VIDEO NOTES: ***2nd Grade ELA Lesson on Comparing and Contrasting Fairy Tale Adaptations***

Video Links: 2nd Grade ELA Lesson on Comparing and Contrasting Fairy Tale Adaptations
Common Core State Standards: Reading Standards for Literature (RL.2.3) and (RL.2.9)
Reading: Foundational Skills (RF.2.4a) and (RF.2.4b)
Compass Component and Rating: Using Questioning and Discussion Techniques (3b), *Effective Emerging*
Engaging students in learning (3c), *Effective Proficient*
Lesson Objective: Students will compare multiple versions of the same fairy tale.

Common Core State Standard(s)
Reading Standards for Literature (RL.2.3): Describe how characters in a story respond to major events and challenges. **Reading Standards for Literature (RL.2.9):** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. **Reading: Foundational Skills (RF.2.4a):** Read grade-level text with purpose and understanding. **Reading: Foundational Skills (RF.2.4b):** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Compass Component 3b: Using Questioning and Discussion Techniques (Rating: *Effective Emerging*)		
Indicators	**Evidence**	**Common Core Connection**
Teacher frames some questions designed to promote student thinking, but only a few students are involved.	• At the beginning of the lesson, the teacher asks low level, comprehension questions such as, *"so is that the same or different than the original fairy tale?"* (3:26),*"what did you 'stop and jot' here?"* (3:50), and *"what does this page make you think?"* (5:18) • Later in the lesson, the teacher asks students to consider 'why' something happened and how it would make the character	Teacher frames some questions designed to promote student thinking, but only a few students are involved.

	feel. For example, the teacher asks a student, *"are you stopping there? Why did you stop [reading]?"* (8:18). The scaffolding of questions from comprehension to evaluation level is important, but there is a significant amount of time lost in the beginning of the lesson, which could have been used to more efficiently engage students deeper in the stories.	

Compass Component 3c: Engaging Students in Learning (Rating: *Effective Proficient*)		
Indicators	**Evidence**	**Common Core Connection**
Most students are intellectually engaged in the lesson.	• Students are ready to answer questions when called on, jot notes when prompted, and have individual discussions with the teacher. • At least four of the five students participate in whole group discussion, and all students share with a partner at the end of the video.	Students read and understand a grade-level text (RF.2.4a), using the text to compare characters and events to a previously read text (RL.2.9). The teacher asks two students to read passages aloud (RF.2.4b).
Lesson tasks have multiple correct responses or approaches and/or demand higher-order thinking.	• Students compare multiple versions of the same story, then compare the character's feelings. This is a complex text with no single correct answer, challenging students to use information within the text to empathize with each character and predict what their feelings might be.	The objective of this lesson aligns with RL.2.9, requiring students to determine if characters within the adaptations feel the same or different to characters in the original fairy tale.
Materials and resources support the learning goals and require intellectual engagement, as appropriate.	• Each student works with an individual book and sticky notes, allowing them to 'stop and jot' their ideas. These materials prompt students to reflect on what they have read to reach the lesson expectations.	As students jot on their sticky notes, or discuss with the teacher, they describe how characters in the story are acting and feeling. (RL.2.3)
There is a mix of groupings, suitable to the lesson objectives.	• This video captures a small group of students pulled from a larger class, working individually, in pairs, and as a whole group.	
The pacing of the lesson provides students the time needed to be intellectually engaged.	• The pacing of the lesson allows all students to read independently and begin to synthesize their reflections in response to teacher questions. This independent work and synthesis prepares students to hold a higher quality whole-class discussion during which they share their preparations.	

WHAT COULD THIS TEACHER DO TO IMPROVE?

What did the teacher do in this lesson?	*Highly Effective* Indicators	What could the teacher do to move to *Highly Effective*? (example actions)
The teacher provides students with individual books to read, limiting their choice in how they complete the learning task.	Students have extensive choice in how they complete tasks. (Engagement – 3c)	When students read their individual adaptations, provide them with some pre-placed sticky notes (for scaffolding) and additional options for note taking, such as a teacher-created graphic organizer or notebook paper with a self-created chart. Encourage students to choose their note-taking method. If students struggle, provide note-taking guidance or modeling as the student reads. Let students choose the adaptation they read to take more ownership of their learning experience. Finding a text that speaks to their personal interests will increase motivation, engagement, and deepen retention.

What did the teacher do in this lesson?	*Effective Proficient* Indicators	What could the teacher do to move to *Effective Proficient*? (example actions)
The majority of the questions asked by the teacher are comprehension, low-level thinking questions.	Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. (Questioning – 3b)	Ask a variety of questions to support students' use of higher order thinking skills. For example, "What do you think is the most important difference between the two stories? Why?" or "Tell me what this story says. What lesson can you learn from this story?"
Students are working independently for the majority of the lesson. Outside of 'book talk' at the end of the lesson, students have limited time to discuss with one another.	Discussions enable students to talk to one another, without ongoing mediation by the teacher. (Questioning – 3b)	Separate students into smaller groups to allow them to read and discuss the texts together, which allows for collaboration as they jot notes and thoughts together.