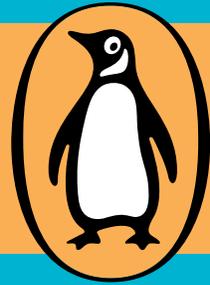
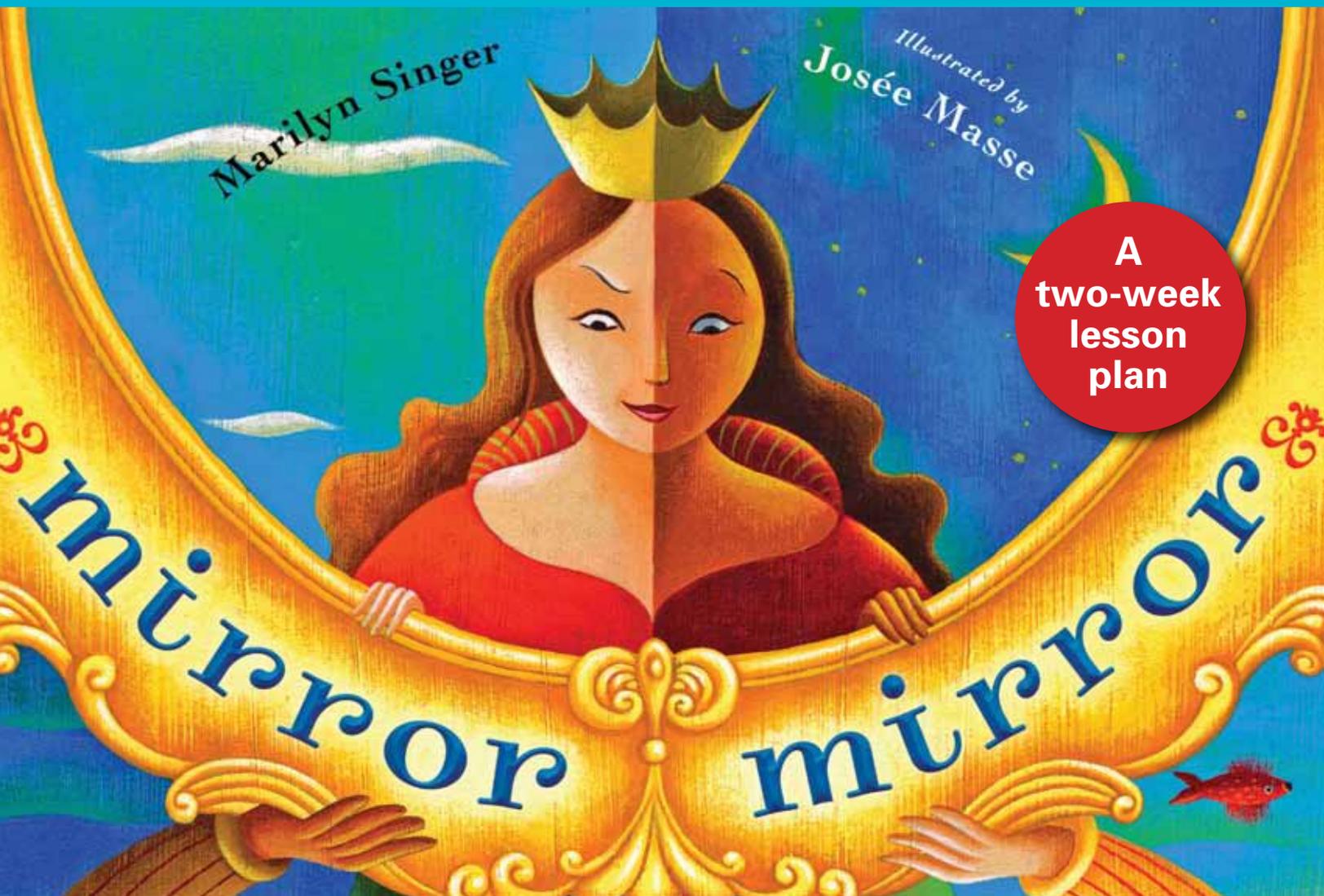


Penguin's Classroom Classics

Making Curriculum Connections!



An Educator's Guide to



A
two-week
lesson
plan

Each activity on the following pages corresponds to a particular day in the two-week unit, but it can also be used individually to cover a specific poem and fairy tale.

INSPIRE • ENGAGE • EDUCATE

The activities in this guide align with Common Core State Standards and fit into the curriculum for grades 3–4.

PenguinClassroom.com

Classroom Lesson Plans for *Mirror Mirror*: Week 1

Day 1: Cinderella's Double Life

Was Cinderella really mistreated? Or do the stepsisters just have a bad reputation?

- Pair "Cinderella's Double Life" with "If the Shoe Fits: Voices from Cinderella," by Laura Whipple.
- Discuss the stepsisters' point of view from the book and how they would feel about "Cinderella's Double Life."
- Have students rewrite the Cinderella story from the perspective of one of the stepsisters.

*Common Core Standards Addressed: RL 3.9, 4.6, 4.9; W3.4 and 4.4.

