

UNIT: CINDERELLA

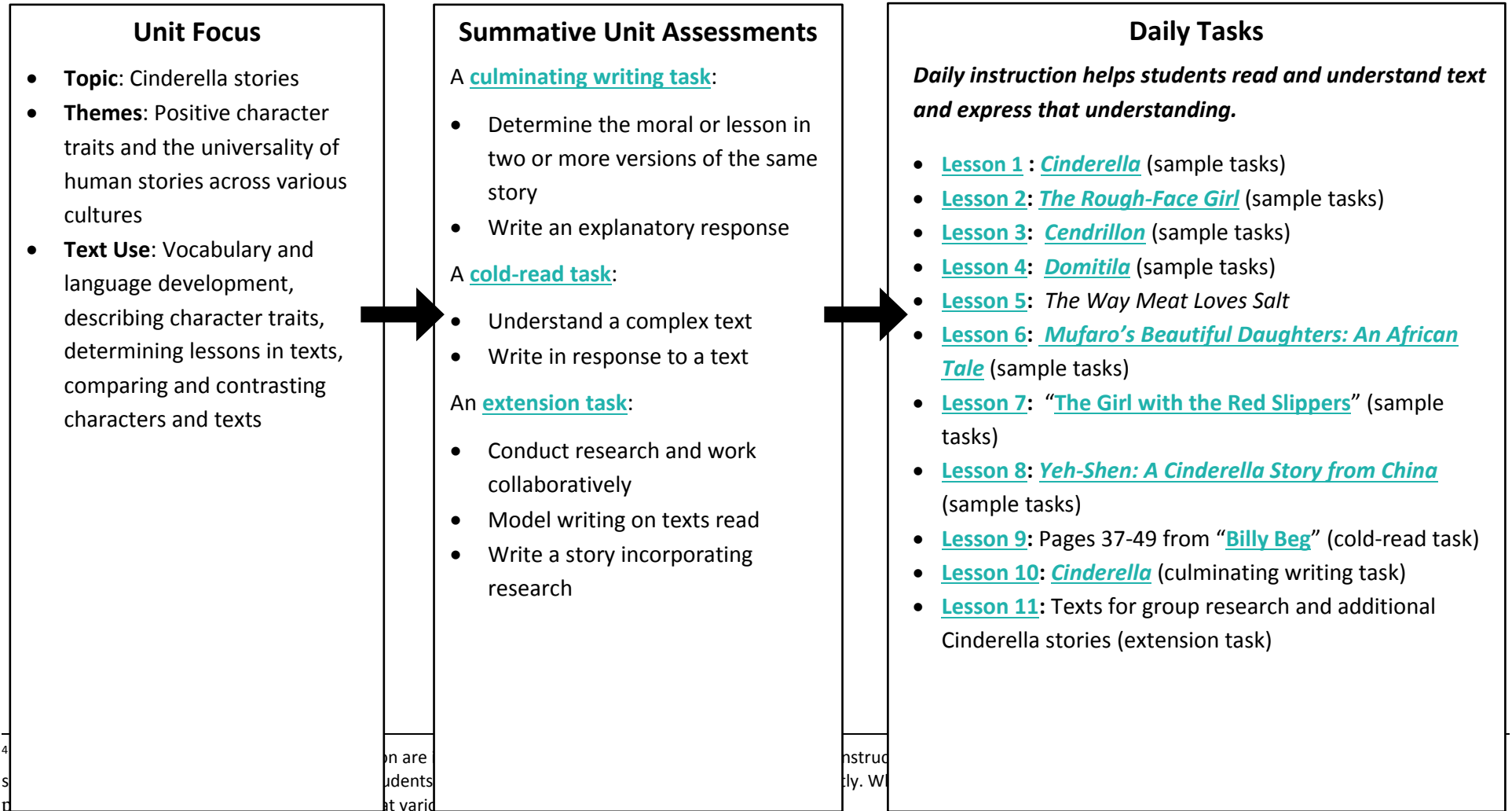
<p>ANCHOR TEXT <i>Cinderella</i>, Marcia Brown (Literary)</p> <p>RELATED TEXTS¹ <i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> • The Rough-Face Girl, Rafe Martin and David Shannon • Cendrillon, Robert D. San Souci • Domitila, Jewell Reinhart Coburn • <i>The Way Meat Loves Salt</i>, Nina Jaffe • Mufaro’s Beautiful Daughters: An African Tale, John Steptoe • “The Girl with the Red Slippers”² from Domain 3 of the Grade 1 Core Knowledge Listening and Learning Strand (Pages 28-32 of the Read-Aloud Anthology) • “Billy Beg” from Domain 3 of the Grade 1 Core Knowledge Listening and Learning Strand (Pages 41-45 of the Read-Aloud Anthology) • Yeh-Shen: A Cinderella Story from China, Ai-Ling Louie <p><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> • Yeh-Shen: A Cinderella Story from China,³ CBS Storybreak 	<p>UNIT FOCUS</p> <p>Students explore versions of the Cinderella tale from various cultures around the world. Students create a Patterns in Cinderella Stories Chart to trace the connections and common ideas across the various tales. They further develop an understanding of common traits in fairy tales and how those traits are shared across stories from different cultures. Students also build on previous knowledge of character traits and how the outcomes of their actions teach lessons about life.</p> <p>Text Use: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts</p> <p>Reading: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10, RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.8, RI.2.10</p> <p>Reading Foundational Skills:⁴ RF.2.3a-f, RF.2.4a-c</p> <p>Writing: W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8</p> <p>Speaking and Listening: SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6</p> <p>Language: L.2.1a-f; L.2.2a, c-e; L.2.3a, L.2.4a-d; L.2.5a-b, L.2.6</p> <p>CONTENTS</p> <p>Page 327: Text Set and Unit Focus</p> <p>Page 328: <i>Cinderella</i> Unit Overview</p> <p>Pages 329-333: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 334: Instructional Framework</p> <p>Page 335: Ongoing Reading Foundational Skills</p>
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¹ Some texts, questions, and tasks in this unit are originally included in—and in some cases adapted from—the Core Knowledge Grade 1 Domain 3 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (<http://creativecommons.org/licenses/by-nc-sa/3.0/>). Additional Information about the license specific to Core Knowledge is available [here](#).

