

## Template for Multi Day Lesson Plans or Mini Unit Illinois Reads Books 2015 – 2016

### Introductory Information

<b>Submitted by</b> (Loyola University Chicago)	Loyola University Chicago — School of Ed. Brianna Pasquale and Kristina Vizza		
<b>Title of Book</b>	<i>Rump The True Story of Rumpelstiltskin</i> by Liesl Shurtliff		
<b>(Optional) Additional Texts</b>	<i>Rumpelstiltskin</i> by the Grimm Brothers		
<b>Title of Unit</b>	<i>What is your destiny?</i>		
<b>Grade level (interest)</b>	4 - 6	<b>Reading Grade level</b>	4.4
<b>Lexile Level</b>	660L	<b>Guided Reading level</b>	T
<b>A. Purpose for Instruction/ Essential Questions</b>	<p>The purpose of this unit is to have students relate to a character in a book to their own life. Rump is the main character who is on a mission to find his destiny. Where he grows up the meaning of your name determines your destiny. Unfortunately, Rump only knows half of his name, which makes others and even himself sometimes see him as a lesser person. Throughout this novel, Rump is learning more about himself and what he is capable of doing. The purpose for 4<sup>th</sup> graders to read this novel and to be a part of this unit is because students should learn that they are much more capable of what they think they can do. This unit is used to give inspiration to students and help them connect with Rump through the realistic struggles he goes through. Rump being a realistic character allows his struggles to be relatable and allows for his successes to also be realistic to students reading! The lessons of “you’re not alone with your feelings” and “you are much more capable of what you think you are” are important lessons for students to learn at such a young age. This is a time in their life before they enter those dramatic teen years. One of the biggest struggles of teen years is having thoughts of being alone or not being good enough. This unit allows for students to</p>		

live through Rump's story and hopefully apply it to their own life when needed! Of course this unit is important because it will get students to read an engaging text, but this unit is important because of the lessons found within and the skills students will use throughout to understand this novel.

Essential Questions

What is destiny?

How do you find your destiny?

What do you do if there is more than one side to a story?

**B. Alignment to the depth of the Common Core – Standards addressed and assessed**

**CCSS ELA Standards**

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.9.(a)

Draw evidence from literary or informational text to support analysis, reflection, and research.

- (a) Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].")

CCSS.MATH.CONTENT.4.OA.A.2

Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

**C. Student Learning Outcomes – Targeted standards in Student Friendly Language (Objectives)**

1. Students will *design* a *Who I am* poem. (Level 4 of Webb’s Depth of Knowledge) - Lesson 1
2. Students will *complete* a characterization chart for each of the main characters. (Level 2 of Webb’s Depth of Knowledge) - Lesson 2
3. Students will *analyze* Rump by comparing him to themselves. (Level 2 of Webb’s Depth of Knowledge) – Lesson 3
4. Students will *analyze* poems found in *Rump The True Story of Rumpelstiltskin*. (Level 2 of Webb’s Depth of Knowledge) – Lesson 4
5. Students will *calculate* word problems in order to show understanding of the lack of fairness in the bargains. (Level 2 of Webb’s Depth of Knowledge) Lesson5
6. Students will *formulate* notes in the point of view form different characters. (Level 4 of Webb’s Depth of Knowledge) – Lesson 6
7. Students will *construct* a map of Rumps quest. (Level 2 of Webb’s Depth of Knowledge) – Lesson 7
8. Students will *compare* and contrast *Rump The True Story of Rumpelstiltskin* and *Rumpelstiltskin* (Level 3 of Webb’s Depth of Knowledge) - Lesson 8

Webb’s Depth of Knowledge Levels

1. Recall
2. Skill/Concept
3. Strategic Thinking
4. Extended thinking

#### D. Text Sections to Be Read Closely

- For lesson 1 focus on the information given in Chapter 1
- For lesson 4 read page 8 closely, while focusing on Rump's rhyme.
- For lesson 5 read chapter 9 & 10 (p. 53-65) for unfair bargaining activity. There's a quote specifically on page 65
- For lesson 6 go to page 79 to look at that note specifically before note passing activity
- When discussing Rump's destiny after completing the book, focus on chapter 30 (p235-244). Look at the character growth.

