiated Instruction:

Enrichment: For students who need a little extra challenge, they will be asked to compare and contrast three of the cultures for homework instead of two.

Intervention: Students will be pulled aside in a small group to go over to review the characteristics again. They will complete the Venn diagram in this group.

Accommodation: Student's "Mississippi Local Cultures" Packet will be in a guided- note format.
Mississippi Cultures

The Coast, Central Mississippi, the Mississippi Delta, and Northern Mississippi

List the characteristics we discuss in class under the correct culture’s name!

The Coast

•

•

•

•

•
The Mississippi Delta

Central Mississippi

Northern Mississippi
Mississippi Cultures

The Coast, Central Mississippi, the Mississippi Delta, and Northern Mississippi

List the characteristics we discuss in class under the correct culture's name!

The Coast

- **Music:**

- **Food:**

- **Celebrations:**

- **Local Influences:**
The Mississippi Delta

- Music:

- Food:

- Celebrations:

- Agriculture:

- 

Central Mississippi

- Music:

- Celebrations:

- Local Influences:

- 

- 

Northern Mississippi

- Music:

- Celebrations:

- Local Influences:
Venn Diagram: Three Concepts

Title: ________________________________
Bubble Map Graphic Organizer
It’s a Small World

Day: (Day 3)

Objectives:
- Students will identify the central message and lesson of the first Cinderella story. (DOK 1)
- Students will classify the major components of the first Cinderella story. (DOK 2)
- Students will list and describe the characters from the story, and the students will distinguish who the narrator of the story is. (DOK 1 and 2)
- Students will identify the sequence of events from the story and will assess how the actions of the characters contributed to the sequence of events in the Cinderella story. (DOK 1 and 3)

Materials:
- Cinderella: A Folk Tale Classic by Paul Galdone
- Poster (extra-large)
- “Moral of the Story” Worksheet
- Sticky notes
- Marker
- Character Analysis Worksheet (Homework)
- Pencils
- Notebook paper (exit ticket)

Opening (Set):
Good morning class! Today is a very exciting day! Today we get to read our first Cinderella story, but first, let’s review a little of what we learned yesterday. We took a look at the state of Mississippi. We broke the state down into 4 separate groups to look at the cultural characteristics of each section. Can someone raise their hand and tell me what those sections were? (Pause for answer) Good! Last night for homework I asked you guys to come up with some characteristics of your own culture. Does anyone want to share something they put down? (Wait for answers.) Those are all great examples! We are going to use the story of Cinderella to learn about the different cultures of India, Indonesia, and Mexico. Who has ever read the story of Cinderella? (Let them answer.) Well today we are going to read the traditional Americanized version of the story that a lot of you are most likely familiar with. By the end of this lesson you will be able to identify the theme, main characters, and sequence of events.

Learning Tasks (Procedures):
A. Teacher will begin by asking the students about their favorite fairy tales. The teacher will ask what parts of these fairytales stand out to them, what parts are magical, and what makes them unique.
B. Teacher will introduce the first Cinderella story and will read the story aloud to the class. Before reading the story, the teacher should point out the key components of the cover. (The author, the illustrations, and the full title) The teacher should also point out that the narrator to the story is not a character but an observer telling the events.
C. While reading the story, the teacher should make sure to give the students ample time to observe and comment on the illustrations of the story. The teacher should also point out key components of the story such as the following: the protagonist, the antagonist, the problem, the solution, the magical items/events, and the setting.
D. Once the teacher has finished reading the story, she will introduce the “Cinderella around the World” board (poster). This is a poster previously constructed by the teacher before the start of class. The board should clearly have the name in large letters at the top. On the left hand side, the teacher should list the five titles of the different Cinderella books in order in which they will
be presented to the class with the first Cinderella story at the top and Glass Slipper, Gold Sandal: A Worldwide Cinderella at the bottom. At the top of the board (under the name), the teacher should list the following categories going from left to right: setting, characters, magical elements, problem, and solution. The teacher should then draw lines to separate all the categories, creating boxes for information to go according the category and story.