² To access the Core Knowledge texts for free, click on the provided link and select “Add File” and then “Your Files.” You will need to create a user name and password (which is also free) to download the file for free.

³ <https://www.youtube.com/watch?v=m3JZDb8ddiU>

Cinderella Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK⁵

Have students respond to the following prompt: “Choose [Cinderella](#) and two other tales from the unit and explain the lesson that each tale teaches. How are those lessons similar or different? Provide at least two similarities and two differences in the lessons.” (RL.2.1, RL.2.2, RL.2.3, RL.2.9, W.2.2)

Teacher Notes:

- Students are asked to determine the moral or lesson of three tales and explain how each teaches that moral or lesson. The completed writing should use words from classroom resources, including the past tense of frequently occurring irregular verbs (e.g., sit and told) and frequently occurring adjectives. (L.2.1d, L.2.6)
- Prompt students to use the notes from the unit, including the Patterns in Cinderella Stories Chart, for the tales selected.
- Students should write in complete sentences, using collective and irregular plural nouns, reflexive pronouns, past tense of verbs, and adjectives and adverbs. (L.2.1a, b, c, d, e) The sentences should be capitalized and punctuated correctly, and conventional spelling should be used. (L.2.2a, c-e)
- Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Cinderella stories • Themes: Positive character traits and the universality of human stories across various cultures • Text Use: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts 	This task assesses: <ul style="list-style-type: none"> • Determining the moral or lesson in two or more versions of the same story • Writing an explanatory response 	Read and understand text: <ul style="list-style-type: none"> • Lesson 3 (sample tasks) • Lesson 5 Express understanding of text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 2 (sample tasks) • Lesson 4 (sample tasks) • Lesson 6 (sample tasks) • Lesson 7 (sample tasks) • Lesson 8 (sample tasks) • Lesson 10 (use this task)

⁵ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

COLD-READ TASK⁶

Read “**Billy Beg**” from Domain 3 of the Grade 1 Core Knowledge Listening and Learning Strand (pages 41-45 of the Read-Aloud Anthology) independently⁷ and then **answer** a combination of multiple-choice and constructed-response questions⁸ about the text. Sample questions:

