



# ARTS + ACADEMIC EXTENSIONS

GRADES 1-2: LITERACY/VISUAL ART

## Creative Cinderella

**DESCRIPTION:** In this episode, students explore alternate versions of Cinderella and consider how each one alters story elements like setting, character, and events. Using a story map, they will design their own board game using a story they know but altering it to make it their own. Students will learn how to create a board game that they can play with friends and family!

**CONNECTED OBJECTIVE:** Students will create a story map to outline the story of Bigfoot Cinderella and use the information to design and create a board game.

**MATERIALS NEEDED DURING EPISODE:** Paper and pencil.



### Standards:

**ELA: RL.1.7** Use illustrations and details from the story Cinderella to describe its characters, setting, and events.

**ELA: RL.1.9** Compare and contrast the adventures and experiences of the Cinderella characters.



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**VA:Cr2.1.1** Explore uses of materials and tools to create works of art or design.

## ARTS EXTENSIONS:

- **Make your own board game!**
  - Students can create their own story or choose a story from a book or movie and change it to make it their own. Ask students to consider changing at least one of the elements of a story map: The setting, the characters, the events, or the problem or resolution.
    - Then ask:
      - What illustrations will you include on your board to reflect these changes?
      - What would you include in the cards (as rewards or penalties) that could make your game fit the story you want to tell?
      - What small items can you collect around your home that could be the game pieces and represent characters? (Coins, toys, dried beans, etc.)
    - Ask students to begin planning the game by creating a story map.
    - Based on the settings and events, ask students to devise illustrations for their board game and include a path as illustrated in the video.
    - Ask students to use dice or create cards to move through their board game.
  - **Challenge:** Students can create cards with math equations written on one side and the answer on the other. Cards should be color-coded. For each turn, a student draws a card and answers the math problem. If they are correct, they are allowed to move to the next space that correlates with the card color.
  - **Don't forget to play!**

## ACADEMIC EXTENSIONS:

- **Mapping My Day:** Ask students to create a story map of a recent day. Lead a discussion about the small problems and resolutions that we all encounter on a regular day.



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- **Which story is it?** Read out the story map elements of a well known book or movie without giving the title. Start with elements that might not give away the answer immediately, like the setting. Try not to give such specific information that students guess right away. For instance, instead of saying the characters in *The Three Little Pigs* are three pigs, say that the characters are three builders.
  - Ask students to do something when they think they know what the answer is, such as write it in the chat or make a motion (like finger on nose) when they have a guess. Students who guess incorrectly are out.
  - The teacher could also put groups of students in break-out rooms as teams and have them discuss the answer.
- **Reflection question:** In what ways is a story like a journey or a trip down a path?