E. The teacher will then do a class discussion review of the material. The teacher will write the story info on sticky notes and places the notes in the correct square. This board will help students keep the different story elements in order throughout the week and a half.

F. The teacher will then give a definition of sequence of events and how that applies to narratives; the teacher will then ask a student to pass out the “Sequence of Events” worksheet.

G. The students will work in pairs to complete the worksheet. Teacher will walk around to see which students are getting the concept and which are not.

H. To review the sequence of events, the teacher will select a “cast” of students to act out the story while she rereads the book. She will pause the “scene” when needed to point out certain sequence of events.

I. The teacher will have the “cast” return to their seats.

J. Teacher will explain what the moral of a story is and how an author develops it through the writing.

K. The teacher will have a student pass out the “Moral of the Story” worksheet.

L. Students will complete the worksheet, and then the teacher will provide class discussion on their answers.

M. Teacher will ask one of the students to pass out the “Cinderella Character Analysis” Worksheet for homework. The teacher will go over the directions and expectations for the homework sheet.

N. For an exit ticket, the students will have to answer the following three questions: Who was your favorite character and why? What would have happened if Cinderella had gone back for her shoe? The teacher should write these questions on the board. The students will copy the questions down onto notebook paper and turn them in as they exit the classroom.

**Closure:**

Today we learned how to identify the main components, characters, and central theme of our first Cinderella story. We also learned that the sequence of events of the story is directly related to the actions and choices made by our characters! Can someone raise their hand and remind me what the moral of our story is? (Pause for answers) That’s right! Can I have another volunteer help me remember what magical elements were in our story? (Pause for answers) Good job! We will review these again on our story board tomorrow before we read our next Cinderella story! Tomorrow we will be learning about the Indian version of Cinderella! Don’t forget to turn in your exit ticket on your way out, and don’t forget to put your homework sheet in your folder!

**Differentiated Instruction:**

**Enrichment:** I would challenge the students write the cause and effects details of the story on the sequencing worksheet.

**Intervention:** While students are working together in pairs on the sequencing worksheet, I will pull students that I notice struggling to grasp the idea of sequencing. We will cover the process of sequencing again in this small group, and we will complete the work sheet together.

**Accommodation:** A student in the class that has trouble writing extensive amounts. In order to check her understanding of the sequencing, I will have either student teacher or myself have her verbally walk us through the sequencing of events.
I can identify the moral of the story.

Moral of the Story

Title: ________________________________

The moral of the story is...

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Evidence from the text

I know this because

________________________________________________________________________

________________________________________________________________________
fiction stories
*using ordinal words

first

next

then

last

name ____________________________
It’s a Small World

Day: (Day 4)

Objectives:
- Students will identify the central message of the second Cinderella story. (DOK 1)
- Students will list and describe the characters from the story. (DOK 1)
- Students will assess how the actions of the characters contributed to the sequence of events in the Cinderella story. (DOK 3)
- Students will identify the descriptive details from the story. (DOK 1)
- Students will investigate the different cultures from the various Cinderella stories and will make observations about these cultures including historical figures from these cultures. (DOK 3)

Materials:
- Anklet for a Princess: A Cinderella Story from India by Lila Mehta
- Google Earth
- Computers (laptops-classroom set)
- Overhead projector
- “Story Sequencing Cards”
- Post-it notes (class set)
- Markers (class set)
- Venn Diagram (Homework)
- Passport packets

Opening (Set):

*Teacher will have the map of India pulled up on Google maps and displayed when students come into the room.*

Good morning boys and girls! So yesterday we got to read our first Cinderella story. Can anyone raise their hand and tell me one interesting thing you learned yesterday about the story? (Pause for answer) Great! Let’s review our Cinderella story board. I need five people to volunteer to come to the board, pick out a category, and tell us about that element from the story. (Have students come to the board and point out the category they want to share with the class. The students can review that element for the class using the post-it notes from the previous day as a guide.) Today we get to read our next story called Anklet for a Princess: A Cinderella Story from India. This is a story that children just like you are reading all the way across the world! (Teacher will drag the map on Google Earth to show the students the distance from the United States to India.) It is very similar to our version of the Cinderella story, but we will be able to pick out the differences. Today we are going to identify the main theme, the characters, and the sequence of events from this new story. We also will get to do a little research to add to our passport!