1. How does the beginning of this fairy tale introduce the story? **(RL.2.5)**
2. How does Billy live his life differently than a usual prince would? **(RL.2.1, RL.2.2, RL.2.3)**
3. Choose one of the following events. Describe how Billy Beg responds. **(RL.2.3)**
 - a. When his friend the bull is taken to the market to be sold
 - b. When the giant says he is going to eat Billy Beg
 - c. When the old man tells Billy Beg about the dragon in the village
 - d. When the princess runs to thank Billy Beg after he defeats the dragon
4. How do the three gifts from the bull help Billy? **(R.2.1, R.2.5)**
5. Think about Billy’s experiences. What can you learn from them? What does this text teach you about how you should approach a new situation? **(RL.2.1, RL.2.2)**
6. Ireland is the setting for “Billy Beg.” What does the story “Billy Beg” teach us about Ireland and what the Irish value or think is important? **(RL.2.1, RL.2.2)**
7. How does the ending to this fairy tale finish the story? **(RL.2.5)**
8. Use a Venn diagram to compare and contrast “Billy Beg” with *Cinderella* and “The Girl with the Red Slippers.” What are some similarities between the three stories? What are some differences? Write the details that are similar in all three stories in the center of the diagram, details that are similar between two stories where the two circles overlap, and details that are different in each story on the edges of the circle that do not overlap. **(RL.2.1, RL.2.9, W.2.8)**
9. Add to the Patterns in Cinderella Stories Chart for “Billy Beg” using evidence from the text. **(RL.2.1, RL.2.2, W.2.8)**

	Unjust Parent	Good Character	Selfish Sister(s)	Godmother or Guide	Prince/Princess	Ball or Feast	Forgotten Shoes	Magical Objects	Teaches a Lesson
“Billy Beg”									

⁶ **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

⁷ Note: Depending on the time of year this assessment is given, some students are likely to need additional support reading this text. Read aloud the text for those students.

⁸ Ensure that students have access to the complete texts as they are testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Cinderella stories • Themes: Positive character traits and the universality of human stories across various cultures • Text Use: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Understanding a complex text • Writing in response to a text 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 2 (sample tasks) • Lesson 5 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 3 (sample tasks) • Lesson 4 (sample tasks) • Lesson 6 (sample tasks) • Lesson 7 (sample tasks) • Lesson 8 (sample tasks) • Lesson 9 (use this task)

EXTENSION TASK⁹

Have students work in small groups to answer the following prompt: “Investigate the traditions and values of different cultures. What are some of the unique ways the people of that culture relate to one another? Are there particular religious celebrations? What about food and clothing? Then write a modern version of *Cinderella* set in the country you researched. Use at least one example from your research in your story. Model your story after the Cinderella tales read throughout the unit. Add a picture to your story. Read your story to the class once it is finished and answer any audience questions.” **(W.2.3, SL.2.3, SL.2.4)**

Use the following process with students:

1. Divide the class into groups of two or three students. Assign cultures or ask students to choose a culture to investigate from a list of choices.
2. Have students investigate the answers as a group to a series of questions (e.g., What is the main religion? What do they eat? What kind of clothes do the people wear? What is day-to-day life like for most people? What is the weather like? What is the landscape like? What can we learn from their experiences?). **(RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.8, RI.2.10, W.2.7, W.2.8)** Another option is to read aloud informational texts about the different cultures. In each situation, prompt groups to take notes about the culture.
3. Model for students how a Cinderella story is constructed using a modern version of the Cinderella story. Review how the story follows patterns. What is the point or lesson of the story? **(RL.2.2)** How do the chosen details support the lesson of the story? Sample texts for modeling:
 - a. *Prince Cinders* by Babette Cole
 - b. *Cinder Edna* by Ellen Jackson
 - c. *Bigfoot Cinderrrrrella* by Tony Johnson
 - d. *Chickerella* by Mary Jane Auch
4. Compose a modern Cinderella story using a local animal character familiar to students (e.g., alligator, nutria rat, pelican, bear). Use [shared writing](#)¹⁰ and demonstrate with students the process of creating a story while also demonstrating written conventions. **(W.2.7, L.2.1a-f)**
5. Ask each group to compose their own Cinderella story, incorporating at least one example from their research and following the expected patterns.
6. Ensure that students add an illustration to enhance the content. **(SL.2.5)** If time allows, help groups publish their stories using technology. **(W.2.6)**
7. Once each group is done, have them read the Cinderella story to the class, demonstrating fluency. **(RF.2.4b, SL.2.4)**