Day 2: "Rapunzel's Locks"

Being stuck in a tower day in and day out is enough to make anyone a little grouchy.

- Read the poem "Rapunzel's Locks" and have students **think-pair-share** to discuss the multiple meanings of the word *snippy* in the poem.
- Have students brainstorm other words that can have more than one meaning.
- Then have them divide a piece of paper in half and illustrate the two meanings of one of these words, including a sentence using the word with both meanings. (For example, cheesy: Draw a cheesy piece of pizza on one side and someone cracking a bad joke on the other side).

Technology Integration: Have students form groups of two to three and create a Glogster poster (www.glogster.com) to combine the multiple-meaning words they illustrated onto one digital poster for the group. Print and display it in the classroom for students to use in their writing.

*Common Core Standard Addressed: L3.4a and 4.4a.

Day 3: "In the Hood"

The illustrations throughout *Mirror Mirror* are as much a part of the story as the text. After reading the poem "In the Hood":

- Have students observe the illustration by Josée Masse. The first scene merges with the other scene, and the trees seem to be a part of the wolf's body.
- Discuss the meaning of this illustration and how it affects the mood and setting of the poem.
- Cut out a scene from a magazine. Then cut the scene in half and paste it onto white paper.
- Using colored pencils, continue the scene by changing the main part of the picture into another object, like the wolf and the trees.

Math Integration: Discuss the attributes of symmetrical and asymmetrical objects.

*Common Core Standards Addressed: RL 3.7 and 4.7.

Day 4: "Mirror Mirror"

The story of Snow White creates a clear distinction between good and evil.

- Have students read the Grimm version of "Snow White and the Seven Dwarfs" and then read the poem "Mirror Mirror."
- With a partner, students should make a T-chart with character traits for Snow White on one side and character traits for the witch on the other.
- Then use unbreakable mirrors: place the mirror next to the list of traits for one of the characters and copy them on a separate piece of paper exactly as they appear in the mirror (reversed).
- Then trade the list of traits with another group.
- Use their mirrors to decode the list of words and then guess which character is being described.

Math Integration: Discuss reflection transformations.

Technology Integration: Have students create mind maps on bubbl.us or www.mindomo.com with the two characters and their character traits.

*Common Core Standards Addressed: RL 3.3, 4.3, and 4.9.

Day 5: Reverso poetry

Now it's time for students to try their hand at writing reverso poetry.

- Brainstorm possible fairy-tale characters you could write about in a reverso poem.
- Model writing a reverso poem writing only four lines. Show students how to tweak the poem if the phrases going down don't work when you reverse them. Allow students to write their own poems and then share them aloud with the class.

Extension Activity: Have students discuss other types of formula poetry, such as haiku, concrete poetry, limericks, etc. Allow students to visit "Poetry Class" on gigglepoetry.com to learn about other ways to write formula poems.

*Common Core Standards Addressed: W 3.4 and 4.4.

Classroom Lesson Plans for *Mirror Mirror*: Week 2

Day 1: "Full of Beans"

What was so special about Jack's magic beans? What does it take to grow a stalk to the sky? After reading the poem "Full of Beans," have students:

- Research how to care for bean plants.
- In a journal, have them record what they learn about water and sunlight for bean plants.
- Then give the students three different varieties of beans: Have them draw the beans in their journals and make predictions about which bean plant will grow the tallest.
- They should record each watering and measure the plants twice a week. Have students keep their data in their journals and write conclusions about their findings at the end of six weeks.

Technology Integration: Have students enter the measurements of their bean plants into an Excel table and create a graph.

*Common Core Standards Addressed: W3.7, 3.8, 4.7 and 4.8.

Day 2: "Bears in the News"

Extra, extra, read all about it! There are always two sides to every story. In this reverse poem, the headline changes depending on the perspective of the bears or Goldilocks.

- Have students read several editorial pieces from your local news paper that are written in response to an article.
- Then have them decide if they want to be Goldilocks responding to the article "Bears Startled by Blonde Asleep in Cub's Bed" or one of the bears responding to the article "Asleep in Cub's Bed, Blonde Startled by Bears."
- The piece should show the opinion of the character and defend their side with key details.

Technology Integration: Allow students to type their editorial using a two-column newspaper format. This could also be an ongoing project where students create a fairy-tale newspaper with articles such as "Two Pigs' Homes Destroyed by Big Bad Wolf" or "Sleeping Beauty Awake at Last!"

*Common Core Standards Addressed: RL 3.6, 4.6, 4.8; W3.1, and 4.1.

Day 3: "Have Another Chocolate"

Hansel and Gretel are lured to the witch's house by the appeal of the yummy goodies. Put students in groups of three to four and give them three or four food labels from similar types of foods.

- Analyze the labels by recording the calories, fat, and sugar contents. Decide which option would be the healthiest.
- Then provide students with two or three websites where they can read about healthy eating habits and have them write a one- or two-page informational paper about eating healthily.

*Common Core Standards Addressed: RL 4.7; W 3.2, 3.4, 3.7, 3.8, 4.7, and 4.8.