Learning Tasks (Procedures):
A. Teacher will begin engaging students in discussion about the cover of the book. The teacher should point out the following: the author, the title, and the illustrations. The teacher should ask how the illustrations on the cover of this book differ from the cover of the first book.
B. Teacher will read through the 2nd Cinderella book. While going through the story the teacher should be sure to point out the setting, characters, and magical elements.
C. After reading the story, the teacher will have students add the new information from *Anklet for a Princess* to the “Cinderella around the World” poster using the sticky notes. Teacher will also address the main similarities of the moral of the story between the two books.

D. The teacher will lead students in a discussion on differences between the 1st and 2nd Cinderella stories.

E. After the discussion, the teacher will hand out the different “story sequencing cards”, (one per student) These students will go stand at the front of the room. The students in the front of the room will have to put themselves in the correct order of the events according to the story. They only have 2 minutes to do this! Afterwards, The students will then have to explain why the order of the story is like this, what causes the events to happen, and how the characters factor into the order of events.

F. The teacher will have all of the students return to their seats.

G. Teacher will ask a student to pass out markers (1 per student) and a person to pass out sticky notes (3 per student).

H. Teacher will introduce, define, and explain the importance of descriptive words in relation to a story.

J. Teacher will write the words “Descriptive Words” in large letters on the board. The teacher will then instruct the students to brainstorm three different descriptive words that they either heard in the story or could be used in the story.

K. Once the students have their three words, they can write them down on the post-its and put the post-its on the board.

L. Teacher: Now that you have seen a little bit of the culture of India in the *Anklet for a Princess*, we’re going to get out our passports for a virtual field trip!

M. Teacher will pass out a classroom set of laptops.

N. Students will use laptops to answer questions on the “Exploring India” page in their Passport packets. The research will be guided by the teacher.

O. Once finished, students will return their laptops to the cart and return to their seats.

P. Teacher will pass out Venn diagram worksheet for homework.

Q. Teacher will explain homework sheet to class. (Compare and contrast the first Cinderella story with *Anklet for a Princess.*)

**Closure:**

So today we were able to read our Cinderella story from India! We were able to compare this story to the version we read yesterday. Can someone raise their hand and tell me one difference in the two stories? (Pause for answer) Good! How about another difference? (Pause for answer.) Great job guys! Let’s have one more. (Pause for answer.) Good! These differences in the stories show us some of the cultural differences between the United States and the country of India. Though we had several changes to the elements of the story, did we still have all of the elements represented? Was there magic in both stories? Was there a hero? Did good win out? (Let students share their thoughts.) We also learned about the importance of using descriptive details when writing narratives. Can someone give me an example of a strong descriptive word? (Pause for answer.) How about another one? (Pause for answer.) Tomorrow we are going to read our third Cinderella story, so get pumped!

**Differentiated Instruction:**

**Enrichment:** Students will be asked to use their descriptive words in a sentence when they come to the board.

**Intervention:** Students will buddy up if needed to do their research.

**Accommodation:** Students will receive a list of descriptive words to use for the class discussion.
Cinduri walked slowly down the road to the lake. She was on her way to fetch drinking water for the family.
Cinduri’s eyes were shimmering with tears as she thought about how much she missed her parents. Suddenly she was startled by a showering burst of water.
Cinduri’s step mother noticed a change in Cinduri’s attitude. She saw that Cinduri was happier. She had her daughter follow Cinduri one day.
Cindur’s stepsister watched Cinduri call out to Godfather snake. She went back and told her mother what she had seen.
The crown prince was coming to the village on the night of the Navaratri Festival. Cindur’s stepmother said she was not allowed to go to the festival.
Festival.

He helped her get ready for the snake. He came to her rescue and Cindari cried out to Godfather.
behind one of her anklets.