⁹ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

¹⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

8. Following the reading of each story, conduct a class discussion in which students ask questions of the presenters to find out more information about the culture studied. Add the culture represented in each story read to the class Comparing Cultures Chart begun in Lesson 2. Work as a class to determine how each story represents the unique elements of the culture. **(SL.2.1b, c; SL.2.3)**
9. Combine the stories into a class book. Place the book in a classroom library for students to read independently. **(RF.2.3a-f; RF.2.4a, c)**

Teacher Notes:

- *Students are asked to describe the connection between cultural values and story details and write a narrative story modeled after the structure and language of the Cinderella stories from the unit. **(W.2.3, W.2.7)** They are also asked to present their narrative story to the class.*
- *The completed writing should include a visual element to support the written text and use words from the word display. **(SL.2.5, L.2.6)** Students should write in complete sentences, using adjectives and adverbs properly. **(L.2.1e, f)** The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. **(L.2.1a-d; L.2.2a, c-e)***
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. **(W.2.5)***

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Cinderella stories • Themes: Positive character traits and the universality of human stories across various cultures • Text Use: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Conducting research and working collaboratively • Modeling writing on texts read • Writing a story incorporating research 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 2 (sample tasks) • Lesson 5 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 3 (sample tasks) • Lesson 4 (sample tasks) • Lesson 6 (sample tasks) • Lesson 7 (sample tasks) • Lesson 8 (sample tasks) • Lesson 9 (sample task) • Lesson 11 (extension task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)¹¹ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>



ONGOING READING FOUNDATIONAL SKILLS

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. Reading foundations, writing, and language development are essential in grades K-2.

Reading foundational skills continue to progress in grade 2. Students:

1. Become more proficient in decoding single-syllable and multisyllabic words with short and long vowels
2. Learn to read irregularly spelled words (e.g., *because*, *does*) and words with lower-frequency sound and spelling patterns (e.g., *ough*)
3. Read fluently (e.g., with accuracy, appropriate rate, and expression) on successive readings of a text
4. Learn additional strategies for decoding unfamiliar words, such as using context to aid in word recognition and understanding

Teachers must determine when and what is taught based on their specific student needs. Use ongoing assessments to determine skill mastery and deficiencies.

Teachers may consult sources for additional support in teaching the skills (e.g., [Tier 1 reading foundational programs](#),¹² [Phonemic Awareness in Young Children: A Classroom Curriculum](#),¹³ or basal textbooks).

Instructional Note: While some reading foundational skills will be taught during whole-class instruction with the whole-class texts, most foundational skills will be taught during small-group reading and small-group writing instruction. Determine when and what is taught based on student needs. See the [ELA Instructional Framework](#)¹⁴ for additional information.

¹² <http://www.louisianabelieves.com/academics/2013-2014-math-and-english-language-arts-instructional-materials-review/curricular-resources-annotated-reviews>

¹³ <http://www.amazon.com/Phonemic-Awareness-Young-Children-Curriculum/dp/1557663211>

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary and characters in and elements of Cinderella stories. Students will progressively build knowledge using the following tools throughout the unit.

- **Unit Vocabulary Dictionary:** Students create entries for a class dictionary based on words from the texts read in the unit. Students work with the teacher to define the word, use it in a sentence, and illustrate its meaning. Begin in Lesson 1.
- **Cinderella Learning Log:** Students create and maintain an [interactive notebook](#)¹⁵ to store the various charts, notes, and writing assignments completed during the unit. Begin in Lesson 1. Additionally, students will include two charts that are introduced and built ongoing throughout the unit:
 1. **Patterns in Cinderella Stories Chart:** Students complete this chart for each version of the Cinderella story throughout this unit. Begin in Lesson 2.
 2. **Comparing Cultures Chart:** Students identify characteristics of the culture and how the culture is represented in the story. Begin in Lesson 2.

