**Around the World with Cinderella and Photo Story**

By Katie Douglas

4th grade

Time Frame: 50 minutes each class/5 class periods

**Maryland Voluntary State Curriculum Objectives:**

**Library Media:**

6a1a. Continue to practice presenting findings in oral, written, visual, and multimedia formats.

**Technology Literacy Standards:**

3a1a. Use technology tools, including software and hardware, from arrange of teacher-selected options to learn new content or reinforce skills

3c1b Create new documents to complete learning assignments and demonstrate new understanding

**4th grade Language Arts:**

3a1a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods

3a3a. Identify and distinguish among types of narrative texts such as stories, folk tales, realistic fiction, historical fiction, fables, fairy tales, fantasy, and biographies

3a6a. Identify and explain main ideas and universal themes

3a6b. Identify and explain a similar theme in more than one text

**Students Academic and Technology Background:**

Students are heterogeneously mixed in approximately a 20 student class. Approximately, 90 percent are reading on or above grade level. Inclusion is practiced so there are several alternative MSA students but they are working one-on-one with assistants. Students have learned how to record with Voki and Audacity. This is the first time that they have used Photo Story. In 3rd grade students completed a research project and created their first power point.

**Statement of Need:**

As the Media/Technology Specialist my goal is to promote reading while following the Technology Literacy Standards. In the 4th grade anthology students have a “Focus on Genre” and the teachers do not have enough time to teach the elements of Fairy Tales. Through this lesson/unit I will be able to meet the student’s need of using different technology tools by focusing on the elements of Fairy Tales.

**Preparation/Materials:**

✔Computer Lab with Photo Story

✔LCD Projector

✔Digital Story Presentation on the Elements of Fairy Tales

✔”Around the World with Cinderella” Grading Rubric

✔ Multiple Cinderella Books

 📚 “BigFoot Cinderrrrella”, by Tony Johnston

 📚 “That Awful Cinderella”, by Alvin Granowsky

 📚 “The Irish Cinderlad”, by Shirley Glimo

 📚 “Cinderella”, by Barbara Karlin

 📚 “Adelita”, by Tomie DePaola

 📚 “Cindy Ellen”, by Susan Lowell

 📚 “Cinderella”, by Marcia Brown

 📚 “Cendrillon”, by Robert D. San Souci

 📚 “Sootface”, by Robert D. San Souci

✔ Sample Project of “Around the World with Cinderella” on Movie Maker

✔ List of Student Partners for the 4th grade class

✔ “Elements of a Fairy Tale” handout

✔ “Elements of a Fairy Tale” worksheet

**Cue Set:**

Ask students to share what they know about the story Cinderella. Have they read books or seen movies or plays of this story? Have any of them read versions of the story that were slightly different from each other?

**Teaching Strategies:**

1. Explain that fairy tales usually have an oral tradition and take place long ago. Tell students that they have different elements that make them unique and have students predict what they think these elements are while writing them on the board.
2. Share with students the “Elements of a Fairy Tale” digital story telling.
3. Give students “Elements of a Fairy Tale” handout that they will need for future use. Remind students of these elements again.
4. Discuss why these elements are important and that we are going to be looking at different versions of “Cinderella” and will be creating a digital storytelling of a “Cinderella Story” and will examine the different elements of their version of the story.
5. Read to students, “Cinderella” by Barbara Karlin. Remind students to look for the different elements of this fairy tale.
6. As a class, fill in the “Elements of a Fairy Tale” worksheet and discuss helpful hints in figuring out this information.
7. Students will then be assigned partners and will be given a “Cinderella” story. They will read the story together and will complete the “Elements of a Fairy Tale” worksheet.
8. Share with students the sample project of “Cinderella” using Photo Story.
9. Show the basics of Photo Story on the LCD projector and explain that they will be creating a movie that shares the elements of their fairy tale. Remind students that google images are an excellent resource for finding pictures. Explain that we will be doing this step by step together.
10. Share with students the expectations of their project while discussing the grading rubric. They should make sure that they follow the grading rubric because they will be graded on technology and the elements of the fairy tale.
11. Give students the option of working with their assigned partner or creating the digital story. (Encourage special education students to stay with their partners)
12. Have students find all their necessary pictures and save them in “My Pictures”. The students will then import them to their photo story. Save with students how to delete a slide if necessary and how to move the pictures to the area needed.
13. Show the example again and share how things were written in the note section to make recording easier. Have the students completed their note section and then they may begin recording. If students are working with their partner have them take turns recording.
14. After students have completed their digital stories they will present to the class. During the presentations we will be discussing the different versions of this story.

**Extensions:**

Have students share digital stories again while creating a list of differences in the versions of the “Cinderella” story.

**Closure:**

Encourage students to check out other fairy tales at the library and to create digital stories to share with the class. Students will be asked to name the elements of a fairy tale.