She accidentally left

stroke midnight she had to flee.

at the festival, but when the clock

The prince fell in love with Cinderella.
The prince search all through the village for the girl to whom the anklet belonged. Cindari was the last girl to try on the anklet, and it fit!
The prince proposed to Cindari, and they were soon married, Cindari never forgot about
Descriptive Words

- Slowly
- Heavy
- Rippling
- Showering
- Politely
- Darting
- Sweet
- Tantalizing
- Fresh
- Magic
- Wonderful
- Tasty
- Beautiful
- Handsome
- Sparkling
- Powerful
- Ragged
- Hopeless
- Terrible
- Shyly
- Jeweled
- Gentle
- Fragrant

Accommodation Day 4
It’s a Small World

Day: (Day 5)

Objectives:
- Students will classify the major components of the third Cinderella story. (DOK 2)
- Students will list and describe the characters from the story. (DOK 1)
- Students will use commas and quotation marks to form written dialogue. (DOK 1)
- Students will investigate the different cultures from the various Cinderella stories and will make observations about these cultures including historical figures from these cultures. (DOK 3)

Materials:
- The Gift of the Crocodile: A Cinderella Story by Judy Sierra
- 2 hula-hoops (possibly 3)
- Expo markers
- Pre Made Story Elements Cards (for comparing and contrasting)
- Basket for cards
- Tape
- “Quotation Marks Worksheet”
- Pencils
- Notebook paper
- Passport packets
- Computers (classroom set of laptops)
- Google Maps
- Overhead projector
- Post-it notes
- Markers

Opening (Set):
Good morning guys! Yesterday we learned a little bit more about the country of India through a new Cinderella story. Can anyone remind me of the title of that particular story? (Pause for answer) That’s right! We read through the story Anklet for a Princess. Can I have 5 volunteers to come to the board? I want each of you to pick one category. You will explain what we learned in the category from our story yesterday. (Let students to come to the board and explain what was covered yesterday from that category, i.e. the setting of the story was India) Thank you for your help! Now I would like everyone to get out their homework, and I would like you to tell me one thing you put in your Venn diagram comparing the first Cinderella story with the one from India. (Lead students through homework review.) Great job guys! Today we are going to be reading our next Cinderella story, The Gift of the Crocodile. This story takes place in the country of Indonesia. Today we will compare and contrast this version of Cinderella with the original story. We will also take a look at the new characters and learn how to create a written dialogue.

Learning Tasks (Procedures):
A. Teacher will introduce the third Cinderella story, The Gift of the Crocodile.
B. Teacher will read through the story making sure to emphasize the cover details, illustrations, and the key elements from the “Cinderella around the World” poster.
C. Teacher will also use this time to point out how the author uses commas and quotation marks to create a dialogue between the characters.
D. After the story has been read, teacher will have a class discussion about the elements form the story. Teacher will add these new elements in the appropriate categorize on the “Cinderella around the World” poster.
E. Teacher will then tape hula-hoops to board to create a 3D Venn diagram.
F. Students will take turns coming to the board to write comparing and contrasting elements from the first Cinderella story with The Gift of the Crocodile. Students with accommodations will have premade items they can choose from to stick in the correct circle. Any students is able to do this if they wish.
G. Students will then return to their seats. Teacher will discuss each item in the circle.
H. Teacher will then take down the Venn diagram and write quotes from the story onto the board. The teacher will then instruct on the rules and process of using quotations and commas to create dialogue.
I. Teacher will pass out “Quotations mark worksheet”.
J. Teacher will go over the answers to the worksheet.
K. Teacher will then pull up the country of Indonesia from Google Maps and project the map onto the board. Teacher will give a brief introduction of the country and show pictures of areas around the country from the Google Maps.
L. Teacher will then pass out laptops to the students. The teacher will then ask the students to turn in their passport packets to the “Exploring Indonesia” page.
M. The teacher will then guide the students through their research of Indonesia.
N. Once finished, students will return their laptops to the charging station.
O. Teacher will assign exit ticket to the class. Students will be asked to create a dialogue between Damara and her Grandmother crocodile.
P. Students will turn in exit ticket on their way out of class.

