

Goal 2, Standard 2

To use English to achieve academically in all content areas: Students will use English to obtain, process, construct and provide subject matter in a spoken and written form

Descriptor: retelling information; selecting, connecting and explaining information; responding to the work of peers and others

Total Time:
1 hour 7 mins

Sleeping Beauty, La Bella Durmiente

Supplies:

- o Desclot's *Sleeping Beauty, La Bella Durmiente*
- o Large paper for brainstorming
- o Writing paper
- o Crayons, colored pencils

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| 1 min | 1. Ask if anyone has seen a movie or read about Sleeping Beauty, La Bella Durmiente |
| 12 mins | 2. Read Miquel Desclot's adaptation of <i>Sleeping Beauty, La Bella Durmiente</i>
- read each page first in Spanish, then in English
<i>Notes:</i> McKay says that it is important to make sure that texts are accessible. I chose this bilingual book because students can read both English and Spanish text on the same page and will be able to understand the story in Spanish if they have difficulty with it in English. |
| 8 mins | 3. Get the students talking about the book
* know vocabulary in Spanish to facilitate understanding of the questions
- Did you like the story?
- Which character was your favorite? Which characters did you dislike?
- Why did the old fairy put a curse (maldición) on the little princess?
- Why did the king burn all the spindles (los husos)?
- How do you think the old woman felt when the princess fainted?
- Do you like how the story ends?
<i>Notes:</i> McKay suggests fostering aesthetic reading by asking students how they liked the story. This allows them to put personal thought into the story and relate it to their own experiences. Discussing the story as a class allows can strengthen both listening and speaking skills as students offer and listen to ideas during the discussion. It would also be helpful to write ideas that are discussed on the board so that students can see what has been talked about so far. |
| 6 mins | 4. Talking about the characters
* be prepared to hear responses in both English and Spanish
- List character traits that describe the old fairy
- List character traits that describe the youngest fairy
- How are the two fairies different? Are they the same in any way?
- What are some of the traits/gifts that the little princess has?
<i>Notes:</i> I think that looking at the traits of the different characters will help build vocabulary and adjective use, however, McKay's suggestions for characterization seem a little too in-depth for ESL students who may still be struggling with understanding the text as a whole. I feel that it would be more appropriate to look closely at the character in the ESL students L1 and possible incorporate vocabulary from the L2. |
| 25 mins | 5. Adding to the story
- Create groups of 3 ESL and non-ESL students |

- Using words and illustrations, write a story that explains why the old fairy was mean and bitter.

Things to think about:

- Did she have a bad experience with the King and Queen before?
- Does she not get along with the other fairies?
- Is she sad that she is old and that the other fairies don't like her?
- Was she ever a good fairy?
- Write at least 6 sentences in the story
- Each student makes an illustration for two sentences
- As a group, share your story with the class

Notes: By grouping ESL with non-ESL students, the non-ESL students can help with sentence structure, while still allowing the ESL students to contribute ideas to their story.

15 mins

6. Sharing Stories

Discuss:

- Were any stories the same?
- What were some of the reasons that we thought of to explain why the old fairy was mean?

Notes: McKay suggests using literary texts to develop other areas such as writing. Students can "become aware of voice and point of view in written texts." Through writing a story about the old fairy before *Sleeping Beauty* begins, students can think about that character from its point of view and use their imaginations to create a reason for her unkindness.

7. Additional Activities

- read other *Sleeping Beauty* stories and compare and contrast similarities and differences
- create a reader's theater presentation giving students roles to play