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What Animals Teach Us

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WHAT ANIMALS TEACH US

Analyzing Folktales

Abstract

By analyzing folklore from different cultures, we can learn about the societal views that are placed on the animals in them and how that distorts our perception of them. I researched how different cultures viewed these animals and found evidence of these views in the stories I was reading. I then looked at the actual scientific view of the animal to see where the biases were. To apply this knowledge, I created a unit plan for fifth grade students where they got to read a folktale and compare and contrast the views presented in them from different cultures.

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Rational

We all have irrational fears, but where do those fears come from? Well in some cases, these fears can be shaped through literature. For example, when you were young, you were probably exposed to different fairy tales and folklore that highlighted the more terrifying qualities of wild animals. Stories like “Little Red Riding Hood” and “The Three Little Pigs” are two obvious examples of how literature can influence fear. Because of how these stories depict wolves, there is a widespread distrust of these creatures. This distrust seems justified and was something I didn’t even question until I was introduced to a 2018 Caldecott award winning picture book “Wolf in the Snow” by Matthew Cordell. In this wordless story, Cordell challenges the status quo of how wolves are viewed. The story is meant to draw comparisons to “Little Red Riding Hood”, but instead the wolf is not a bloodthirsty villain. This narrative goes against how wolves are normally shown and exposes a different side to how these creatures actually behave. Cordell wants his audience to leave his story having a different view for something that might have actually scared them before.

In the story the young girl, dressed in her very own red jacket, leaves school in a snowstorm, and gets lost on her way back home. During her journey, she encounters a pack of wolves. This is the moment that based on other pieces of literature, you are probably scared for the girl’s safety, but she is completely safe. The wolves don’t want to hurt her, and in actuality the story ends with the wolves helping her reunite with the family. This ending was a bit surprising to me when I first read it. This realization was intriguing to me and caused me to want to do some research into why I felt that way. I found that primarily literature involving wolves was written to villainize wolves because as civilization started taking over their natural homes there was an increase of wolves

eating farm animals. This shouldn't seem shocking. Humans were taking over their home and bringing animals that are confined to make easy prey for them. Though this wasn't appreciated by the farm owners and this resulted in a massive amount of wolves being hunted and killed. This hate for wolves was carried over into literature and supports the fear of wolves today.

Thinking about how literature and a cultural view was able to subconsciously influence my own views brought up a bigger question, and I started to wonder what other animals have faced the same fate as the wolf. I also wanted to know how these animals actually behaved. I decided to focus on three different animals, wolves, snakes, and rabbits. I found stories from different cultures that feature these animals and looked at how they were described to get an idea of how they are viewed. Then I would do research over the animal to how these views either matched up or differed from the animal's actual personality.

Process

Through my research, I wanted to understand animals better. I wanted to see why these animals were viewed the way they were and if those views matched up with their actual personality. My research then expanded when I decided to include other cultures. I wanted to look at stories from various Chinese, Native American, Indian, and European cultures by finding folktales that depict similar animals, and then comparing and contrasting the descriptions and qualities attributed to these animals throughout the tale. Originally, I was going to look at around five different animals, but I only had enough time to complete three. I started with the wolf, then moved onto the snake and lastly the rabbit. I chose these animals because I could find resources for every culture.

This process was time consuming at first because I couldn't always find many stories that would focus on certain animals. That is why I had to focus my research and look at fewer animals than I was planning on. It was also difficult to find factual research from other cultures to back up why these cultures view animals in certain ways. This led to usually only being able to find one or two usable resources that would have to be referenced over and over.

To keep track of all the research I was collecting, I made a chart that categorized different qualities of these animals that were exemplified in each story. The chart highlighted the evidence from the text and then listed factual evidence about the animal that either confirmed or denied the perception being created. The goal was to be able to apply what I learned into a unit that I could teach. I found standards that would fit with folktales and analyzing texts from different cultures.

I created three lesson plans and had the opportunity to teach them to my peers. I didn't have the opportunity to go into schools and teach actual students because of COVID. Prior to teaching them I met with Dr. Rachel Pool, my advisor and practicum teacher, to go over the methods and procedures used in the lesson to make sure that I would be as effective as possible. I also completed post-teaching conferences with her and reflected on aspects of my lesson that were positive and two things that I want to improve on next time. We also went over the assessment for the lesson to collect data on what students understood and what still needed further clarification. The unit came together as a teacher work sample with a PowerPoint and a small presentation to my peers that were in different groups.

Research

Wolf

This was the animal that I was most excited to study because it was what got me interested in this research initially. For the wolf, I read five different stories: “The Wolf Who Went Fishing”, “The Wolf and the Kid”, “Wolves and Stags”, “The Gossiping Animals”, and “The Great Flood”. Both “The Wolf Who Went Fishing” and “The Wolf and the Kid” provide a European view of wolves, and both stories build the stereotype that wolves are not to be trusted. Some cultural relevance that can explain this is that “the wolf is equated with Satan in Christian lore – wolves are the enemy of the sheep, just as our base impulses are an enemy to civilization (and more immediately, to one’s social identity and acceptance by the flock).” (Robinson, 2019). The European view of wolves was shaped by the Christian faith and also the threat they perceived to livestock. As farmland continued to spread to keep up with growing populations, it invaded wildlife’s natural habitats leading to wolves seeing the livestock as a personal food source. So pushing the negative narrative of wolves would have been beneficial to cut back on the loss of livestock.

Wolves can kill thousands of sheep a year, but that does not mean they are a threat to humans. Though, this has led to humans being the biggest threat to wolves and in some regions, wolves have almost been hunted to extinction. “Gray wolves once roamed throughout Europe but by the early 1900s they were largely exterminated. By the time Western and Eastern Europe banned the killing of wolves in the late 1970s, there weren’t many left to hunt.” (Burdeau, 2019). In the past few decades, the wolf population is starting to recover because of protection laws and bans on hunting. The

growing populations have started a revival in farmers killing wolves to protect their animals and the increase of anti-wolf propaganda again to build fear in communities. Citizens are calling wolves a threat to public safety even though wildlife experts and environmentalists agree that wolf attacks on people are rare. In fact, there has not even been a single human death by wolf attack in North America in the twentieth-century according to the International Wolf Center. The fear of wolves is not needed anymore but is still prevalent today. *Figure 1* is a summary of information gathered over wolves from all five stories.

From each folktale I collected evidence that supported the cultural view. The European stories I read stated ideas that connect to revenge and trickery. The wolf was always the villain that was not to be trusted. In *The Wolf Who Went Fishing* it is stated that the wolf says, “But just wait till I get even with you”(52). The wolf is serving as an unintelligent, irrational, lazy animal. None of this is true in actuality. Wolves are intelligent and good hunters, but that wouldn't fit the purpose of the story so the truth is distorted to fit a narrative. In contrast, *Wolves and Stags* that was passed down from the Native American tribe of Tsimshian sees wolves in a different light. The story respects the wolf because of their power and ability as hunters. The storyteller described the wolves as heroes by stating “The wolves shared stories of their heroism and showed off their scars from battle to the young.” (116) The change in culture equates a completely new view, that isn't pushing an agenda. In general, most indigenous populations believe that everything—every animal, living creature, plant, rock, tree, mountain, and even water—has a soul. Therefore, all of nature must be treated with respect and honored. In Native American culture wolf mythology associates them with courage, strength, loyalty,

and success at hunting. The Chinese cultural view falls in between the prior two views as the most neutral. In their folktales, the wolf seems to just be a character not a symbol to push a narrative. In both of the folktales though, the wolf was used to teach a lesson and the portrayal of the wolf doesn't align with reality.

Figure 1:

Title of Folktale	Culture	Cultural History	Actual Animal Traits
<p><i>The Wolf Who Went Fishing</i> and <i>The Wolf and the Kid</i></p>	<p>Europe</p>	<ul style="list-style-type: none"> - "wolves kill livestock and compete with humans for wild game." - "the wolf is equated with Satan in Christian lore" - "fear and loathing of wolves is indicative of alienation from and animosity toward wildness" - Recently, wolves are being allowed to make a comeback in several European countries 	<p>Wolves are:</p> <ul style="list-style-type: none"> Good hunters Intelligent Courageous Ruthless -Wolves sometimes actually do eat fish but most likely eat small game like mice and rabbits. -They can also easily kill bigger game like deer and horses. -There is a scent gland on the upper side of the tail near its base used for recognition -Wolves are not usually lone creatures and are more likely to travel in packs and are good at working in groups -Men are wolves greatest threat and the wolf's ability to survive speaks to its cunningness

Wolves and Stags¹²⁷	Native American (Tsimshian)	<p>-This folktale depicts the wolf differently because while it still acknowledges that wolves can be dangerous and are great hunters, it does so in more of a respectful and in admiration of the animal. The story also follows more closely to how wolves actually behave.</p>	<p>-Wolves are social creatures. -Wolves are good hunters but would probably not normally choose to hunt horses. They prefer smaller game animals.</p>
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The Gossiping Animals	Chinese	<p>-This story has been known in China since the 5th century -many variations of this story all around the world and is one of the most popular stories about animals</p>	<p>-While wolves are social creatures who like to communicate within their pack or species they are not known for socializing with other creatures. -wolves are not friendly with monkeys and tigers</p>
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The Great Flood	Chinese	<p>-The flood idea is popular around the world and the escape by boat connects to Genesis. -Motif to ungrateful wolf. Parallel to a well-known Chinese story, Chung-Shan lang (The wolf from Chung-Shan) about a rescued wolf who threatens to kill his benefactor.</p>	<p>-wolves attacking people is extremely rare.</p>
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Snake

This animal, similarly, to the wolf, gets a bad representation in literature. You only have to think to the Bible to see one of the strongest connections to the snake representing evil and darkness. In western views the connotation of the word has stayed the same but evolved to a pop culture reference. The words she or he is a snake or a snake emoji is added and the message is clear. This person is not to be trusted and they are toxic to be around. Urban Dictionary defines “a snake is someone who you think is sincere and really nice, but then turns out to be a backstabber.” This seemed like a natural progression to study from the wolf, but as I started to research, I ran into some problems. It was hard to find folktales that focus on snakes from European cultures and when snakes were featured their descriptions were very vague.

Also as I started looking into actual traits about snakes, I found that this greatly depended on the type of snake. There are around 2,400 species of snakes so I mostly ended up focusing my research on Colubrid snakes. Colubrid snakes are the largest subgroup of snake that is found on all continents except Antarctica. For the most part these snakes are medium sized, have no remnants of limbs, and can live on land, underground, in trees, or water. Most are completely harmless to humans.