#### Text Dependent Questions

##### Questions [CCSS.ELA-Literacy.RL.4.1]

- In the magical kingdom where *Rump* is set, a name determines a person's destiny. How do you think names affect people? (extended question — If you had a different name, do you think you or your life would be different?)
- Rump thinks he isn't smart, mostly because of his name. Do you agree? Does Rump's belief about himself change how he sees the world? How does this affect the choices he makes?
- Who is Red? What do we know about her? What things do she and Rump have in common? In what ways are they different? How do those things shape their friendship?
- What are pixies? Would you consider them to be helpful or harmful? How does their presence change the story or cause certain events to happen?
- Throughout the story, there are many secrets that are kept and revealed. Find at least five instances of someone keeping an important secret from someone else. (extended questions — What reasons do each of the characters have for keeping a secret? Does trying to keep the secret end up accomplishing what each character hoped it would?)
- Red repeatedly warns Rump that magic has dangerous consequences, and the trolls go to great lengths to protect The Kingdom from the use of magic. List at least three examples of the effects of using magic in *Rump*. (extended question — Do you think these consequences make sense?)
- What other fairy tales were mentioned in *Rump*?
- What events or actions from the original Grimm Brothers' tale of *Rumplestiltskin* are explained or clarified in *Rump*? What did the author, Liesl Shurtliff, change from the original tale?
- The original fairy tale of *Rumplestiltskin* is written from a third-person point of view, while *Rump* is

written from Rump's first-person point of view. Find examples to show how that affects the two stories and what we understand about them?

**Vocabulary**  
**Tier 2 Words**  
**Tier 3 Words**

Find definition and meaning as used in the book) [CCSS.ELA-Literacy.RL.4.4]

- Destiny (page 2)
- Translucent (page 5)
- Tethered (page 11)
- Hoards (page 18)
- Rations (page 19)
- Illuminating (page 36)
- Bobbin (page 38)
- Crevices (page 39)
- Sluice (page 41)
- Melancholy (page 50)
- Skeins (page 51)
- Quench (page 64)
- Procession (page 67)
- Numbskull (page 70)
- Stiltskin (page 88)

**Bloom's Levels Addressed: (Check all that apply)**

- ✓ Remembering
- ✓ Analyzing
- ✓ Understanding
- ✓ Applying
- ✓ Evaluating
- ✓ Synthesizing
- ✓ Creating

**E. Instructional Supports**

**Research Based Strategies**

- Lesson One- Students will be focusing on the strategy of characterization by analyzing themselves as a character to help them practice characterizing characters in the book. They will create their own *Who I Am* poem. (strategy: characterization)
- Lesson Two- Students will receive a characterization anchor chart to develop character traits that will be referenced back to throughout the book. (strategy: characterization)
- Lesson Three- Students will receive a *Rump's Destiny* anchor chart, to record information while they read. They will also make inferences based on what they read in the text. (strategy: making inferences)
- Lesson Four- Students will receive a figurative language elements chart. (strategy: figurative language)
- Lesson Five- Students will connect to Rump by participating in this activity to get a better understanding of Rump as a character (strategy: connections)
- Lesson Six- This note passing activity allows students to apply their knowledge about the characters and make connections to them. This is also focusing on point of view because they will be writing from the point of view of one of the characters (strategy: point of view)
- Lesson Seven- Students will use the strategy of visualizing in order to have a better understanding of the setting used throughout this novel. (strategy: visualizing)
- Lesson Eight- Students will each receive a Venn Diagram graphic organizer to compare and contrast two stories. This organizer will help will serve as a reference when working on their summative assessments. (strategy: compare and contrast)

<b>Smartboard Strategies</b>	Smartboard document is attached
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**F. Assessment (Align to Section B)**

<b>Formative</b>	<p><u>Informal Formative Assessments</u></p> <ul style="list-style-type: none"> <li>• <i>Who I am</i> poem (Lesson 1)</li> <li>• <i>Who are they?</i> Graphic organizer (Lesson 2) – Students will show their understanding of characterization for each of the characters</li> <li>• Defining what destiny is and applying it to their own lives (Lesson 3) – Students will make connections to the main theme in the book</li> <li>• <i>Rumps Destiny</i> graphic organizer (Lesson 3)- Students will show their understanding of the main theme of the book and how it relates to Rump and his actions.</li> <li>• Analyzing a poem (Lesson 4)- Students will analyze poems used throughout the book. They will also at the end have homework to create their own poem.</li> <li>• Bargaining activity (Lesson 5) – Students will show an understanding of the relationship between the Miller and Rump and show their understanding how it’s not fair</li> <li>• Note passing activity (Lesson 6) – Students will show an understanding of the different character roles used throughout the book. This also gives them to show their understanding of each character by writing from their point of view.</li> <li>• Rumps map (Lesson 7) – Students will show that they have an understanding about the setting and plot of the story by completing the map every day.</li> </ul> <p>All of these smart board lessons are formative assessments because they allow you to get an awareness of each students understanding of the story. These lessons allow for students to have formative assessments that are focusing on multiple elements of the story.</p>
<b>Summative</b>	<p>Lesson 8 can be used as a summative assessment, after an in-depth look at the two stories. Students will write a one page paper comparing the two stories, <i>Rump The True Story of Rumplestiltskin</i> and <i>Rumplestiltskin</i>. [CCSS.ELA-Literacy.W.4.9.a.]</p>