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:¹⁶</p> <p>Cinderella, Marcia Brown</p>	<p>TEXT DESCRIPTION: This classic tale tells the story of Cinderella, a girl known for her goodness, who is forced by her stepmother to labor on household tasks and live in squalor. Denied permission to attend the prince’s 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.</p> <p>TEXT FOCUS: Use this text to review elements of a fairy tale and to identify key patterns of the Cinderella story. Students will learn key vocabulary and terms used in Cinderella stories and how character traits help to determine the moral or lesson of a story.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the story read aloud and then engage in a class discussion about the elements of a fairy tale. This lesson begins the Cinderella Learning Log. Students work with the words of the text and finish the lesson by writing a sentence in response to a question about the lesson of the text.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read <i>Cinderella</i> to students. Only interrupt minimally as needed to quickly define or explain any essential vocabulary or phrases for basic understanding of the text (e.g., <i>madame</i>, “tied hand and foot to his wife’s apron strings,”

¹⁵ <http://prezi.com/lfduuej83ji6/interactive-student-notebook-intro-set-up-englishlanguage-arts/>



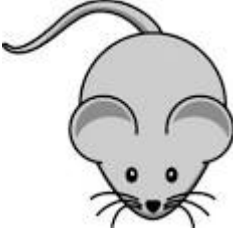



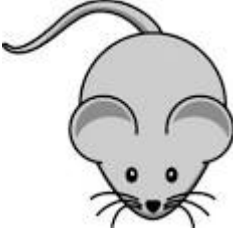



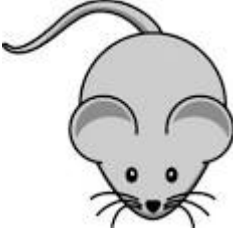

¹⁶ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	<p>“not to be sneezed at,” <i>livery, Mademoiselle</i>). Allow students the opportunity to appreciate and fully engage with the text.</p> <ul style="list-style-type: none"> • Word Work: Build a class unit vocabulary dictionary that students can rely on in their writing. (L.2.6) <ul style="list-style-type: none"> ○ Use a similar process throughout the unit for building the unit vocabulary dictionary. <ul style="list-style-type: none"> ▪ Say each word being studied and offer a student-friendly definition. (RL.2.4) ▪ Project the sentence in the text where the word is used and read the sentence aloud. ▪ Discuss as a class how the word is used in the sentence to determine its part of speech and meaning. (L.2.4a) ▪ Use the word in another sentence. ▪ When appropriate, demonstrate and then ask students to use known affixes, root words, and individual words to determine the meaning of unknown and compound words. (L.2.4b, c, d) ▪ Ask a question about something familiar to students that uses the word so students can make real-life connections with the meaning of the word. (SL.2.1b, L.2.5a) ▪ Ask a few student volunteers to orally produce a sentence using the word. (SL.2.6, L.2.1f) ▪ Divide the class into pairs. Have each pair select a different word. Provide students with a template that has a vocabulary word and definition at the top of the each page. Have students write a sentence using the word and illustrate the meaning on the template. (SL.2.1a-c, SL.2.5, L.2.1a-f, L.2.2c-e, L.2.6) ▪ Gather the pages from the pairs and combine them into a single book. (W.2.7) Continue to add to the unit vocabulary dictionary as new words are encountered. Place the dictionary in a reading center during and at the end of the unit. (RF.2.3a-f) ○ For <i>Cinderella</i>, focus on adding the following words to the unit vocabulary dictionary: <i>haughtiest, disposition, goodness, scolded, twitter, paraded, scarcely, conducted, courtesies, snub, splendidly, overtake, and haste</i>. • Student Practice: Provide students with a copy of the Elements of Fairy Tales Chart from page 151 of the Domain 9 Read-Aloud Anthology¹⁷ from Core Knowledge Grade 1 Listening and Learning Strand. <ul style="list-style-type: none"> ○ Explain to students that they just heard a fairy tale about Cinderella. ○ Have students work in pairs to complete the Elements of Fairy Tales Chart for <i>Cinderella</i>. Teacher Note: Students should remember distinctions between fairy tales and other literary stories, such as the inclusion of magic, the