Though the type of snakes that most are worried about are the venomous ones. Venomous snakes can be categorized into two different groups: cobras and vipers. The biggest difference between them are their fangs. Cobras have smaller fixed fangs at the front upper part of their jaw, while vipers have longer fangs that fold back when not in use. Similarly, to wolves because of their negative perception some snakes have become endangered because of hunting for their skin, fear of poisonous bite, and loss of habitat.

In folktales snakes can represent death and destruction on one hand while also representing rebirth and healing on another. The use of a snake of a symbol depends on what culture it is depicted in. For the snake I read five stories, three from the Chinese culture, one from a Native American tribe, Maricopa, and one European view from Germany. Overall the Chinese view of snakes leans to be more positive because their culture perceives snakes differently. Though there are still some negative views. The Chinese tales come before Christianity so they aren't pulling from the Bible's representation like the European view does. Though there is a religious connection to Buddhism. This connection is where a view of evil and chaos is sometimes represented by a snake. On the other hand, snakes are viewed as food and medicine. So, snakes are seen as evil but at the same time regarded with feelings of awe and veneration. In China, the most common snake is the Columbine, which is harmless (mostly preys on rats and mice). Also, many snakes in China are non-poisonous.

The native American culture coincides well with the Chinese view. Many Native American tribes viewed snakes in their mythology as a symbol of power. They respected the snake and that corresponds with a respectful fear of the animal, but like the Chinese they didn't want to harm the animal for no reason. The story I read from the Maricopa tribe explain how the snake got its fangs and became powerful. The myth states that the snake was originally left defenseless but goes to visit a god to ask for a way to defend himself. Cipas, the creator god, gives him fangs and tells them they are poisoned and whoever he bites will die.

In contrast, the European view is mostly negative and the snake is seen more as a monster and something to be fearful of. The Snake, a German tale, by Ignaz and Joseph Zingerle, is a motif to Beauty and the Beast. The snake is the beast. The story is spreading the

message of how snakes are “slimy” and untrustworthy. Though the story does have a switch where the snake turns into a beautiful young man to portray the lesson of not judging a book by its cover. The snake ends up having a good inside though the story pushes the narrative of how readers would see snakes prior to the switch.

Figure 2:

Title of Folktale	Culture	Cultural History	Actual Animal Traits
<p>The Story of the Serpent & The Infection & The Gratitude of the Snake</p>	<p>Chinese</p>	<ul style="list-style-type: none"> -The Story of the Serpent can refer to periodical sacrifice of a maiden to a river deity. -Contains Buddhistic elements and some history believes this story to be connected to heretic Buddhist sects or local Buddhist cults -The snake is a Buddhist symbol of anger, one of the three cardinal sins -symbolize evil and want to bring the world to chaos (237) -Snakes are offered as food in many cities -Poisonous snakes are usually sold to druggist for medicines - mashing the head of a snake is sometimes used to treat wounds. -believe it is unlucky to injure a snake and good luck to free a snake that has been captured. -worshipped as beings that had eternal life because they shed their skin, rebirth. -Apollo connection to snakes around a caduceus as a symbol of healing -” related motifs: a snake creeps into man’s mouth and heals him” (204) -In Chinese tales about grateful animals, the snake is focused on usually 	<ul style="list-style-type: none"> -water snakes are excellent swimmers -usually eat fish and crawfish -water snakes sometimes bask on land but spend the majority of their time in the water -around 30 different types of water snakes (157) -swallowing prey can take up to an hour and digestion is very slow. So after a meal a snake may not have to eat for 3 to 4 weeks (155) -Many Colubrid snakes are completely harmless to humans. -Colubrid snakes are the largest group of snakes and are found all over the world except Antarctica. -Usually medium sized snakes around 20-60 inches -They have no remains of limbs unlike their primitive relatives like pythons -The poisonous type is very few and they have their fangs in the back of their mouth instead of the front (156)

Rabbit

I purposeful chose the rabbit as my last animal because it wasn't a predator like the last two animals. I thought it would be interesting to look at how a prey animal would be viewed as in different cultures. I predicted that the views would be more unified since there wouldn't be a reason to fear the animal. This was mostly true but there were still subtle distinctions from culture to culture. I read stories from an Asian, European, and Native American viewpoint. In total, I read six stories that featured this creature. The Asian view sees the hare as more of a trickster or foolish animal while the European and Native American view see the hare as sometimes wiser and more intelligent. *Figure 3* outlines each story and how the rabbit is being depicted by each culture with evidence from each story. Since the views were so similar there were few articles on this animal so I have a shorter amount of information. Also this was the last animal I focused on so I had less time to find as many resources as possible. If I continued this project I would include more information. Though I still feel like I was able to get a good feel on the different cultures view of the rabbit and I was not very surprised by what I found.

Figure 3:

Title of Folktale	Animal	Culture	Animal's Moral/ Purpose in Story	Evidence/ Character Traits from Story
The Foolish, Timid Rabbit	Rabbit Monkey Lion	India	-Don't believe everything you hear and look for proof before sharing information	- "He jumped up and ran just as fast as he could, without even looking back to see what made the noise." (39) -" Then the lion said to the rabbit, 'It must have been the sound of the coconut falling to the ground that you heard. Your foolish rabbit... If it had not been for the wise King of Beast (Lion), they might be running still'" (43)

<p>The Fox, the Hare, and the Toad Have an Argument</p>	<p>Rabbit</p>	<p>Central China</p>	<p>-Rabbit does not have a huge part in the story but does illustrate an important connection to the culture.</p>	<p>-The rabbit believes his is the best because you can see the rabbit in the in the moon -"It seems to me that you must admit that my family line is the longest and the most respectable" (24)</p>
<p>The Wise Hare</p>	<p>Rabbit</p>	<p>European</p>	<p>-It is no use having good ideas if you are not strong enough to carry them out.</p>	<p>-The hare gives out an idea of how to divide the food among all the animals. -The lion says "You have made a good speech but it would be more use to you if you had claws and teeth like ours.(88)</p>
<p>The Hare and the Hound</p>	<p>Rabbit</p>	<p>European</p>	<p>- You work harder when there is a more important motivation behind what you are doing</p>	<p>-A dog finds a rabbit and start to chase it -The rabbit gets away and when the dog returns home, the owners says that the dog looked really slow compared to the rabbit. -The dog replies with "There is a big difference between running for your dinner and running for your life." (16)</p>
<p>The Hares and the Frogs</p>	<p>Rabbit</p>	<p>European</p>	<p>-There is always someone worse off than you -A lesson in self-confidence and self-love</p>	<p>-The rabbits are tired of being the bottom of the food chain physically and metaphorically and think their life is not important. -They all run to the lake and as they come up, they scare a family of frogs that are sunbathing. - "We are not as badly off as we think, you know. We think everyone is bigger and stronger than we are- but there is a whole crowd of creatures who are actually afraid of us. Come let us be as brave and strong as they think we are."</p>

The Rabbit and the Wildcat	Rabbit	Native American	-origin of the rabbit's short tail. -trickery will have consequences. -The rabbit is a trickster animal and clever	-A wildcat catches a rabbit and the rabbit barter for his life. -The rabbit says he can help the wildcat get a better meal than him. The rabbit is trying to save his life. -Comes up with a plan to trick some turkeys and get the wildcat a meal and then tricks the wildcat when the wildcat crosses the rabbit.
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Personal Connection

When researching this project, I started to think about what I wanted “the point” to be. How could I make it important to others? What ways could I apply this information? I wasn’t really sure because this whole idea stemmed from genuine curiosity. There was no big picture I was working towards because I was just interested in learning about animals and other cultures. Then the idea came to me after I finished researching the wolf. I wanted to share my findings with others, and because I am getting a degree in education, I thought about how much my future students could enjoy learning about this information. That is when I decided to create a unit over the folktales I was reading. I would apply the research into a set of three lesson plans.

The first thing I had to do was figure out what grade I would want to focus on. I am going to be qualified to teach grades four through eight. So I started looking at English standards in those grades that fit with the application of folktales, animals, and different cultures. If this doesn’t sound challenging to you, let me assure you it was. My very specific research was not directly made to become class instruction. So I enlisted help from one of my education teachers that specializes in reading, Mrs. Sharp. She listened to what I wanted to do and gave me some advice along with helping pull out three or four

standards that could work. Her expertise was very helpful in getting everything started. I ended up choosing fifth grade standards because they ended up being the most applicable, but that does not mean that I did not have to change my original plan.

My three lesson ended up becoming a unit over Little Red Riding Hood. This was more grade appropriate but still allowed me to look at the wolf and different cultures. In fact, my students, on a small scale, were able to do exactly what I did for my research. They read two different versions of Little Red Riding Hood, a European view and a Chinese view, and then got to compare and contrast them. Part of what they looked at to compare and contrast is how the wolf was being portrayed. All three lessons were thirty minutes long and in my practicum classroom instead of in the field because of the pandemic. I still had many valuable experiences getting to teach for my classmates and got more feedback than I would normally. I was able to experiment with different methods in a safe and supportive environment even though I lost out on working with children in the classroom.

Teacher Work Sample



Contextual Factors (slides 3-5)

The population of Arkadelphia is 10,726 comparatively to the total population of Ouachita Baptist University of 1,630. This is about 1/6 of the size. Then the class I taught to was only 8 people. Now we are going to look at how these three populations compare to one another. First OBU and my practicum lab are not as racially diverse as the community of Arkadelphia as a whole. Around 38% of



Arkadelphia population is made of minority groups while OBU's minority population is less than half the size. The economic levels between the community and the school are very different. Because OBU is a private university this causes there to be more students from households that

are in the middle and high socioeconomic level than the community of Arkadelphia overall. The median household income is \$32,717 which is lower than the state median household income of \$45,726.

Arkadelphia has a higher poverty rate than OBU because less than 15% of students come from a household that makes less than \$30,000. Though OBU does have wide range of students from different socioeconomic levels there are more students from families that make over \$110,000. I don't have any data of this for my class. Lastly, I looked at computer and internet access for households because this is important for students especially the pandemic and the use of Zoom. In Arkadelphia around 82% have computer and 69% have internet access. These levels are higher at OBU because 95% of the student population lives on campus where computer and internet access is guaranteed and 100% of my class lived on campus so they definitely had access. As for my class as individual students the mostly were visual learners that enjoyed student based pedagogies. They liked to be involved in their learning and were very motivated to learn. Also most of my students stated they liked English as a subject.