Closure:
Today we learned how authors use commas and quotations to form dialogue between two or more characters in a story. Dialogues in stories create a strong bond with the characters and a way for readers to understand what is truly going on in the story. We also were able to learn about our second country, Indonesia! Raise your hand and tell me one thing you found interesting either from The Gift of the Crocodile or in your research of Indonesia. (Wait for students to answer.) Those are all good observations! You have all become very strong researchers! So far we have read three different Cinderella stories. Tomorrow, we will begin to read our fourth Cinderella story. Don’t forget to work on your “Mississippi Cinderella” story over the weekend! It will be due on Tuesday for our It’s a Small World party! Please turn in your exit ticket on your way out, and have a wonderful weekend!

Differentiated Instruction:
Enrichment: To challenge the students, they will be asked to compare the three Cinderella stories instead of two. If students are ready for the enrichment, the teacher will add a third hula-hoop to the board to allow a three way comparison and contrast.
Intervention: Students will be able to use markers to write their own item form the story into the 3D Venn diagram, or the students can choose to pick one of the premade story elements cards to tape in the diagram.
Accommodation: Students will be encouraged to use the premade cards. Students will be assisted by the teacher through questions prompting as to where to correctly place the cards.
Quotation Marks

Directions - Correct each sentence by adding the correct punctuation.

Example: Jenny exclaimed, “I would like to open my birthday presents!”

Quotation First

1. I think that’s a wonderful idea said Mrs. Miller
2. We are making soup said Mom
3. I need to stop at the market on the way said Beth
4. Carefully place your painting on the table said Dad
5. My birthday is next week exclaimed Zoe

Quotation Last

6. Riley said my family and I are going to the zoo
7. My sister said I need to borrow your book
8. Seth asked where do we turn in our project
9. Bart said I have a new dog
10. Sophia said I had a strange dream last night
Quotation Marks

Directions - Correct each sentence by adding the correct punctuation.

Example: Jenny said, “I would like to open my birthday present soon!”

Quotation First

1. “I think that’s a wonderful idea!” said Mrs. Miller.
2. “We are making soup,” said Mom.
3. “I need to stop at the market on the way,” said Beth.
4. “Carefully place your painting on the table,” said Dad.
5. “My birthday is next week!” exclaimed Zoe.

Quotation Last

6. Riley said, “My family and I are going to the zoo.”
7. My sister said, “I need to borrow your book.”
8. Seth asked, “Where do we turn in our project?”
9. Bart said, “I have a new dog.”
10. Sophia said, “I had a strange dream last night.”
<table>
<thead>
<tr>
<th>Main Character is named Cinderella.</th>
<th>Main Character is named Damura.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Character is named Cinduri.</td>
<td>Godmother Crocodile.</td>
</tr>
<tr>
<td>Fairy Godmother</td>
<td>The girl is not allowed to go to the ball because of her evil step mother.</td>
</tr>
<tr>
<td>The pumpkins turn into a carriage, the girl loses a glass slipper, and the mice turn to horses.</td>
<td>A motherly, fatherly figure takes care of a kindhearted young girl in order for her to meet her true love.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>The prince falls in love with the girl, and they live happily ever after.</td>
<td>This story takes place in India.</td>
</tr>
<tr>
<td>The young girl has lost her father and mother.</td>
<td>The young girl stands up for herself.</td>
</tr>
</tbody>
</table>
The magical caregiver goes to live with the new couple.

Magical caregiver lives in the water.
It's a Small World

Day: (Day 6)

Objectives:
- Students will classify the major components of the fourth Cinderella story. (DOK 2)
- Students will list and describe the characters from the story. (DOK 1)
- Students will investigate the different cultures from the various Cinderella stories and will make observations about these cultures including historical figures from these cultures. (DOK 3)

Materials:
- *Adelita: A Mexican Cinderella Story* by Tomie dePaola
- Character Comparison Worksheet
- Pencils
- Google Earth
- Overhead projector
- Computers (class set of laptops)
- Passport Packets
- Post-it notes
- Markers
- Multi-colored construction paper