**Procedure  
Lesson One**

**Smartboard  
pages: 2-11**

**Lesson One**

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- Ask students what a fairy tale is and what fairy tales they have read (3<sup>rd</sup> grade standards suggest that students should have familiarity with fairy tales)
- Ask students if they know or have ever heard of Rumpelstiltskin
- Ask students if there's always more than one side to a story
- Have students read Chapter 1 silently in class
- Discuss about how Rump sees himself just because of his name
- *Do you think there is much more to Rump than other people think?*
- *What are some things that make you special and different? Aren't there things other than your name that define you?*
- Pull up questionnaire and ask students to volunteer to read each question aloud
- Characteristics page: Have students come up and pop the balloon and decide which ones describe you
- What do you look like? Have students come up and draw you and then label
- Where are you from? Have students read the different descriptions (assuming they know where you are from) and have them select the box they think that best fits
- Name web: Go on the internet to find a meaning for your name or have a student look online if ipads, computers, and etc. are available
- What are your hobbies? Draw your hobbies and have students guess
- What's your favorite TV show? Have students make predictions about your favorite TV show
- What roles do you play? Have students come up and highlight the different roles you play. *Can anyone else think of another role that's not up here that I play in my life?*
- What's something that makes you unique?
- Have students help you create your own I Am From poem based on each question. Focus on using details and "show not tell"
- Afterwards: Students will create their own Who I Am poem using this same questionnaire and using the modeling activity for guidance

**Procedure  
Lesson Two**

**Smartboard  
pages: 12**

**Lesson Two**

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- After students have read up to page 48
- Introduce *Who are they?* Anchor chart
  - Character Traits: words that describe the character **(I am from poem examples)**
  - Relationships: Who do they like? Who do they dislike? **What roles do they play in other people's lives? (I am from poem)**
  - Quote: Something that they say that describes who they are and what their ideas/beliefs are
  - Challenges: What is their biggest weakness? Can you think of what your biggest weakness is? How can they overcome this challenge?

\*Print out copies for each student to have and have them record while they are reading.

\*Periodically come together as partners, small group, or whole class for students to share out their ideas

**Procedure  
Lesson Three**

**Smartboard  
pages: 13-15**

**Lesson Three**

CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- What is Destiny?
- Have students share with a partner what they think destiny means
- Come together as a class for partners to share out what they think
- Discuss how Rump is not the only one who has a destiny; we all have destinies!
- Who do you think you're destined to be? *I filled out who I believe I am destined to be, which is a teacher! I feel like my destiny in this world is to teach students and watch them succeed!*
- Have students write on a piece of paper what they think their destiny is

- Have students turn in their paper and you start typing them in the stars
- *I am having you all turn in your destiny on a piece of paper just in case you want your destiny to be hidden, like Rumps. Don't bug someone and ask them what their destiny is if they don't want to share.*
- Ask if any students want to come up and touch their star and explain why they think that
- Introduce *Rump's Destiny* anchor chart
- Rump's Destiny: Make a prediction of what Rumps destiny is or what the rest of his name is
- Quote/Page # What specific quote made you have this prediction or thought of Rumps destiny?
- Description: This is where you write your prediction in more detail.

\*Print out copies for each student to have and have them record while they are reading.

\*Periodically come together as partners, small group, or whole class for students to share out their ideas

**Procedure  
Lesson Four**

**Lesson Four**

**Smartboard  
pages: 16-17**

CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

- Have students open their book up to page 8 to read this quote
- *While you are reading this think of why Rump created this poem*
- Have students discuss with a partner what they think
- Allow students to share out what they think
- Pull up the anchor chart and fill out the first row as a class for this poem
- Figurative Language elements: Rhyming, similes, metaphors, and etc.
- *From this point on while you're reading fill out this chart for all of the poems he uses*
- *Why do you think the author uses poems throughout the story?*
  - Change the pace of the story
  - Keep students engaged

\*Print out copies for each student to have and have them record while they are reading.

\*Periodically come together as partners, small group, or whole class for students to share out their ideas

- For homework: Have students create their own rhyme that is using Rumps format, but they have to use their own life to describe in the poem
  - Rump loves making up rhymes for everyday things. Take a task you have to do every day and make up a rhyme about it. It could be your homework, dealing with friends or parents, sports,

or chores.