Contextual Factors Table

	Race Demographics	Economic level	Computer and Internet Use
Community (Arkadelphia)	62.4% White 31.9% African American 5.4% Hispanic	Median Household Income \$32,717 Poverty Percentage 26.3%	82.1% household with computers 69.3% households with internet access
School (OBU)	Students from 30 states and 30 Nations. 83.7% White 8% African American 16% minority enrollment	97% receive Financial Aid Average financial aid offered is \$16,778 14.3% of freshman come from a household under 30K	95% live on campus and have access
Classroom (Practicum Lab)	87.5% White 12.5% Other	N/A	100% had access

Individual Students



01.

Learning Styles

- Visual learners
- Kinesthetic learners
- Musical learners

02.

Academic Characteristics

- Highly motivated
- Active Participants
- Pedagogy

03.

Interests

- Sports
- Disney
- Reading
- Music



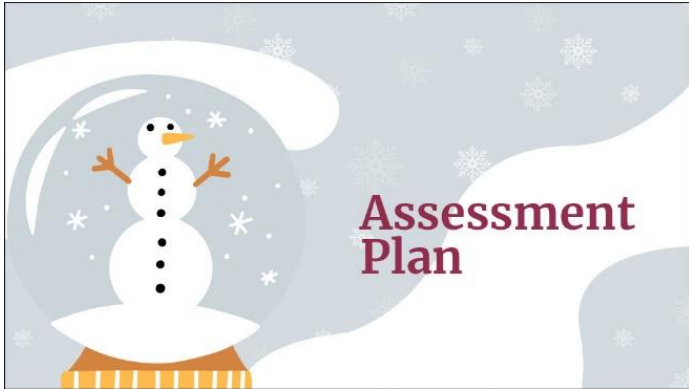
Learning Goals (slide 7)

The first lesson I taught was called Little Red Riding Hood and was over Comparing and Contrasting stories in the same genre over their themes and topics. So the students red

two different versions of Little Red Riding Hood. The first was the classic European Brother Grimm adaptation and the other was a Chinese version call Lon Po Po. The Students then had to compare and contrast the two stories using a Venn diagram. The second lesson was called Multimedia with Little Red Riding Hood. The lesson was over analyzing how elements like text, audio, images, and/ or video contribute to the meaning, tone, or beauty of a story. So the students analyzed both images and video for Little Red Riding Hood and participated on a discussion over how it contributed to the story. The third less was called writing Little Red Riding Hood and students got to create their own version of the story. The lesson was over narrative techniques and how to use them to develop experiences and events or show the responses of characters. During the lesson, the students utilized narrative techniques like dialogue and description to write a version of Little Red Riding Hood with a multimedia element.

Objectives & Standards

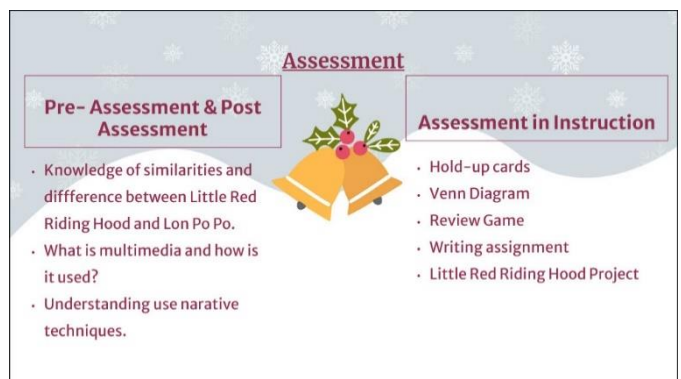
Lesson 1 <u>Little Red Riding Hood</u>	Lesson 2 <u>Multimedia with LRRH</u>	Lesson 3 <u>Writing Little Red Riding Hood</u>
<ul style="list-style-type: none"> • RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics. • TSW analyze two fairy tales <i>Little Red Riding Hood</i> retold by Trina Schart Hyman and <i>Lon Po Po</i> by Ed Young to compare and contrast how both the text and illustrations use similar and different approaches to display similar themes and topics by creating a Venn diagram with at least four points in each category with at least 80% accuracy. 	<ul style="list-style-type: none"> • RL.5.7 Analyze how multimedia elements (e.g., text, audio, still images, animation, video, or interactive component) contribute to the meaning, tone, or beauty of that text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). • TSW analyze multimedia elements for the story of Little Red Riding Hood by viewing images and videos and then evaluating how they contribute to the meaning, tone, or beauty of the story by participating in Think-Pair-Share activity and writing two 3-4 sentence paragraphs over the videos with a score of 80% from a rubric. 	<ul style="list-style-type: none"> • W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • TSW utilize narrative techniques like dialogue and description to create their own version of Little Red Riding Hood and a multimedia element to show the development of events in the story and how characters respond to situations by completing a brainstorming prewriting activity and writing a scene of their version and create a comic strip with 80% accuracy from a rubric.
		



Assessment Plan (slide 9)

For both the pre and post assessment I used almost the same format and just changed the questions. The first section was over the first learning goal of being able to compare and contrast stories with similar themes. In the pre-

assessment, the first five questions were multiple choice and assessed knowledge over comparing and contrasting Little red Riding Hood and Lon Po Po. Though in the post-Assessment they got to compare and contrast their own story to Little Red Riding Hood. The next section was true and false questions. The content in this section was over the second and third lesson, and this was the same for both the pre and post assessment. It assessed students understanding of multimedia and narrative techniques. During instruction there were also other assessment that were both informal and formal. I used hold-up cards and a review game to informally assess what students remember from the last lesson in the introduction section of my lessons. These assessments allowed me to individually be able to clear any misconceptions up before moving on to new content. I also had assessment after each lesson that consisted of completing a Venn diagram, a writing assignment analyzing multimedia videos for Little Red Riding Hood, and a project students worked on with a partner to create their own version of Little Red Riding Hood by completing a brainstorming sheet over narrative techniques they would include in the story and a multimedia element by drawing a comic strip of their scene. All of my assessment during instruction were able to help me reflect on if my learning goals were met. For example, the Venn diagram the students completed in the first lesson was proof that the students met the learning goal because students knew what was expected from the instruction and then I graded their work with a key.



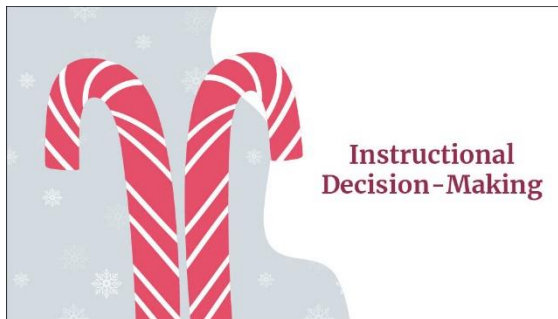


Design for Instruction (slide 11-13)

For lesson 1, the three pedagogies that I used were questioning, discussion, and independent work. So as I was reading both stories, I would periodically stop to ask the class questions.

Some of the questions would be lower level were they would only have to recall information so that I could assess for comprehension while other questions were higher level and need students to think about their response and be able to justify it. The independent work was their assessment of a Venn diagram and it was an application of all the information discussed. During my second lesson my agenda was lecture, a think-pair-share activity and then watching two short videos. The lecture was over multimedia and the applications of it. The think-pair-share activity went really well because it allowed me to be able to assess and respond to student's analyzation of the multimedia elements we were looking at. Students were able to analyze the images on their own and then work with a partner to solidify their reasoning and thoughts before sharing with the class. Then by having students individually analyzing two videos the learning goal came together with the assessment. The class really enjoyed this opportunity to discuss their thoughts. In my third lesson I started with a link to prior knowledge my including a quick draw where students linked what they remembered from the last lesson because that was going to be built upon in this less. The three parts of this lesson was a lecture over narrative techniques because that is what they were going to be using for their assessment. Then an example of the assessment they were going to complete as a class. The students enjoyed this because they all got to collaborate together and be creative. Then students worked with a partner to complete the assessment. A rubric was created with all the expectations and students were able to self-assess their and their partners work before turning in the product they created. The assessment they were working on was

creating their unique version of Little Red Riding Hood and a comic strip for a multimedia element. This is where all the lesson combined for all three learning goals.



Instructional Decision-Making (slide 15)

For my lessons I decided to create modifications and accommodations for ELL students. First off if a student were an ELL, depending on their level classification, they would have a separate standard

and objective that correlates with their ability at the time. Some accommodations I would also just incorporate in general for ELL students are listed on this slide. Visuals are very helpful for ELL students because it helps them be able to make connection between words and the meaning and will also help with comprehension. So during my first lesson I would make sure that my ELL students had a copy of all of the illustrations from the texts. The visuals will help them with their listening comprehension as I am reading aloud and can help them make predictions and understand the tone in the story. I would also try to incorporate their culture into the class whenever possible to connect with them and make their learning personal. So if I could find a version of Little Red Riding Hood from their culture, I would replace Lon Po Po with that. Then before reading the stories in class I would work with the student one-on-one to do a pre-reading activity with them so that they know what to expect, and I can help with in advance with anything that I think would be challenging for them. They would also have the opportunity to ask

any questions and get clarity on anything that seem confusing to them. Also part of the pre-reading strategy would be to look at all the illustrations in advance and have the student discuss in their own words what they think will happen. This will prepare them for certain vocabulary that will be used. Then in all my lesson I would look at vocabulary with the student beforehand to build their schema so they will have prior knowledge to draw from when the lesson starts. The vocabulary would mostly be academic because that is the hardest thing to acquire because it is not used as much so their needs to be additional scaffolding to support students in acquiring these words. Then whenever I am lecturing I will make sure to give out guided notes to all my students as universal design because that is helpful for all students but is extremely helpful for ELL students because lecturing can be overwhelming and hard to comprehend because it can be fast paced and their might be words they don't know. The guided notes will help them know what information is important and help with their comprehension because they will be hearing, seeing, and writing the information. Lastly for all assessment assignments they would turn in to me there would be changes to fit the level they are at with simplified language and shorten assignments. Part of this is because they will have a separate standard and objective so they also have an individual learning goal and the assessment need to reflect that and be connected to it. The modified assessment will also reflect their abilities and allow the student to have scaffolded expectation as they work towards fluency.





