Title/Author: *Cinderella* by Marcia Brown

Suggested Time to Spend: 6 Days (20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.4; W.2.2; SL.2.1 SL.2.2; L.2.1, L.2.2, L.2.4

Lesson Objective:

The students will listen to a read aloud story and use literacy skills (reading/writing/discussion/listening) to understand the complex vocabulary in the story and the central message/lesson of a story.

Teacher Instructions (The teacher will want to number the pages ahead of time.)

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Idea

Life isn’t always fair, but we can choose to make the best of things.

Synopsis

This classic tale tells the story of Cinderella, a girl known for her goodness, who is forced by her stepmother to work on chores and live in squalor. Denied permission to attend the ball, Cinderella is visited by her fairy godmother, and through magic is provided with a coach, coachmen, and a dress, but warned she must return by midnight. At the ball, everyone marvels at the mysterious princess’s beauty, especially the prince, and her stepsisters are thrilled at her generosity. Cinderella returns to the ball the next evening, but leaving in a hurry, loses her slipper. The prince uses the slipper to track down his true love; he and Cinderella are soon married.

1. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Cinderella* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/3065/cinderella-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING: Focus on character traits**  1. How does the story begin? What does that tell you about the kind of story it is?  2. To “not abide” means you really dislike someone or something. On p. 1 it says that Cinderella’s stepmother could not abide her. Why did she dislike her so much?  3. Cinderella’s stepmother gave her the vilest jobs around the house. What does vilest mean? How do you know?  4. Read the first paragraph on p.4. Have students turn and talk with a partner about what they are picturing when they hear this paragraph.  5 .On p. 4 it says that Cinderella “put up with everything”. Why didn’t she complain to her father?  6. How did Cinderella get her name? What does “cinder” mean?  7. When the stepsisters were getting ready for the ball they made fun of Cinderella, but she still helped them fix their hair and get dressed. What does this tell you about Cinderella?  8. The fairy godmother turns ordinary objects into beautiful things so that Cinderella can go to the ball. The author uses some unfamiliar adjectives to describe these objects. We’ll make a chart to keep track of these adjectives as we look up the definitions (L.2.4e asks students to use dictionaries to determine the meaning of unknown words).  9. On p. 15 it describes what happens when Cinderella arrives at the ball. Turn and talk with a partner about what that scene was like.  10. On pages 17-18 the author continues with her description of how different people reacted to Cinderella. We’ll fill out a chart to keep track of those reactions.  11.What caused Cinderella to lose her slipper the second time she attended the ball?  12. On page 25 it says that the stepsisters mocked Cinderella. Mocked means to make fun of. Why did the stepsisters mock Cinderella? What does this tell you about them?  13. How did the stepsisters feel when they realized that Cinderella was the beautiful person they had seen at the ball? How does Cinderella respond to them? What does this tell us about Cinderella? | 1.It starts with, “Once upon a time….” This tells me it’s a fairy tale.  2. Cinderella’s stepmother dislikes her because she is so good and sweet that she makes her stepsisters look more hateful than ever.  3. Vilest means the worst jobs. I know this because the stepmother dislikes Cinderella so it makes sense that she would give her the worst jobs.  4. Students should be able to describe the extreme differences between Cinderella’s room and the stepsisters’ rooms.  5. Her father would have scolded her because he didn’t want to believe that her stepmother was so mean.  6. Cinderella sat in the ashes in the chimney corner. Another word for ashes is cinders so her stepsisters called her “Cinderseat” and “Cinderella”.  7. Cinderella remains sweet and treats people well even when they’re mean to her.  8.   |  |  | | --- | --- | | **Word/phrase** | **Meaning** | | Plump rats | Slightly fat | | Sprightly mice | Lively, full of energy | | Spirited horse | Full of energy | | Sleek coachman | Smooth skin and hair | | Elegant mustaches | stylish |   9. When Cinderella arrived at the ball the prince ran out to greet her. The whole room became quiet, even the music stopped. No one knew who Cinderella was but they all thought she was really beautiful.  10.   |  |  | | --- | --- | | **Character** | **Reaction to Cinderella** | | King | Couldn’t take his eyes off her, thought she was charming and beautiful | | ladies | Thought her clothes were so beautiful they wanted to have some made just like hers | | prince | Could not stop looking at Cinderella | | Stepsisters | Didn’t recognize her |   11. Cinderella lost track of time and had to run to the coach. She dropped her slipper because she was hurrying.  12. The stepsisters mocked Cinderella because she wanted to try on the slipper and they were sure it wouldn’t fit her. They had no idea she had gone to the ball. This tells us that the stepsisters are mean and don’t care about how Cinderella feels.  13. The stepsisters realized they had been mean to Cinderella and they asked her to forgive them. Cinderella forgives them, this tells us that she is still the sweet person she has been throughout the book. In the end she even invites them to live in the palace and arranges for them to be married to lords of the court. |
| **Third Reading**  Cinderella was faced with many difficult situations and she always responded in a positive manner. Work with students to collaboratively complete a chart recording evidence from the text identifying difficult situations that Cinderella faced and how she responded. This will help prepare students for the Culminating Task. | Sample chart:   |  |  | | --- | --- | | Situation | How Cinderella responded | | Father married a mean woman with 2 mean daughters | Cinderella remained sweet and good just like her mother had been | | She was given the vilest tasks (scouring pots, scrubbing stairs) | Did the jobs assigned to her without complaining | | Stepsisters made fun of her | She helped them prepare for the ball by doing their hair and dressing them perfectly | | The magic wore off at midnight and she was in rags again | She thanked her fairy godmother for giving her the opportunity to attend the ball instead of feeling sorry that the magic had worn off | | Stepsisters laughed when Cinderella asked to try on the slipper | She waited patiently for the gentleman to recognize her beauty and let her try it on | | Stepsisters realized who she was and begged her to forgive them | Forgave her stepsisters and invited them to live in the palace. | |