Opening (Set):
Good morning! I hope you all had a great weekend. Just a little recap of what we covered last week. We started out by learning about relative and absolute locations of places. We began to look at the different countries we are studying using Google Earth Maps. Starting Wednesday, we began to read our Cinderella stories. So far we have read the “traditional” Cinderella story along with versions from India and Indonesia. Can I have 5 volunteers come to the “Cinderella around the World” poster? Each of you may pick a category about *The Gift of the Crocodile* to talk about. (Allow students to recap each of the main elements from the previous Cinderella story.) Today, we are going to read our fourth Cinderella story, *Adelita: A Mexican Cinderella Story*. By the end of the lesson today, you will be able to compare and contrast the elements from the four different Cinderella stories that we have read.

Learning Tasks (Procedures):
A. Teacher will begin by introducing the book *Adelita: A Mexican Cinderella Story*.
B. Teacher will make point out the key features of the cover. This includes the author and illustrations.
C. Teacher will then read through the story, point out the elements from the “Cinderella around the World” board.
D. After reading the story, teacher will discuss with the class the different elements of the story like the setting, characters, magical elements, problem, and the solution. The teacher will write these new items on post-it notes and add the notes to the poster in the proper category.
E. Teacher will pass out the Character Comparison Worksheet.
F. Students will work independently on this work sheet to compare Adelita to the original Cinderella character from the first story.
G. The teacher will walk around and assess while students complete the worksheet.
H. The students will then turn in their worksheets to the appropriate box.
I. Teacher will then pull up Good Earth on the overhead to display a map of Mexico. The teacher will point out how close this country is compared to the other two countries they have been researching.
J. The teacher will then pass out the classroom set of laptops.  
K. Each student will get out their Passport packets to begin their research on Mexico. The students will open to the “Exploring Mexico” page.  
L. Students will work through their Passport packet with the guidance of the teacher.  
M. After students have finished their research, they will return the laptops to the cart.  
N. Teacher will assign an exit ticket. The ticket will be to write three interesting facts they learned about Mexico during their research.  

Closure:  
So today we read our fourth Cinderella story! This story was about a girl name Adelita who lived in Mexico. We were able to finish our trip around the world today in our passports. What was your favorite country you learned about this week and why? (Wait for students to give answers and reasons.) Tomorrow we will have a quiz on the different Cinderella stories. Take one more look at our “Cinderella around the World” poster. Your homework is to study for your quiz tomorrow. Tomorrow we will also read a very special Cinderella story that combines cultural elements from all over the world, but this story will not be on your quiz, just the first four Cinderella stories. Good luck studying, and don’t forget to bring your food items for the party tomorrow!  

Differentiated Instruction:  
Enrichment: Once finished with character analysis worksheet, students will make study guide for Cinderella Quiz using construction paper and markers and the information from the “Cinderella around the World” poster.  
Intervention Students struggling with final character analysis or story elements will be pulled to a small group to cover material for the quiz the following day.  
Accommodation: Guided notes/ filled in notes in Passport Packet.
Compare & Contrast

NAME: 
DATE: 

Character 1: 

Character 2:

How are the characters alike?

Which character are you like? Why?

How are the characters different?
4. What is the name of the highest mountain in Mexico?

5. What type of food is popular in Mexico?
Think spicy food. The food usually comes in a variety of shells like tacos!

6. Name and describe two important Mexican holidays.

Cinco de Mayo:

Dia de los Muertos:
It's a Small World

Day: (Day 7)

Objectives:
- Students will take “Cinderella around the World” quiz
- Students will present their “Mississippi Cinderella” projects to class.