Reflection (slides 17-18)

When looking back on all three of my lessons there are things that I think I did well and there are things I am still working on improving. In all of my lessons I think I did a great job of fostering class involvement

where the students were active participants in their learning and not just passively sitting there this can also be seen by all the TPT strategies I used. I made sure to add elements to all of my lessons where students would be able to talk and share with the class because at the middle school level students like to be able to share their thoughts. Whenever I knew that I would be sharing lots of information like through lecture I made sure to break it up by including questions and opportunities for interaction throughout. I also wanted to make sure my lesson had real world application. For example I was able to really stress how multimedia is used in the world. Lastly for strengths I feel I was encouraging and flexible in my lesson to create a safe and respectful learning environment. For areas I need to improve in, the number one area is timing. For all of my lessons I had to rush my assessment and the time the students could work because I was running out of time. Though as I went from lesson to lesson, I got a bit better at planning out exactly how long certain part of my lesson would take. Another part that I want to work on is classroom management because this relates to timing. Sometimes during the discussions students would get off topic and I would waste time focusing on the content. So during my last lesson I implemented an attention getter to redirect the class when this happens. As I continue to get experience with teaching, I want to continue to get more comfortable with classroom management aspects. Overall this class was a great experience both in the actual class and in the lab. The class helped me understand the TESS Domains better and understand the exact components that I will be judged on in student teaching. This information helps me feel more prepared and professional for my future

career. The observations this semester allowed me to see a larger variety of grades and subjects than I would normally get to see. I was also exposed to more teaching styles by watching all of the videos this semester. Then for teaching experiences I am so happy that we were even able to have three opportunities to teach longer lessons. I still feel like I had opportunities to practice some classroom management and that is one of the things I am most worried about for the future. Though I think I got some good experiences that are going to help with my confidence in this for next semester. Lastly the conferences and reflections were very helpful for me/ They made me feel more prepared going into my lesson because I got to talk them out and get advice beforehand and then reflect afterwards to best see improvements I could make. The post conferences provided me with valuable feedback that helped me improve from lesson to lesson.

Strengths & Areas of Improvement

Strengths:

- Class involvement
- Real World Application
- TPT strategies
- Encouragement
- Flexibility and responsiveness

Weaknesses:

- Timing
- Wait time
- Clear instruction
- Classroom management

Practicum Experience

Tess Domains

- More prepared and knowledgeable
- Understand the content more
- Gained helpful experiences

Conferences & Reflections

- Helped with being prepared
- Got valuable feedback
- Was able to ask questions
- Helped with improvement

Observations & Teaching Experience

- Got to observe many different grade level and classes
- Still able to teach three lessons
- Got to practice classroom management

Pre-Assessment

Name: _____ Date: _____

Directions: Read each question carefully and answer to the best of your ability. These questions are to assess information you may already know before learning about concepts we are going to cover. Try your best to answer every question.

Multiple Choice

Select the response you believe fits best by circling the letter of the answer. We are going to read Little Red Riding Hood and Lon Po Po. Predict which events go with each story.

1. In which story does a hunter kill the wolf?
 - a. **Only in Little Red Riding Hood**
 - b. Only in Lon Po Po
 - c. This happens in both stories
2. In which story do three children work together?
 - a. Only in Little Red Riding Hood
 - b. **Only in Lon Po Po**
 - c. This happens in both stories
3. Which story does the grandmother get eaten by the wolf?
 - a. **Only in Little Red Riding Hood**
 - b. Only in Lon Po Po
 - c. This happens in both stories
4. In which story is “listen to your parents” a theme?
 - a. Only in Little Red Riding Hood
 - b. Only in Lon Po Po
 - c. **This happens in both stories**
5. In which story is there a happily ever after?
 - a. Only in Little Red Riding Hood
 - b. Only in Lon Po Po
 - c. **This happens in both stories**

True and False

Write T for true and F for false in the blanks provided for each statement.

6. ____ Multimedia is the application of different art supplies in a drawing. **F**
7. ____ You have to have at least three elements included to be considered multimedia. **F**
8. ____ Multimedia can be beneficial for the audience and for the presenter. **T**
9. ____ Description and dialogue are examples of literary devices. **T**
10. ____ Dialogue is what a characters says and is in quotation marks. **T**
11. ____ Description only applies to how a character looks. **F**
12. ____ Multimedia is a literary device. **F**

Little Red Riding Hood

5th Grade

Arkansas Curriculum Standards:

- RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Objective:

- TSW analyze two fairy tales *Little Red Riding Hood* retold by Trina Schart Hyman and *Lon Po Po* by Ed Young to compare and contrast how both the text and illustrations use similar and different approaches to display similar themes and topics by creating a Venn diagram with at least four points in each category with at least 80% accuracy.

Arkansas Teaching Standards:

- Standard #4: Content Knowledge
- Standard #5: Application of Content

Materials/Technology:

- **Little Red Riding Hood** by Trina Schart Hyman
- **Lon Po Po** by Ed Young
- **Venn Diagram** (9)
- **Hold-ups** (theme/topic) (9)
- **Guided Notes** (9)
- **PowerPoint**
- **Professional Resource:** <https://image.slideserve.com/429928/slide1-1.jpg>
- **Professional resource:** <https://www.google.com/url?sa=i&url=https%3A%2F%2Flessonsbyandy.com>

Introduction:

- Yesterday we worked on defining themes and topics so we are going to review really fast.
 - What is a theme?
 - Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly. A moral, message, or lesson the author wants you to learn from the story. (more general, complete thought)
 - What are topics in a story?
 - A topic is like subjects addressed in the story. It explains what the writing is about. (expressed in a word or two)
 - What is the difference between the theme and topics in a story?
 - Topics explain what a story is about while the theme explains why the story was written
- Examples TPT hold ups
 - Students will each have a paper that says theme and topic on opposite sides. They are going to see example of either themes or topics and they have to hold up what they think it is.
 - Friendship- Topic
 - Actions are greater than words- theme
 - Revenge- Topic
 - Treat others the way you want to be treated- theme
 - Questions
- Show a picture of the “big bad wolf”. Ask what this image makes them think about and any stories they connect to the image.
 - Answers could include statements like evil, scary, the three little pigs, little red riding hood, etc.
- Today we will read two versions of Little Red Riding Hood and compare and contrast elements in the text and illustrations that still create similar themes and topics
- Agenda:
 - Read Little Red Riding Hood
 - Read Lon Po Po
 - Class Discussion
 - Venn Diagram

Procedures:

- What is a fairy tale?
 - Once upon a time
 - Talking animals
 - Magic
 - Happily ever after
 - Good/ Evil
 - Royalty
 - Castles/ Forests
 - A fairy tale is make believe story for children that includes magic and enchantment

- Little Red Riding Hood
- I am going to read the Little Red Riding Hood out loud to you. As I read pay attention and take notes in your handout of what you think is important from the story. Remember to listen for descriptions of characters, the setting, main plot points, and details in the illustrations. You will be able to use your notes for the class discussion after we read both stories.
 - Page 3- From what the mother says to Elisabeth, what can you infer about her? Why?
 - Answers could include that she is forgetful, gets distracted easily, obedient, helpful, etc. Listen for answers supported from what is said in the text.
 - Page 4- What are some ways the wolf was described? How is the wolf depicted in the illustrations?
 - The wolf is described as sly, hungry, old, a wicked animal. In the picture the wolf is much bigger than her and sharp teeth are shown, tongue is sticking out, looks skinny
 - Page 8- At this point in the story, how would you describe the wolf? Why?
 - Clever, cunning, smart, crafty, deceitful, trickster, motivated, quick-thinking, scheming, wicked. The wolf has quickly come up with a plan to easily secure a big meal.
 - Page 11- We are going to vote, who thinks that the grandmother is going to be alive at the end of the story. Raise your hand if you think she will not survive.
 - Page 14- At this point in the story, what do you think of Little Red Riding Hood? Why?
 - Naïve, trusting, young because she trusts the wolf without question and directly does what her mother warned her not to do.
 - Page 18- How do the illustrations add to the text of the story?
 - Makes the story come to life. You can see all the details from the text in a visual format. It projects the fear from Little Red Riding Hood and evilness from the wolf.
 - Page 22- What are some clues the hunter would have seen to clue him into what happened?
 - The wolf is sleeping in the grandmother's bed, the wolf is wearing the grandmother's clothes, the wolf has a fat stomach.
 - Page 23- What from the text explains how both the grandmother and Little red riding hood survived in the wolf?
 - Swallowed whole/ in one gulp
- Lon Po Po
- Now we are going to read Lon Po Po. Again make sure to pay attention and take notes.
 - Page 6- How would you describe the wolf? What textual evidences supports this?
 - The wolf is sneaky because he has come up with a plan to take advantage of the mother being gone and is trying to trick the kids.
 - Page 12- How is the wolf described in the story?
 - Deep voice, his foot has a bush on it, hands have thorns on them, hairy face, old
 - Page 14- What do you predict Shang's plan is going to be?

- Page 18- How would you describe how the wolf has been illustrated so far?
 - Spooky, in the shadows, scary, sharp teeth
- Page 22- Has your opinion of the wolf changed from the beginning of the story to now? Why or why not?
 - The wolf started off seeming smart and clever because he was tricking them, but now, he is the one being tricked by the children.
- Page 28- Do you think the three sisters learned a lesson from their encounter with the wolf? If so, what do you think they learned?
- Class discussion
- TQE method (thoughts, questions, epiphanies)
- Students will have two minutes to come up with things they want to share. It can be a thought they had about one of the stories, a question about the purpose of something in the story or an epiphany they had about the two stories. The students should focus on the themes and topics addressed in the stories and how the stories are similar and different from each other.
 - Important thoughts to focus on:
 - How does the characterization of the wolf stay similar between the two stories? How is it different?
 - How is Elisabeth similar to Shang, Tao, and Paotze? How are they different?
 - What theme/s are similar between both stories? What lesson is being taught in both stories?
 - What topics are applicable to both stories?
 - Why is the wolf being depicted a certain way in both stories?
- Let at least five students share their thoughts/ questions/ epiphanies with the class and allow other students to add on and share their opinions with their classmates.
- Make sure students understand to be respectful of each other. If another student is talking, they need to make sure they are listening, and also need to make sure they don't talk over each other.
- Venn Diagram
- Students will complete a Venn diagram comparing and contrasting Little Red Riding Hood and Lon Po Po. In each section of the diagram the students will add at least four points.