**Procedure  
Lesson Five**

**Smartboard  
pages: 18-26**

**Lesson Five**

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.MATH.CONTENT.4.OA.A.2

Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

- After reading Chapter 10, *Unfair Bargains*.
- Have students discuss with a partner about the quote on the board and how the bargains were not fair to Rump
- *Who were the bargains fair to?*
- *Why did Rump go through with these bargains? (He couldn't refuse a bargain)*
- Use the name generator to pick the teams for the bargaining activity
- Read the shared objective aloud as a class
- Keep the Rump/Miller rules and riddles covered on the board (Each team shouldn't know the other teams rules and riddles)
- Print out a copy of the teams rules and riddles for each student
- Have the teams split up to two different sides of the classroom
- Each student should read the rules silently and complete the riddle individually
- After completing individually they can come together as a group to discuss any questions
- Provide each team with manipulatives hidden in a non-see through bag (Each team shouldn't know how much/what the other team has
  - 15 pieces of gold for each Rump
  - 3 sacks of bread for each Miller
- Go over the scoring for the end of the bargaining (5 points for each skein of gold, 0 points for each sack of bread)
- Students start bargaining and continue to bargain either until no more bargains can be taken place

- or you can set a time
  - Have each student count up how much gold and bread they have and write their totals on a piece of paper
  - Each student from each team comes up to count their items on the board (clicking the arrows on Smartboard page 26)
  - After each student has come up to enter their items, model as a class how to count up the points in an algebraic equation
  - Most likely the Millers will win (however, that's not the case if the millers continue to ask for too much gold)
  - Discuss with the class what they learned about bargaining
  - Discuss what could be solutions for Rump (there really aren't any because he cannot refuse a bargain)
  - Reveal the rules and the riddles for each team so everyone knows the circumstances and how it was not fair (The Millers see the worth of gold and bread differently than how Rump sees the worth of gold and bread)
  - *Why is that?* (People see things differently- Have to find a way to come together and compromise)
- \*This is an interdisciplinary lesson because it is using Math standards as well\*

### Lesson Six

#### CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

#### CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- *Can you imagine living in a world without cellphones? How would you communicate with others? Would you like to live in Rump's world and have to find a gnome to be a messenger to talk to your friends?*
- Show model of the note to Red from Rump
- *What is the layout of all of the notes?*
  - *"For Red:"*
  - *Sign with just your name*
  - *Short and sweet*

**Procedure  
Lesson Six**

**Smartboard  
pages: 27-30**

- Go over the note passing rules
  - Roll the dice after your name is selected
  - Write your note as if you were the character the dice chose for you
  - The name called after the writer is the recipient (ex: Writer= Rump; Recipient= Red... The writer is writing a note from the point of view of Rump and writing his note to Red)
  - Give note to the gnome (teacher) to write up on the board
  - Gnome will then call out the recipients names and the recipients will read note on smart board and then write back to that character (Writer and Recipient change roles)
- Discuss what it was like to write from a characters point of view- *Did your character chart ideas help you formulate these notes?*
- What are the pros and cons of only being able to communicate this way?

### **Lesson Seven**

#### CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- Start using this once Rump leaves for the Kingdom
- Move Rump character around and leave behind footprints for his path
- Next to each place, write out why this certain place is significant in the story

\*This is an engaging activity to help students visualize where Rump is throughout the story and to keep track of his path

### **Lesson Eight**

#### CCSS.ELA-LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**Procedure  
Lesson Seven**

**Smartboard  
pages: 31**

**Procedure  
Lesson Eight**

**Smartboard  
pages: 32-33**

- *Remember on the very first day of reading this book I asked you if there was more than one side to every story or a different version to a story?*
- Discuss how *Rump The Story of Rumpelstiltskin* is a fractured fairytale and that this fairytale actually makes Rumpelstiltskin seem to be an innocent and well-rounded person
- Have students read the Grimm Brothers' version of *Rumpelstiltskin*
- *Discuss with a partner what similarities and differences these two versions have*
- Vortex- Group the class into 8 even groups for each group to come up to the board to decide what vortex to put their specific sentence in
- Venn Diagram: Hand out a copy to every student and have them work with a partner to fill it out
- Come back together as a whole class to fill out the Venn Diagram on the board
- *What did we learn from this? Which story should we believe? Is one story right and the other wrong?*

**Summative:** Students will write a one page paper comparing and contrasting the two different pieces of text.

CCSS.ELA-LITERACY.W.4.9.(a)

Draw evidence from literary or informational text to support analysis, reflection, and research.

(a) Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].")