Materials:
- “Cinderella around the World” Quiz
- Students’ “Mississippi Cinderella” stories
- Glass Slipper, Gold Sandal: A Worldwide Cinderella by Paul Fleischman
- Pencils
- Peppermint
- Computer
- Overhead projector
- Google Earth
- Disney’s Cinderella movie
- Food for party (Provided by teacher and students)

Opening (Set):

Over the past week and a half we have taken a pretty good look at the globe! We have hopped all over the world to look at the cultures of different countries. While the cultures and things that make the countries special are very different from cultures here in the United States, we have also learned that we are all very similar. How have we seen similarities between our classroom and the rest of the countries we have studied? (Pause for answers) What do you think a classroom that in India that was studying about the United States would have written down in their Passport about us? (Pause for answers) Those are all great, and I think you are all right! We were able to use the story of Cinderella to help us see the similarities and differences between the countries. We have been added all of the things we learned from the stories to our “Cinderella around the World” poster. I hope you studied that information for the quiz today! After the quiz we will start our It’s a Small World party and share our “Mississippi Cinderella” stories!

Learning Tasks (Procedures):
A. Teacher: Now I would like everyone to turn and look at our “Cinderella around the World poster”. We are going to review the information before you take your quiz.
B. Teacher will read through and explain each sticky note from the chart.
C. Teacher will ask if the students have any questions before taking the quiz.
D. Teacher will pass out quizzes and peppermints.
E. When students are finished with their quiz, they may turn it in and get out their AR book to silently read.
F. After everyone has turned in the quiz, the teacher will introduce the last Cinderella book, Glass Slipper, Gold Sandal: A Worldwide Cinderella by Paul Fleischman. This book is a mix of different cultures from all over the world.
G. Teach will pull up Google Earth maps and turn to the page in the book that lists where it pulls in different cultures from. (Back of front cover)
H. Teacher will show students where these different countries are in the world using Google Earth.
I. Teacher will read the final book.
J. After the teacher reads the final book, the teacher will explain that it is time for students to present their Cinderella stories to the class.
K. Students will go to the front of the class, one-by-one, to share their stories.
L. Students will then get to enjoy a class party by eating food and watching the Disney version of the Cinderella movie.

Closure:
I hope you all enjoyed the learning about the different cultures this week through the Cinderella stories! All of the “Mississippi Cinderella” stories sounded wonderful. What was your favorite thing you learned this week? (Pause for answers) I loved learning about all of those things too! Tomorrow we will begin a new lesson, but that is it for today!

Differentiated Instruction:

- **Enrichment:** Students will be reading an AR book of their choosing.
- **Intervention:** Students will be encouraged to do well on their quiz and ask questions if needed.
- **Accommodation:** For the student who struggles with reading skills, she will have her test read allowed to her in the hallway by a teaching assistant. She will have her own copy of the quiz to look at while the quiz is read to her.
CINDERELLA AROUND THE WORLD

Directions: Answer the questions about the international Cinderella stories to the best of your ability. Circle the letter that matches your choice. Good luck!!

1. Cindari is helped by a magical in the book *Anklet for a Princess*. What was that magical creature?
   A. a cat
   B. a snake
   C. a crocodile
   D. a mouse

2. The prince is able to find Cindari because she leaves this item at the festival.
   A. slipper
   B. a book
   C. a scarf
   D. an anklet

3. The book *Anklet for a Princess* is from the country _____________.
   A. India
   B. America
   C. Mexico
   D. Indonesia

4. In all of the Cinderella stories, the girls leave something behind at the ball or festival.
   A. True
   B. False
5. Damura is frightened when the baby crocodile bites her by the water’s edge.
   A. True
   B. False

6. The Godmother crocodile becomes angry with Damura’s stepsister because she was rude to whom?
   A. Damura
   B. Godmother Crocodile
   C. the baby crocodile
   D. the stepmother

7. Adelita lives in a village in Mexico.
   A. True
   B. False

8. *Adelita* and the *Cinderella: a Folktale Classic* both contain an animal as the magical caregiver.
   A. True
   B. False

9. What happens to Godfather snake in *Anklet for a Princess*?
   A. He disappears forever
   B. He continues to live in his lake
   C. He goes on to help another girl.
   D. He goes to live with Cindari.

10. What are the two languages spoken in *Adelita*?
    A. English and Italian
    B. Spanish and Italian
    C. Spanish and French
    D. English and Spanish
“Cinderella around the World” Quiz Key

1. B
2. D
3. A
4. A
5. B
6. C
7. A
8. B
9. D
10. D