Culmination:

- Today we compared and contrasted two stories by analyzing how the respective story's similar and different approaches to text and illustrations still created similar themes and topics.
- Tomorrow we will continue working with LRRH and multimedia.

Assessment:

- **Venn Diagram**
- Students will complete a Venn diagram comparing and contrasting Little Red Riding Hood and Lon Po Po. In each section of the diagram the students will add at least four points with at least 80% accuracy.
- Key is attached

Depth of Knowledge Questions:

- DOK 1: What is a theme?
- DOK 2: How does the characterization of the wolf stay similar between the two stories? How is it different?
- DOK 3: Why is the wolf being depicted a certain way in both stories?

Accommodations:

- Scaffolding
- Visuals

Bell Work:

Define theme and topics in literature. How are they different?



Friendship

Actions are greater than words

Treat others the way you want to be treated

Revenge



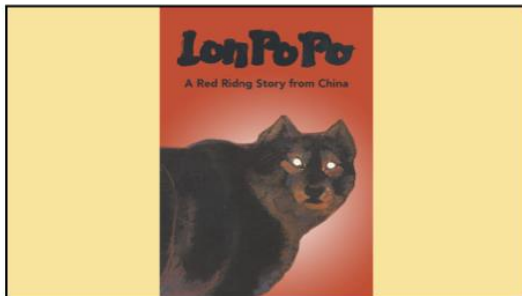
Agenda

Read Little Red Riding Hood

Read Lon Po Po

Class Discussion

Venn Diagram



Class Discussion

TQE

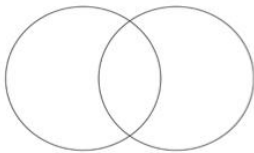
Thoughts

Questions

Epiphanies



Venn Diagram



Assessment #1 with Key

Name: Key
Date: 07/19/2020

Little Red Riding Hood

- Goes to Grandmother's house.
- The wolf eats the Grandmother and Little Red Riding Hood
- A Hunter comes and saves the grandmother & LRRH.
- LRRH questions the wolf's ears, eyes, hands, and sharp teeth.
- LRRH is naive

- some genre
- Mother tells them expectations
 - Wolf is the villain / tries to trick others
 - There is a happily ever after
 - Describe the wolf in bed

Lon Po Po

- Mother goes to the grandmother's house.
- There are three sisters that the wolf tries to eat
- The children outsmart the wolf and kill him on their own
- The girls question the wolf's voice, foot having a bush on it, & hand having thorns on it.
- Girls are clever

Student Work Samples 1

Name: _____
Date: _____

- 0

Little Red Riding Hood

- 1 child ✓
- child was naive ✓
- ~~the~~ grandma was eaten ✓
- killed by an outside source ✓

- deceitful wolf ✓
- listen to your parents ✓
- karma for the wolf ✓
- the wolf died ✓

Lon Po Po

- 3 children ✓
- worked together, not naive ✓
- wolf played grandma who was not around ✓
- killed by 3 children ✓

Name: _____
Date: _____

- 1

Little Red Riding Hood

- Naïve girl ✓
- Wolf ate the girl ✓
- ~~the~~ Hunter killed wolf ✓
- sick grandma ✓

- wolf pretended to be grandmother mothers & grandmas ✓
- ~~mother~~ deception ✓

Lon Po Po

- Three Kids @ ✓
- wolf was deceived ✓
- kids killed wolf ✓
- mom brought back food ✓

Teaching Reflection #1

Positives:

1. TPT Hold-up cards

- Everyone was involved and seemed to enjoy the activity. It was a great way to start the lesson because it got all the students invested in the lesson. They also allowed me to see immediate feedback so that I could fix any misconceptions right away. I also like this activity because it allows for interaction and participation from all students at the same time. Students are protected because they are not being called out if they do not know the answer and I can anonymously help them without drawing attention to certain students. Overall it is a great way to implement assessment into instruction quickly.

2. Pedagogy- Questioning

- For this lesson where two stories had to be read this pedagogy was perfect to keep students involved. By posing questions throughout the reading was broken up and allowed for students to interact. It also held students accountable because they had to make sure they were paying attention to the stories. I also was able to assess their comprehension of the stories as we were reading them. I got to talk with all the students during this time. I enjoyed the open-ended questions because it allowed the students to participate in discussions. I got to hear their thoughts and opinions as we progressed through the stories. I also made sure to use the three different levels of Depth-of-Knowledge questions to informally assess students during the lesson.

Things to work on:

1 Timing

- I tried to fit too much into the lesson for the time period I had (30 minutes). I wasn't able to get to my discussion. The questioning had discussion elements to it so I was excited to delve more into it, but I didn't have enough time. I try to include more student-based instruction and felt this was lacking a bit because I had to read two versions of Little Red Riding Hood. If I teach this again I would try to find away to have a class set of the stories so that the students could also read. Also I want to work on my wait time because at times it felt weird and awkward, and I need to get better at dealing with that. I felt that a few times I was rushing the students for answers.

2 Students not knowing the answer

- There were a few times that I asked students to answer a question and they didn't have an answer or know how to answer. I wasn't sure what to do in these cases. Those moments threw me off and I wasn't sure what to do or say. So, I usually just moved on like it didn't happen, but after talking to one of my advisors, Dr. Pool, I was given some advice. She told me to make sure that I have answers planned out for each question and then come up with ways to prompts students to find the answer. So in the future I will make sure to come up with hints I can give if any of my students are stuck and don't know an answer.

Lesson Plan 2

Multimedia with LRRH

5th grade

Arkansas Curriculum Standards:

- RL.5.7 Analyze how multimedia elements (e.g., text, audio, still images, animation, video, or interactive component) contribute to the meaning, tone, or beauty of that text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Objective:

- TSW analyze multimedia elements for the story of Little Red Riding Hood by viewing images and videos and then evaluating how they contribute to the meaning, tone, or beauty of the story by participating in Think-Pair-Share activity and writing two 3-4 sentence paragraphs over the videos with a score of 80% from a rubric.

Arkansas Teaching Standards:

- Standard #4: Content Knowledge
- Standard #5: Application of Content

Materials/Technology:

- <https://www.youtube.com/watch?v=yclP414CLEM> (hoodwinked video)
- <https://www.youtube.com/watch?v=JooD5wkXUWQ> (animated brothers Grimm video)
- White boards/ markers (9)
- Assignment sheets (9)
- Rubric
- Note sheets (9)
- PowerPoint:
https://docs.google.com/presentation/d/1thuDFM0WN079LxC5u7rc0J89B2tfRrWYseRBRaQx0Sg/edit#slide=id.g8aa8df2416_0_1931
- Professional Resource: <http://fcit.usf.edu/multimedia/overview/overviewa.htm>

Introduction:

- 7 mins.
- Agenda- what we are going to do today
 - Review Game
 - Lecture
 - Think-Pair-Share

- Videos
- Review game- what we did in the past
- Five questions over the two stories read last class (LRRH and Lon Po Po)
- The questions came from what students responded on their Venn diagrams last class
 - Compliment class for doing an amazing job on their Venn diagrams
- Students will write on their white boards what story the fact in question comes from.
 - Question #1: In which story does a hunter kill the wolf? -LRRH
 - Question #2: In which story do three children work together? -LPP
 - Question #3: In which story does the grandmother get eaten by the wolf? -LRRH
 - Question #4” In which story is “listen to your parents” a theme in the story? -Both
 - Question #5: In which story is there a happily ever after? -Both
- Compare and contrast illustrations from LRRH and Lon Po Po. Have students connect illustrations to another way the story conveys what is going on and connects to emotions. Introduce multimedia.
- Listen for responses that highlight how the depiction of the wolf is different. In the LRRH text the illustrations are more whimsical and the setting seems more like a fairy tale. A cute cabin in the woods. The image is not as scary because of the bright colors and flowers. The wolf is still evil looking with sharp teeth and a large form. The image shows the wolfs as more of a trickster because he is imitating being a human and this is reinforced by the wolf standing. The Lon Po Po illustration is more abstract and the colors are more muted. The artist is highlighting how the wolf seems deranged and desperate. The wolf’s form and teeth are clearly seen and the wolf is no longer acting like a human. This reinforces the LPP text because this is the switch were the girls are tricking the wolf. They are going to outsmart the wolf and the illustrating helps build that story line.
 - Today we are going to go over multimedia. Who thinks they know what multimedia is?

Procedures:

- Lecture 5 min.
- Multimedia
 - Multi- many
 - Media- different mediums
 - Multimedia means using more than two different mediums that work together to express something.
- What is multimedia?
 - The integration of text, graphics, animation, sound, and/ or video.
- What does multimedia do?
 - Creates deeper understanding
 - Contributes to the meaning
 - Influences the tone of the text
 - Adds beauty
 - * sometimes multimedia won’t align
- Give students time to ask questions and come up with examples.
- Why is multimedia important?

- Increased Comprehension
 - Connection to emotions
 - Strengthens communication
- Why would you need to know this? When will you use it?
- Listen for responses to include two different things. Helps when you are receiving information and when you are giving information.
- How is multimedia incorporated into the world?
 - Asks students for their thought before sharing slides and ask students for examples of multimedia in different subjects.
 - Multimedia is applied in various areas including to art, education, entertainment, engineering, medicine, mathematics, and scientific research.
- Think-pair-share 7 min.
- Have students look at the bottom of their note guides to write some of their thoughts over the two images they are about to see.
- The questions they need to consider are on their note guides and are on the screen from the PowerPoint.
- Students will have a minute to look at each image and come up with their own responses (think)
- Then students will have two minutes to talk in pairs over their responses. Give students a prompt to move on to the second image after a minute has passed. Walk around the room and listen into what students are saying. Engage each group and ask them questions that pertain to what they are discussing at the moment. Make sure they can back up their answers with evidence from either the text or elements from the images. (pair)
- For the next two to three minutes have students discuss their thoughts to the whole class. Prompt students from their list of questions but allow student to lead the discussion and focus on what they saw. Remind students that there are no wrong answers as long as they can back up their opinions with evidence and that not everyone has to agree. Remind student to be respectful and listen when others are talking and to not interrupt others. Guide student to make sure they noticing important factors and challenge student to clarify their thinking to help ensure higher thinking. (share)
- Questions:
 - How does the image make you feel?
 - How does the image connect to the text LRRH?
 - How do the colors and style of the image create a tone?
 - In your opinion, which image connects more with the text we read LRRH?
- Students will look at each illustration separately and have a few minutes to think of their answers to the questions. Then students will pair up in groups of two and three to discuss their thoughts. (circulate around the classroom) Have three or four people share (at least one from each group).
- Videos 5min
- Explain that the videos are what they are going to write about for their assignment. Give them hints of what to look for (sounds, visuals, colors, and words that contribute to the meaning and tone of the video. Also how the videos make them feel. Does it align with the text?) Tell student they can take note during the video and use their notes during the assignment.