**Assessment:**

Students will be graded on their use of technology and the elements of a fairy tale in the attached grading rubric.

**Resources:**

[www.google.com/images](http://www.google.com/images) (Images for Photo Story)

[www.readwritethink.com](http://www.readwritethink.com) (Elements of a Fairy Tale)

Fairy tales have an oral tradition and they usually take place “long ago”. Although, there are certain elements that fairy tales contain there are always exceptions to the rule.

|  |  |
| --- | --- |
| Element |  |
| Special beginning and/or ending words | “Once upon a time” “and they lived happily ever after. |
| Good Character | innocent character, usually helped by others |
| Evil Character | witch, stepsisters, wolf, etcin the end the evil character usually loses somehow.. |
| Royalty | castle, prince, princess, king, queen |
| Poverty | poor, working family trying to make a living |
| Magic and Enchantments | talking animals/objects, fairies, trollsusually magical things happening |
| Reoccuring Patterns/Numbers | patterns, often phrases, tasks appear in “threes” or “sevens” |
| Universal Truths | touches on some universal theme that is a lesson to be learned |

Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of Fairy Tale: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Helpful Hint:** The more notes that you take the easier creating your presentation will be. Some fairy tales might have exceptions to these elements and if it does you need to tell how it is an exception instead of how it is found in your story.

|  |  |
| --- | --- |
| Element | How it is found in your story |
| Special beginning and/or ending words |  |
| Good Character |  |
| Evil Character |  |
| Royalty |  |
| Poverty |  |
| Magic and Enchantments |  |
| Reoccuring Patterns/Numbers |  |
| Universal Truths |  |

Grading Rubric: “Around the World with Cinderella and PhotoStory”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Duration of Presentation**  | Presentation was approximately 2 minutes in length.  | Presentation was approximately 1.5 minutes in length.  | Presentation was approximately 1 minute in length.  | Presentation was less than 1 minute in length  |
| **Images**  | Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.  | Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.  | An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.  | Little or no attempt to use images to create an appropriate atmosphere/tone.  |
| **Point of View - Purpose**  | Establishes a purpose early on and maintains a clear focus throughout.  | Establishes a purpose early on and maintains focus for most of the presentation.  | There are a few lapses in focus, but the purpose is fairly clear.  | It is difficult to figure out the purpose of the presentation.  |
| **Voice - Consistency**  | Voice quality is clear and consistently audible throughout the presentation.  | Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.  | Voice quality is clear and consistently audible through some (70-84%) of the presentation.  | Voice quality needs more attention.  |
| **Universal Truths**  | Student accurately locates the univeral truth element and gives a clear explanation of why this is important in the story.  | Student accurately locates the univeral truth element and gives a unclear explanation of why this is important in the story.  | Element and Explanation is weak and is unclear.  | Student has difficulty locating the universal truth element.  |
| **Special Beginning/Ending**  | Student accurately locates the beginning/ending element and gives a clear explanation of why this is important in the story.  | Student accurately locates the beginning/ending element and gives a unclear explanation of why this is important in the story.  | Element and Explanation is weak and is unclear.  | Student has difficulty locating the beginning/ending element.  |
| **Good Character Element**  | Student accurately locates the good character element and gives a clear explanation of why this is important in the story.  | Student accurately locates the good character element and gives a unclear explanation of why this is important in the story.  | Element and Explanation is weak and is unclear.  | Student has difficulty locating the character element.  |
| **Evil Character Element**  | Student accurately locates the evil character element and gives a clear explanation of why this is important in the story.  | Student accurately locates the evil character element and gives a unclear explanation of why this is important in the story.  | Element and Explanation is weak and is unclear.  | Student has difficulty locating the evil character element.  |
| **Royalty Element**  | Student accurately locates the royalty element and gives a clear explanation of why this is important in the story.  | Student accurately locates the royalty element and gives a unclear explanation of why this is important in the story.  | Element and Explanation is weak and is unclear.  | Student has difficulty locating the royalty element.  |
| **Poverty Element**  | Student accurately locates the poverty element and gives a clear explanation of why this is important in the story.  | Student accurately locates the poverty element and gives a unclear explanation of why this is important in the story.  | Element and Explanation is weak and is unclear.  | Student has difficulty locating the poverty element.  |
| **Magic Element**  | Student accurately locates the magic element and gives a clear explanation of why this is important in the story.  | Student accurately locates the magic element and gives a unclear explanation of why this is important in the story.  | Element and Explanation is weak and is unclear.  | Student has difficulty locating the magic element.  |
| **Reoccurring Patterns Element**  | Student accurately locates the reoccurring patterns element and gives a clear explanation of why this is important in the story.  | Student accurately locates the reoccurring patterns element and gives a unclear explanation of why this is important in the story.  | Element and Explanation is weak and is unclear.  | Student has difficulty locating the reoccurring pattern element.  |