Day 4: "Do You Know My Name?"

Rumpelstiltskin is a tricky fellow who tortures the miller's daughter with his name game.

- Have students design a name game of their own.
- Each student should come up with five clues about a historical figure, book character, or other well-known person.
- Students move around the room interviewing one another and trying to guess one another's character names.

Technology Integration: Have students create a puzzle using all of the names on Discovery's Puzzlemaker (www.discoveryeducation.com/free-puzzlemaker).

*Common Core Standards Addressed: RL 3.4 and 4.4.

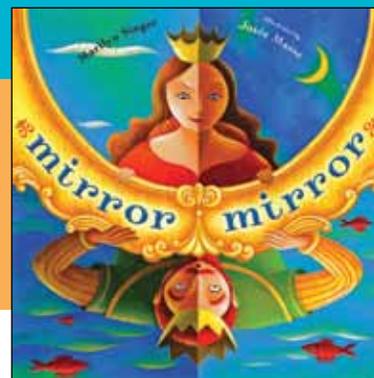
Day 5: The Great Fairy-Tale Debate

Fractured fairy tales can give students a different perspective on a classic fairy tale. Just as when students read "If the Shoe Fits" in the first week, they will learn that every story has two sides.

- Discuss with students what it means to debate and show them example videos on the Internet of appropriate debates.
- Then have students form groups of three and choose a poem from *Mirror Mirror*. They should find a fractured fairy-tale that pairs with that story and review both resources.
- Then they will plan a debate: Two of the students will be different characters from the story presenting his or her side. The other student will prepare questions to ask the characters to debate.
- They will perform their presentation to the class, and then the class can vote on whose side to choose in the great fairy-tale debate.

*Common Core Standards Addressed: RL 3.1, 3.3, 4.1, 4.3, and 4.6.

An Educator's Guide to MIRROR, MIRROR



About the Author:

MARILYN SINGER holds a bachelor's degree in English from Queens College and a MA in Communications from New York University. Marilyn has published more than ninety books for children and young adults. Visit Marilyn Singer online at www.marilynsinger.net.

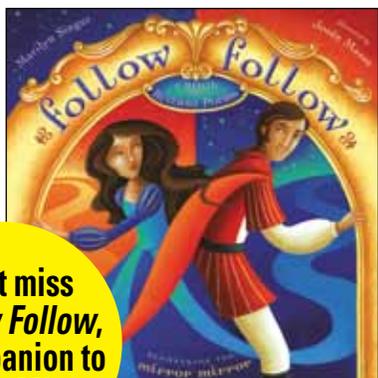
Q & A with author Marilyn Singer:

Q: How does your experience as a teacher inform your writing?

A: When I was a teacher, I spent much time crafting lesson plans that would make English language and literature exciting to my students—and also to myself. I loved when my students had a Eureka Moment—when they understood what a poem or story meant—without my belaboring the point. And I was more than willing to laugh and cry aloud at literature, particularly poems, which made those works much more effective than if I'd just stood there and said, "Now, what does this line mean?" In writing *Mirror Mirror*, I set myself a fun challenge: write poems about fairy tales from different POVs in a new way. But subconsciously, I think the teacher in me also said, "Let readers figure out how the poems work (and in the process, learn something about grammar, punctuation, poetry forms, POV, etc.) and have their own Eureka Moment."

Q: How important do you think poetry is to the curriculum?

A: I think that the job of a teacher is not only to impart knowledge, but to foster in students the desire to acquire that knowledge, to encourage a sense of wonder about the world. Poetry encourages us to dig deeper, to learn more, to have that sense of wonder. It can be paired with almost any other subject for "cross-pollination" to broaden the scope of a student's knowledge in many areas. And, if presented in the right way, it can show kids that poems are FUN!



Don't miss
Follow Follow,
a companion to
Mirror Mirror

Awards and Honors for *Mirror Mirror*

- 2011-2012 Washington, D.C., Capitol Choices Award (Ages 7–10)
- 2011-2012 Texas Bluebonnet Master List (Grades 3–6)
- 2011-2012 Georgia Book Award
- 2011-2012 Kansas State Reading Circle
- 2011-2012 Pennsylvania Keystone to Reading Book Award (Young Readers)
- 2011-2012 Vermont Red Clover Book Award
- 2011-2012 Rhode Island Children's Book Award (Young Readers)
- 2011-2012 New Mexico Land of Enchantment Book Award (Picture Narrative)
- 2011-2012 Utah Beehive Award (Poetry)
- 2011-2012 Maine Chickadee Award
- 2011-2012 Maryland Black-Eyed Susan Book Award (K–3)
- 2011-2012 North Carolina Children's Book Award
- 2011-2012 New York Charlotte Award Master List (Primary)
- 2012-2013 Illinois Bluestem Book Award
- 2012-2013 New Mexico Land of Enchantment Book Award (Picture Books)
- 2012-2013 Oklahoma Sequoia Children's Book Award (Children's)
- 2012-2013 Virginia Readers' Choice Award (Elementary)



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