- Direct student to second sheet they have to complete the assignment.

Culmination:

- 2 min
- We went over multimedia in LRRH
- Next time we will combine it and you will write your own version of Little Red Riding Hood.

Assessment:

- 5 min
- Think about how sounds, visuals, and words contributed to the meaning and tone. What was the emotional feel of each video? Did they align with the text of Little Red Riding Hood?
- Two paragraphs (3-4 sentences) over the videos
- Rubric:

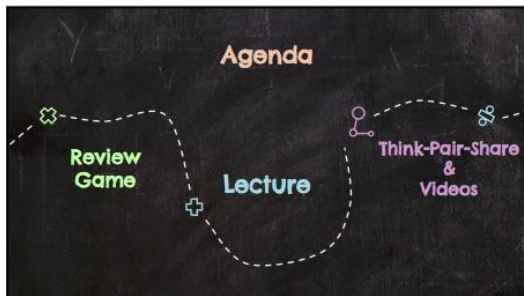
0 points Incomplete	2 points Acceptable	4 points Outstanding
No content written. Zero complete sentences.	1-2 sentences written for both paragraphs.	3+ sentences written for both paragraphs.
Content is not on topic and does not answer stated questions.	Content is on topic but does not answer all questions or there are misconceptions.	All content is correct and answers all stated questions.

Depth of Knowledge Questions:

- Level 1: In which story does a hunter kill the wolf?
- Level 2: How does the image connect to the text LRRH?
- Level 3: Why is multimedia important?

Accommodations:

- Scaffolding
- Visuals
- Directions and prompts on PowerPoint, and handouts and stated orally



Review Game

Directions:
Write for each question if that fact stated come from Little Red Riding Hood, Lon Po Po, or both.

In which story does a hunter kill the wolf?

- Little Red Riding Hood
- Lon Po Po
- Both

In which story do three children work together?

- Little Red Riding Hood
- Lon Po Po
- Both

In which story does the Grandmother get eaten by the wolf?

- Little Red Riding Hood
- Lon Po Po
- Both



In which story is "listen to your parents" a theme in the story?

- Little Red Riding Hood
- Lon Po Po
- Both

In which story is there a happily ever after?

- Little Red Riding Hood
- Lon Po Po
- Both

Little Red Riding Hood





Lon Po Po

Multimedia

What is Multimedia?

The integration of text, graphics, animation, sound, and/or video.



What does Multimedia do?

- 01 Creates deeper understanding
- 02 Contributes to the meaning
- 03 Influences the tone of the text
- 04 Adds beauty

Why is Multimedia important?

- Increased Comprehension
- Connection to emotions
- Strengthens communication

Multimedia finds its application in various areas including, but not limited to, art, education, entertainment, engineering, medicine, mathematics, and scientific research.

How is multimedia incorporated in the world?

Think-Pair-Share

- How does the image make you feel?
- How does the image connect to the text LRRH?
- How do the colors and style of the image create a tone?
- In your opinion, which image connects more with the text we read LRRH?



Videos





Assignment



Write 3-4 sentences for each video. Think about how sounds, visuals, and words contributed to the meaning and tone. What was the emotional feel of each video? Did they align with the text?



Name: _____ Date: _____

Note Taking Guide:

What is multimedia?

What does multimedia do?

Why is multimedia important?

How is multimedia incorporated into the world?

Think-Pair-Share

Questions:

- How does the image make you feel?
- How does the image connect to the text LRRH?
- How do the colors and style of the image create a tone?
- In your opinion, which image connects more with the text we read LRRH?

Image #1

Image #2





Name: _____ Date: _____

Video Assignment

Directions: Write a paragraph, 3-4 sentences, over each video. Include how sounds, visuals, and words, contributed to the meaning and tone of the text of Little Red Riding Hood. What was the emotional feel of each video? Which video aligned more with the text?

Video #1

Little Red Riding Hood Animation

Video #2

Hoodwinked- Little Red Riding Hood (movie clip)

Rubric:

0 points Incomplete	2 points Acceptable	4 points Outstanding
No content written. Zero complete sentences.	1-2 sentences written for both paragraphs.	3+ sentences written for both paragraphs.
Content is not on topic and does not answer stated questions.	Content is on topic but does not answer all questions or there are misconceptions.	All content is correct and answers all stated questions.

Student Work Sample 2

8/8



Name: _____ Date: _____

Video Assignment

Directions: Write a paragraphs, 3-4 sentences each, over each video. Include how sounds, visuals, and words, contributed to the meaning and tome of the text of Little Red Riding Hood. What was the emotional feel of each video? Which video aligned more with the text?

Video #1

Little Red Riding Hood Animation

Basically this one was SUPER creepy and eerie! My The silhouettes made it so ominous cause you couldnt really tell what was going on. And the music was super scary!

Video #2

Hoodwinked- Little Red Riding Hood (movie clip)

This one is super funny and very different from the original. It LR is older and ~~for times~~ she know what she was doing - she knew Big Al! And the wolf wasn't super scary cos he was wearing a mask!

Rubric:

0 points Incomplete	2 points Acceptable	4 points Outstanding
No content written. Zero complete sentences.	1-2 sentences written for both paragraphs.	3+ sentences written for both paragraphs.
Content is not on topic and does not answer stated questions.	Content is on topic but does not answer all questions or there are misconceptions.	All content is correct and answers all stated questions.

Name: _____

Date: 10/7/20



Video Assignment

Directions: Write a paragraphs, 3-4 sentences each, over each video. Include how sounds, visuals, and words, contributed to the meaning and tome of the text of Little Red Riding Hood. What was the emotional feel of each video? Which video aligned more with the text?

Video #1

Little Red Riding Hood Animation

The first video contained no dialogue, only eene music paired with two-dimensional visuals. The colors reflected the mood of the story (black & white were neutral, multi-colored was happy, and red was fear). Overall, the meaning and tone of this video was composed of fear and aprehension.

Video #2

Hoodwinked- Little Red Riding Hood (movie clip)

The second video contained numerous dialogue and colorful, three-dimensional visuals. The colors reflected the mood of the story (multi-colored → happy/fun). Overall, the meaning and tone of this video was joyful and humorous.

Rubric:

0 points Incomplete	2 points Acceptable	4 points Outstanding
No content written. Zero complete sentences.	1-2 sentences written for both paragraphs.	3+ sentences written for both paragraphs.
Content is not on topic and does not answer stated questions.	Content is on topic but does not answer all questions or there are misconceptions.	All content is correct and answers all stated questions.

Teaching Reflection #2

Positives:

1 Review Game

- Was a great way to quickly assess what student still remembered from the last lesson and allowed me the opportunity to clarify any last minute misconceptions from the stories before moving on to the lesson. The review game was part of my introduction and was my connection to the past in that section. This was also a total participation technique because students were using white boards to hold up their answers. All students were involved at the same time and were actively part of the lesson. The class enjoyed this because the overall class attitude they are excited to learn and want to be involved. This game allowed all students to share answers without the fear of embarrassment if they got the wrong answer. None of their classmates would know and they were not being called out in front of the entire class.

2 Real Life Application

- This lesson was over multimedia and this is something that we encounter on a daily basis and it is incorporated into all different kinds of areas. So during my lecture to make it interactive I would ask the students to think of different places they have seen multimedia and what are examples of multimedia in certain fields. These questions helped students see why what we were learning was important. They were able to connect with the content personally and see how it affects them in real life. I also went over explicitly the two reasons why multimedia was important and how they were going to get to implement it themselves in the next lesson. This would get students invested and interested in the lesson.

Areas to work on

1 Timing

- Once again, the ending was rushed, but not as bad as last lesson. The students did not have as much time as I wanted to work on their assessment. Though no instructional time was wasted and discussion that happened was very beneficial to the lesson over all so I wouldn't necessarily change my lesson, but instead wouldn't try to teach the entire thing in thirty minutes if done again. I could have maybe split the lesson into two or given the assessment as homework if this were a normal class in the field instead of a practicum lab were everything had to be done in the period available.

2 Classroom management

- During the discussion, some students would want to go off on tangents or reply to something that did not directly pertain to the lesson, and I feel that sometimes I let that go on to long. For the next lesson I want to work on redirecting students to keep them on track while students are discussing and sharing their thoughts. I still want students to feel comfortable and free to share in my class but I still want to be able to control it. My practicum advisor gave the suggestion that for my next lesson I try an attention getter whenever that is happening.

Writing Little Red Riding Hood

5th grade

Arkansas Curriculum Standards:

- W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Objective:

- TSW utilize narrative techniques like dialogue and description to create their own version of Little Red Riding Hood and a multimedia element to show the development of events in the story and how characters respond to situations by completing a brainstorming prewriting activity and writing a scene of their version and create a comic strip with 80% accuracy from a rubric.

Arkansas Teaching Standards:

- Standard #4: Content Knowledge
- Standard #5: Application of Content

Materials/Technology:

- **PowerPoint**
- **Brainstorming/ Prewriting Handout**
- **Sheet Paper**
- **Comic Strip**
- **Rubric**
- **Group Accountability sheet**
- **Color pencils/ markers**
- **Sticky Notes**
- **Professional Resource: www.tes.com/teaching-resource/write-your-own-fairy-tale-lesson-using-little-red-riding-hood-as-a-starting-point-11469256**
- **Professional Resource: Glencoe Literature course 5 2009**

Introduction:

- 5mins
- Agenda
 - Review multimedia (Quick draw)
 - Lecture- narrative techniques
 - Examples (brainstorming)
 - Independent work- create your own version of LRRH and draw comic
 - Share with class
- Quick draw- I want you to draw an image that relates to multimedia.
 - Students will have thirty seconds to draw something they believe represent what multimedia is.
 - Ask two to three students to share their drawings and explain why they drew their image.
 - What is multimedia?
 - Share the definition of Multimedia again with the class.
 - The integration of text, graphics, animation, sound, and/ or video.
 - using more than two different mediums that work together to express something.
- Last class we analyzed multimedia in images and videos for the text of a version of LRRH. Today you are going to get to create your own version of LRRH and create a multimedia element to go along with it.

