**CIS:** *Fairy Tales: Beauty and the Beast*

Lesson Objectives: This lesson will allow students to participate in a critical discussion between two opposing endings to the same story.

* **Fiction:** The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.6.2.1)
* compare and contrast elements in multiple texts (e.g., setting, characters, problems); and (LA.6.1.7.7)
* [CCSS.ELA-Literacy.RI.7.1](http://www.corestandards.org/ELA-Literacy/RI/7/1/) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* [CCSS.ELA-Literacy.RI.7.2](http://www.corestandards.org/ELA-Literacy/RI/7/2/) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
* [CCSS.ELA-Literacy.RI.7.3](http://www.corestandards.org/ELA-Literacy/RI/7/3/) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
* [CCSS.ELA-Literacy.RI.7.8](http://www.corestandards.org/ELA-Literacy/RI/7/8/) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**The Enchanted Castle (poem), Beauty and the Beast (fairy tale)**

## Step 1

**Hook Question: What does the phrase, “Nice guys finish last” mean? Do you think it is true?**

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| **Predictive Written Response to Essential Question**  Predict ... Describe the characteristics of a **self*ish***person versus a **self*less*** person. Who do you think would be more successful and why? |

**Vocabulary Instruction**

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| --- | --- | --- | --- | --- | --- |
| **Para-graph #** | **Academic or Discipline Specific Vocabulary** | **Word Part or Context** | **Para-graph #** | **Academic or Discipline Specific Vocabulary** | **Word Part or Context** |
| 1 | Brocade (adjective) | Def | 4 | Hearty (adjective) | Def |
| 3 | Gale (noun) | Def | 6 | Tethered (verb) | Def |
| 4 | Splendid (adjective) | Def | 6 | Host (noun) | Def |
| 7 | Slight (verb) | Def | 11 | Menacing (adjective0 | Def |
| 19 | Solemnly (adverb) | Def | 19 | Stalked (verb) | Def |
| 23 | Steed (noun) | C |  | (poem) clashed | Def |
| 1 | (poem) advances (verb) | Def |  | (poem) nought | Def |
| 2 | (poem)feast (noun) | Def |  | (poem)distraught (verb) | C |

* Review necessary vocabulary words and then direct students to words introduced in the text by paragraph number. Teacher may include effective vocabulary strategies at this point. Teachers add a brief definition on chart paper.

## Reading #1: mark two texts, poem and short story/fairy tale

**Text Marking**

S – statements in the text that represent **selfishness**

L – statements in the text that represent self**less**ness

I – **information** provided – no connection to selfishness or selflessness

* Model for students by reading the text aloud and coding a portion of the text. (EG: “MERCHANT ASKS WHAT HIS DAUGHTERS WOULD LIKE=L]
* Students follow along and mark their copy.
* Students proceed to code the rest of the text independently.
* Students share text markings with table group or partner.

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| **First Draft Written Response to Essential Question**  According to the texts … What are the **characteristics** of selflessness and the **results** of exhibiting these characteristics? |
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## Reading #2 (students will make this chart on their own notepaper)

**Directed Note-Taking** – Record notes containing the most important information relevant to the guiding question.

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| **Directed Note Taking:** *Beauty and the Beast and The Enchanted Castle* | | | | | |
| **Guiding Question:** What **examples** of self**less**ness are **exhibited** by the following characters in the texts? | | | | | |
| **Para-**  **graph #** | **NOTES** | **Check relevant categories below** | | | |
| **Beauty** | **Beast** | **Father** | **Gaston** |
| **1** | **What presents daughters want** |  |  | **x** |  |
| **2** | **Only a rose** | **x** |  |  |  |
| **4** | **Open door to castle, hearty meal left out** |  | **x** |  |  |
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* Present a guiding question to direct students thinking while taking notes. Teacher models note-taking using an example statement from the text, then selecting the category or categories that support the statement. Students complete note-taking collaboratively or independently.

## Step 2

**Tasks:** Teacher models the generation of a complex question based on a section of text, relating to a broad perspective or issue. Students record the questions, and then students re-read the text to generate their own questions.

**Purpose:** To provide students with a demonstration of question generation and the opportunity for them to interact with the text by generating questions to further deepen their comprehension.

## Reading #3 (students will make this chart on their own notepaper)

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| **Question Generation:** *Beauty and the Beast and The Enchanted Castle* | | | | | |
| **Para-**  **graph #** | **Questions** | **Check relevant categories below** | | | |
| **Beauty** | **Beast** | **Father** | **Gaston** |
| **(key ques.)** | **Why did the poem have an unhappy ending and the fairy tale a happy one?** | **x** | **x** |  |  |
| **11** | **Why would a father sacrifice his good daughter to a beast?** |  |  | **x** |  |
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* Teacher models re-reading a portion of the text and generates one or two questions.
* Students continue to review/scan the text and use their recorded notes to generate questions about information in the text collaboratively or independently.
* To conclude question generation, the teacher has students:
  + Share their questions with the related category whole class and discuss which questions they have in common, and which questions are most relevant or significant to their learning.
  + record/post common and relevant/significant questions to encourage:
* extended efferent text discussion
* Seeking answers in text-reading throughout the remainder of the chapter/unit focusing on unanswered questions in collaborative inquiry.

## Step 3

**Task:** Teacher posts an essential question that is text-based, students discuss answers, review/revise answers to essential question based on discussion.

**Purpose:** To provide opportunities for students to interact with the text and with their peers to facilitate complex thinking and deep comprehension of text.

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| **Final Written Response to Essential Question**  According to the texts…which character was the most selfless in each and what was the result? Cite evidence from the text using your notes and comments from discussion as additional resources. |
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* The Final Written Response can be used as an assessment for student learning, aligning to FCAT Item Specifications.