FINAL DAY WITH THE BOOK - Culminating Task

* One of the lessons that can be learned from this book is that life isn’t always fair but we can choose to make the best of things. Give at least 3 examples from the book about situations that Cinderella faced that weren’t fair and explain how she made the best of them.
  + Sample Answer: Many things happened to Cinderella that weren’t fair, but she always made the best of things. Cinderella’s stepmother and stepsisters were really mean to her. They gave her the worst jobs to do like scouring the pots and scrubbing the stairs and she never complained. She remained sweet and good just like her mother had been. Her stepsisters made fun of her and called her Cinderseat, but when it was time for them to get ready for the ball Cinderella helped them. She did their hair and dressed them perfectly even though they had been so mean to her. When the magic wore off at midnight Cinderella thanked her fairy godmother for letting her go to the ball, instead of feeling sorry for herself that she had to wear rags again. Even though Cinderella faced many situations that weren’t fair, she chose to remain sweet and good and in the end she was rewarded when she married the prince and lived in a palace.

Vocabulary

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| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 1: “not abide”  Page 4: “wretched straw pallet in a miserable garret”  “tied hand and foot to his wife’s apron strings”  Page 5: “cut quite a figure in the land” “They were delighted with themselves busy as you please choosing their costumes and headdress to do with them.”  Page 7: twitter, petticoat, cloak, circlet, “strained and snapped a dozen corset strings”  Page 12 – sleek, elegant  Page 11: sprightly, dappled  Page 13: embroidered  Page 14: “Thus arrayed…”  Page 15: “he ran out to receive her”, alighted  Page 17: “studying their headdress”, splendid  Page 18: courtesies  Page 19: curtsy  Page 20: desperate, snub  Page 21: splendidly, horrified, “fled as lightly as a doe”, haste  Page 22: finery  Page 23: “head over heels in love”  Page 25: mocked  Page 27: personage | Page 1: haughtiest- you are very proud and look down on other people  disposition- the usual attitude of a person  Page 7: paraded- to walk in a way that attracts attention |

Extension learning activities for this book and other useful resources

There are many versions of Cinderella. Another version(s) can be read aloud to discuss similarities/differences in character traits and the lesson learned. This activity can also help students to learn about similarities and differences in various cultures. *Note: This is particularly supportive of English Language Learners.*

* + *The Egyptian Cinderella* by Shirley Climo
  + *The Irish Cinderella* by Shirley Climo
  + *Yeh-Shen* by Ai-Ling Louie
  + *Mufaro’s Beautiful Daughters* by John Steptoe
  + *The Rough Face Girl* by Rafe Martin
  + *Cendrillon: A Caribbean Cinderella* by Robert San Souci

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

**1000L**

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The lesson learned in this story is to treat others with kindness. If you do, you may reap the greatest reward.

“Cinderella gave her sisters a home at the palace and on the same day married them to two great lords of the court.”

This story has a lot of dialogue and follows the structure of a fairy tale.

* Complex and varied sentence structures

(ex: Cinderella had hardly fetched the lizards when her godmother turned them into six footmen, who hopped up behind the carriage in their fancy livery and lace and held on as if they had never done anything in their lives.)

* 17th century French language/royalty: *Madame, Mademoiselle*
* Complex tier 2 words/phrases

Students may need background knowledge on the elements of fairy tales.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

* What will challenge my students most in this text? What supports can I provide?
  + The amount of dialogue and the author’s use of words/phrases will be the most challenging. Support will be given in explaining unfamiliar phrases (ex: “…they cut quite a figure in the land.) Since the book is long, it may be beneficial to break the book into sections, and read aloud chunks at a time during the first read.
* How will this text help my students build knowledge about the world?

* + This book would be great in learning about elements of a fairy tale, which students will encounter in the future. Additionally, the book teaches an important lesson.

1. **Grade level**

What grade does this book best belong in? 2nd grade