Procedures:

- Lecture 5 mins
 - What are narrative techniques?
 - Provide deeper meaning for the reader and help the reader to use imagination to visualize situations.
 - Help engage the reader in the story
 - Why do authors utilize narrative techniques in their writing?
 - To express ideas
 - Enhance their writing
 - Highlight important concepts
 - Strengthen the narrative
 - Help readers connect to the characters
 - Add to their style as a writer
 - Dialogue
 - “is a conversation between characters in a literary work.”
 - Beside adding interest, dialogue can contribute to characterization by revealing aspects of a characters’ personality.
 - How does a character’s dialogue reveal aspects of their personality?
 - A technique to introduce the character to the reader
 - Good dialogue sounds natural (can be fragmented or have pauses)
 - Contains details that help the reader understand the events of the story and predict what might happen next.

- Can add drama or humor to a story
 - Set off with quotation marks
 - When writing dialogue, place commas and periods inside the quotation marks.
 - If question marks and exclamation marks are part of the quotation place inside the quotation marks. If not, place outside (when a part of the entire sentence).
 - Description
 - “Is a detailed account of a person, object, or an event.”
 - Word pictures
 - Use sensory details- appeals to sight, sound, touch, and smell
 - Specific images and vivid words
 - How do the details help you picture settings, events, and characters?
- Example 5 min
 - Use Prewriting sheet on PowerPoint
 - Work as a class- have students come up changes
 - Let’s Brainstorm changes you can make in your own versions
 - Setting
 - What is the time and place of the story going to be?
 - Characters (Protagonist, Antagonist, supporting characters)-> *think about descriptions
 - Who or what are the characters going to be?
 - Props
 - What objects are going to be in the story?
 - Important dialogue Ex) “what big ears you have”
 - What is going to be said.
- Independent work 10 min
 - Work in groups of 2 (pre-determined)
 - Groups
 - Grace and Emily
 - Melody and Caleb
 - Eden and Tally
 - Abbi and Brooklynn
 - Roles
 - Brainstormer
 - Recorder
 - Artist
 - Presenter
 - Each group can decide who the roles are split up and you can have more than one role. Though everyone must contribute to at least one role. Write down on your brainstorming sheet who is completing each role. Your classmates will get to rate how you contributed so it is important that everyone works together and does their job.
 - Each group is going to **pick a scene** from LRRH (meeting in the woods, wolf at grandmother’s house, hunter saving them) and then write their own original

version of the story. You should change the setting, characters, props, dialogue, descriptions to fit your unique story. Be creative. Have fun with it.

- Review Rubric
 - Write in complete sentences
 - Two paragraphs (8-10 sentences total)
 - Use correct grammar and punctuation
 - Include to dialogue situations
 - Included two descriptions
 - Creative and neat comic strip with dialogue
 - Walk around room as students are working. Make sure they are on task and answer any questions. Give timing warnings when they have five minutes left and then 2 and 1.
-
- Sharing 4 min
 - Have groups volunteer to share their story scenes.
 - Students who are not done can continue working during this time.
 - Any student who do not get to present will go next class

Culmination:

- 1 min
- This class we looked at narrative techniques and then applied them in our own versions of LRRH.
- Next class we will finish up presenting our stories and start a new unit over

Assessment:

- Write with a partner your own version of Little Red Riding Hood and include narrative techniques along with a comic strip that includes dialogue with 80% accuracy from a rubric.
- Rubric attached

Depth of Knowledge Questions:

- Level 1: What is multimedia?
- Level 2: How can dialogue and description be utilized in your writing?
- Level 3: why do authors use narrative techniques?

Accommodations:

- Scaffolding
- Partner work
- Modified rubric

Little Red Riding Hood

W.5.3.8 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Agenda

- 01 Review
What is Multimedia?
- 02 Lecture
Narrative Techniques
- 03 Example
Brainstorming
- 04 Independent work
Create your own version of LRRH
- 05 Share
Read your work to the class.

01 Quick Draw

Draw an image of something that you associate with Multimedia.

02 Narrative Techniques

What are narrative techniques?

Methods that an author uses to tell a story and convey a deeper meaning. Used to engage readers.

Narrative Techniques

Dialogue

- "is a conversation between characters in a literary work."
- Can contribute to characterization.
- Contains details that help the reader understand the events of the story

Description

- "Is a detailed account of a person, object, or an event."
- Use sensory details- appeals to sight, sound, touch, and smell.
- Use specific images and vivid words

03

Example

Brainstorming and prewriting activity



Let's get creative...

01 **Setting**
What is the time and place of the story going to be?

02 **Characters**
Who or what are the characters going to be?

03 **Props**
What objects are going to be included in the story?

04 **Dialogue**
What is going to be said?



04

Independent Work

Work in pairs to create your own version of Little Red Riding Hood.




Group Roles

	Brainstormer	Will fill out pre-writing handout.	Will share and listen to ideas.
	Recorder	Will write the original version of LRRHL.	Will keep partner on task.
	Artist	Will draw the comic strip.	Will keep partner on task.
	Presenter	Will share the story with the class.	Will show the comic strip to the class.



05

Share!



Assessment 3

Name: _____ Date: _____

Brainstorming

Scene:

Setting:

What is the time and place?

Characters:

Who or what are the characters?

Protagonist

Antagonist

Supporting Characters

Props:

What objects are there going to be?

Dialogue:

What is going to be said?

Name: _____ Date: _____

Comic Strip

Directions: Draw a part of your version of LRRH in the four boxes below. Make sure to include dialogue. Remember to be creative.

--	--	--	--

Accountability Sheets

Name: _____ Date: _____

Brainstormer: _____

Rating 1 2 3 4 5

Recorder: _____

Rating 1 2 3 4 5

Artist: _____

Rating 1 2 3 4 5

Presenter: _____

Rating 1 2 3 4 5

List everything you contributed:

Name: _____ Date: _____

Brainstormer: _____

Rating 1 2 3 4 5

Recorder: _____

Rating 1 2 3 4 5

Artist: _____

Rating 1 2 3 4 5

Presenter: _____

Rating 1 2 3 4 5

List everything you contributed:

Grade 5 Narrative Writing Rubric LRRH

	1 Minimal	2 Partial	3 Adequate	4 Exemplary
Organization	Writer tells a story with few details.	Writer develops story using details and events.	Writer develops story using effective techniques, descriptive details, and clear events.	Writer develops story using effective techniques, descriptive details, and clear language so that events are understandable so readers are engaged.
Content	Has dialogue, concrete details, or characterization. Not all three. Has only one character.	Has dialogue, concrete details, or characterization. Not all three. Has at least two characters but only one conversation.	Has dialogue, concrete details, and characterization. Has at least two characters but only one conversation.	Has dialogue, concrete details, and characterization. Includes at least two characters and conversations.
Language Use	Most sentences are fragments and no paragraphs. No variety in sentences. Less than eight sentences. Grammar and punctuation rules are not followed. Writer has no control over language.	Some sentences are fragments with little variety in sentences. There are either less than eight sentences or no paragraphs. Some grammar and punctuation rules are followed. Writer shows some control of Language.	All sentences are complete with little variety in sentences. There are at least eight sentences and they are organized in paragraphs. Most grammar and punctuation rules are followed. Writer mostly has a good control of Language.	All sentences are complete with a variety of lengths and structure. There are at least eight sentences and writing is organized into paragraphs. All grammar and punctuation rules are followed. Writer has a good control of Language.
Comic Strip	Not attempted	Art is messy and no dialogue.	Art is neat and creative lacking dialogue	Art is neat and creative. Contains dialogue.
Collaboration	Did not work with partner. Did not contribute to work.	Tried to work with partner some. Did not work well together. Contributed a little	Mostly worked well with partner. Some disagreement. Contributed.	Worked well with partner. Split work evenly. Contributed greatly.

Student Work Samples 3

Two students, Melody and Kaleb, showed mostly completed work that shows the learning goals were met in this lesson. They filled out the accountability sheet that allowed them to reflect on their and their partners work. Melody gave herself and Kaleb all fives for the quality of work, and after reviewing their work and watching them in class I agree them. They got to work right away and this allowed them to mostly complete everything. They were only missing the written story but were still able to share with the class their story. From their work I can see that they didn't finish because of the amount of detail they added. Some highlights of their work is in their brainstorming sheet where they wrote out all the dialogue and in their very detailed comic strip. The dialogue shows they understood the concept and had the content required by the rubric. Though they definitely needed more time along with most of the class, this caused me to adjust my expectations and had I been able to teach another lesson I would have given their work back to them so they could all complete it.

Name: _____ Date: 11/4/20

Brainstormer: Melody
Rating 1 2 3 4 5

Recorder: Melody
Rating 1 2 3 4 5

Artist: Kaleb
Rating 1 2 3 4 5

Presenter: Kaleb
Rating 1 2 3 4 5

I was the scribe and helped with ideas.
Kaleb was the artist and helped with ideas.

Name: _____ Date: 11/4/20

Brainstorming

Scene: _____

Setting:
What is the time and place?

desert
- ~~knights dragon~~
vs.
meerkat
G-ma's house → ~~house~~ cave

Characters:
Who or what are the characters?

Protagonist
~~meerkat~~ meerkat

Antagonist
hyena

Supporting Characters
~~meerkat~~ meerkat family

Props:
What objects are there going to be?

meerkat → ~~meerkat~~ red cowboy hat
+ basket
succulents

Dialogue:
What is going to be said?

"Grandma I've come to bring you ~~meerkat~~ some succulents - My, how big you've grown!"

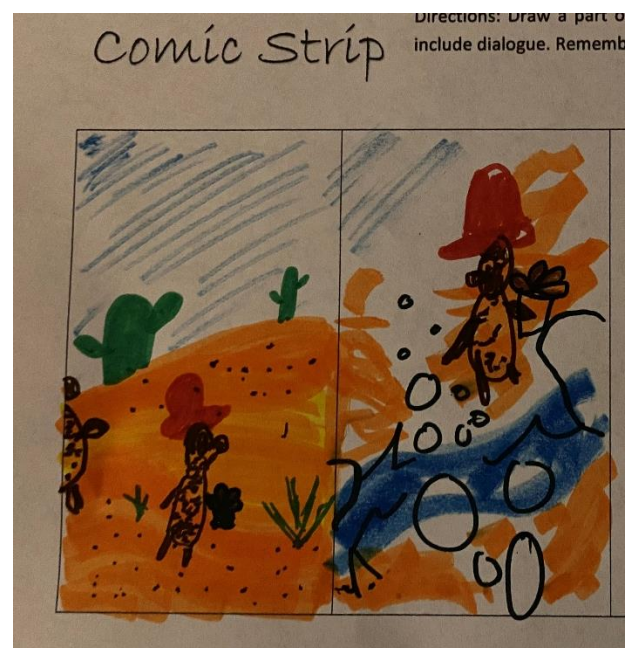
"yes, I've been eating well these days *laughs*"

"My, what a horrid laugh! are you sick?"

"Sick of waiting to eat you any longer!! *eats her!"

They rewrote their story in to take place in the desert between a meerkat and a hyena. This recharacterization fit with my previous research of how like the wolf is seen as a villain the same would be for a hyena. When talking to them they said they were drawing inspiration from The Lion King. So they were drawing on different cultural references they know to create the same relationship seen in Little Red Riding Hood. Also their dialogue was reworked to fit the scene with Little Red Riding Hood confronting the wolf as her Grandmother.

Their artwork is where they got very creative and I could tell they enjoyed it. Adding the artwork as a comic strip was a way to connect the last lesson over multimedia to this lesson. They only finished their protagonist's, the meerkat with a red hat, on its journey to Grandmother.



Two more students, Tally and Eden, had exemplary work that showed that the learning goals were met. They were able to completely finish all aspects of the assignment and whether the only group to do this. Their artwork and writing aren't as detail as the previous students, but they still showed creativity and full understanding of the concepts. Part of the reason they were able to finish is that they used the same idea we came up with as an example as a class but made it their own. So I was able to see that they wasted no time coming up with an idea like other groups. They could have added more details if they had more time but they did everything asked of them on the rubric. They also self-assessed themselves as having all fives on the self-accountability sheet. I agree with their assessment because they were hard at work the entire class and were able to share their writing.

Name: _____ Date: _____

Brainstormer: _____

Rating 1 2 3 4 (5)

Recorder: _____

Rating 1 2 3 4 (5)

Artist: _____

Rating 1 2 3 4 (5)

Presenter: _____

Rating 1 2 3 4 (5)

Name: _____ Date: _____

Brainstorming

Scene: _____

Setting:

What is the time and place?

Mars

Characters:

Who or what are the characters?

Protagonist

girl alien (LRRH)

Antagonist

astronaut

Supporting Characters

grandma alien

Props:

What objects are there going to be?

Suit, Ship

Dialogue:

What is going to be said?

"When you going
little girl?"

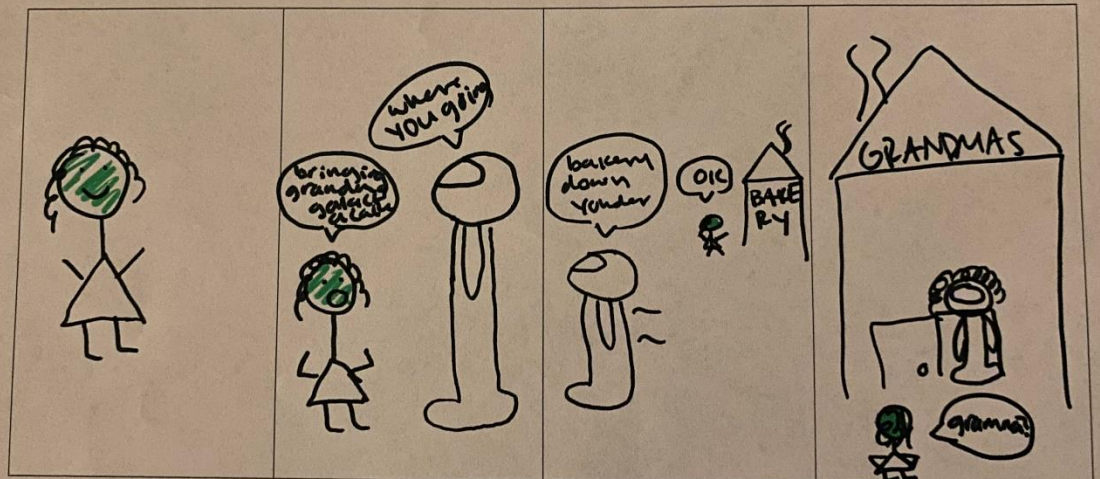
"taking galactic
to grandma"

"Where that?" "Yes"
"I know about that over there"
"Thanks!"

While all the parts have been done comparatively to the previous two students there is much less detail on both the brain storming sheet and the comic strip. Though these two students completely met the requirements that were set for the assignment and did so in a timely manner. So because of the time limitation I am very impressed with the work they accomplished. They remade the story to take place on Mars with a green faced girl and an astronaut. The changing of the color was creative and unique. No other group thought to do that.

Directions: Draw a part of your version of LRRH in the four boxes below. Make sure to include dialogue. Remember to be creative.

Comic Strip



Astronaut climbs out of crater & sees "little green face"

She says "hello sir"

He says "hello little green girl, where are you headed all alone?"

She replies "I'm taking some fresh Galactic cakes to my grandma 'Marsha'."

"How do you get there? Little girls shouldn't be traveling far away alone" - He said

"It's just the first hut over Red Hill on the left"
- She replied

"You can't have Galactic cakes w/out star milk!
Why don't you stop in that market & pick some up for her?"

"Great idea! Grandma Marsha will be so happy when I get there with all these goodies!"

- Astronaut smirks & heads to Gnomes

Teaching Reflection #3

This lesson was created to put the past two lessons together. Previously the students had analyzed different versions of Little Red Riding Hood and then compared and contrasted them. Then the students were able to view both images and video for different interpretations of Little Red Riding Hood. This lesson was meant to be a combination of the past two lessons.

Positives

1. Student involvement

The example is where the students were very engaged in the lesson. They got excited about being able to share their ideas and influence the direction of the story. The students were interacting with each other and bouncing ideas back and forth. At the beginning of the lesson I implemented the attention getter for this section specifically in case the class got off track. I knew that the class had a habit of getting sidetracked when discussing and I wanted to be prepared if that situation happened. They actually stayed on track though and the activity went well.

2. Student based learning

The students got to take charge of their learning with the project they got to work on with a partner. By creating cooperative group roles I was able to hold every student accountable to participating. Each role had specific jobs that students rated each other on. The students knew what was expected of them and worked together to reach the goal. This also helped me work on my flexibility and responsiveness because as I walked around the room as they worked, I was able to answer questions and give suggestions.

Areas to work on

1. Instructions

Because I was rushing to fit everything into my time limit, I forgot to go over my rubric before students started working. This led to students not knowing exactly what the expectations were for grading and led to many questions of what they needed to do. This assessment had the widest range of work between all the students. Though there was evidence of the learning goals being met through the lesson and through conversations I had during class.

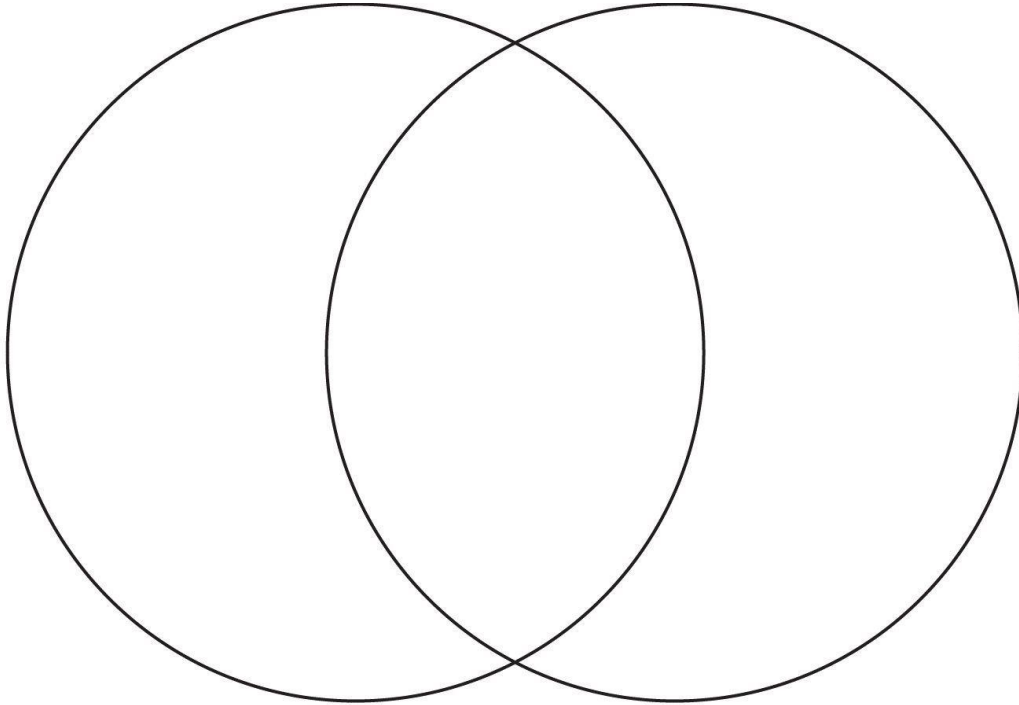
2. Time

This lesson was paced correctly because everything got done but the students could have worked on their projects for longer. If I could have, I would have allowed the students to work some more the next day or for homework. Also in a normal classroom I would have tried this project as an individual assignment so students wouldn't waste time having to agree with each other for their idea.

Post-Assessment

Name: _____ Date: _____

Directions: **Compare and Contrast** your version of Little Red Riding Hood to the **original version** of Little Red Riding Hood. In the Venn diagram below fill out **at least two points for each section**. Think about what is similar between the stories and what are the differences. You do not have to write in complete sentences but do make sure your handwriting is legible and neat. (12 points)



True and False

Directions: Write T for true and F for false in the blanks provided for each statement. (1point each)

1. ___ Multimedia is the application of text, audio, images, and/or videos. **T**
2. ___ You have to have at least two elements included to be considered multimedia. **T**
3. ___ Multimedia isn't beneficial for the audience and for the presenter. **F**
4. ___ Description and dialogue aren't examples of literary devices. **F**
5. ___ Dialogue is what a characters says and isn't in quotation marks. **F**
6. ___ Description only applies to how a character looks. **F**
7. ___ Punctuation like periods and commas go inside the quotation marks. **T**

Citations

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