¹⁷ <http://www.coreknowledge.org/ckla-files#!/grade-1/listening-&-learning/fairy-tales>

TEXT SEQUENCE	TEXT USE
	<p>setting (e.g., “Once upon a time” and the presence of royalty, and a good and evil character) from grade 1.</p> <ul style="list-style-type: none"> ○ Allow students to make connections between <i>Cinderella</i> and other fairy tales studied in the grade 1 unit on <i>Rumpelstiltskin</i> and ask questions to clear up any misunderstandings they may have about fairy tales or other texts they may mistakenly think are fairy tales. ○ Have students place a copy of the completed elements chart in their Cinderella Learning Log. <ul style="list-style-type: none"> ● Second Reading: Reread <i>Cinderella</i> and stop at various points to ask questions for students to demonstrate understanding. Encourage students to ask questions of the text by providing question stems or conversation starters¹⁸ and developing a routine to ensure that all students are participating in the question asking and answering. (RL.2.1, SL.2.1a-c, SL.2.2, SL.2.3) Sample questions: <ul style="list-style-type: none"> ○ How does the story begin? (RL.2.5) ○ Why is Cinderella forced to clean the house and sleep on a straw pallet? How does Cinderella respond to her situation and the challenges she experiences with her stepmother and stepsisters? (RL.2.3) ○ Cinderella gets her name and the nickname “Cinderseat” by sitting next to the chimney corner in the ashes. What does <i>cinder</i> probably mean? (L.2.4a, d) ○ How does Cinderella react to her stepsisters making fun of her about the ball? (R.2.3) ○ How does Cinderella’s fairy godmother view Cinderella differently than the rest of the characters in the story? (RL.2.6) ○ What does Cinderella’s fairy godmother do to make sure she can attend the ball? What warning does the fairy godmother give to Cinderella? (RL.2.2, RL.2.5, RL.2.7) ○ How does Cinderella react to seeing her stepsisters at the ball? What does that teach you about Cinderella? (RL.2.3) ○ On the second night of the ball, what happens as Cinderella runs away at midnight? (RL.2.5, RL.2.7) ○ How does the prince find Cinderella? What does that teach you about the prince? (RL.2.3) ○ How does Cinderella treat her stepsisters at the end of the story? (RL.2.2, RL.2.7) ● Student Writing: Have students work in pairs to describe the appearance, actions, and reactions of the various characters in <i>Cinderella</i>.

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE																																				
	<p>○ Provide each pair with the following blank chart. Ask them to complete the chart with details from the text. (RL.2.3) Teacher Note: Model as needed. Examples are provided below. Monitor accuracy and ensure students use adjectives and adverbs appropriately and use proper punctuation and spelling. (L.2.1e, f; L.2.2c-e; L.2.6) Once students have completed the chart, discuss how the third column is an adjective because it describes a noun (in this case, a person) and the sixth column is an adverb because it describes a verb and tells how or in what manner something is done.</p> <table border="1" data-bbox="600 475 1816 786"> <thead> <tr> <th>Character</th> <th>Is/Are</th> <th>Descriptive Word</th> <th>Character</th> <th>Action/Reaction</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>Cinderella</td> <td>Is</td> <td>kind.</td> <td>Cinderella</td> <td>cleans the house</td> <td>well.</td> </tr> <tr> <td>Cinderella</td> <td>Is</td> <td>generous.</td> <td>Cinderella</td> <td>gives fruit to her stepsisters</td> <td>willingly.</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>○ Have students create an Important Objects foldable for <i>Cinderella</i> to place in the Cinderella Learning Log. Provide students with a piece of paper. The foldable needs to have four flaps. A template for creating a four-tab foldable with a spot for the title of the story is available here.¹⁹ Ask students to name and illustrate the important objects from <i>Cinderella</i> (e.g., the magic wand, the pumpkin, the mice, and the slippers). Underneath each tab, have students write a description of how each object is used in the story, including adjectives and adverbs. (RL.2.1, RL.2.3, SL.2.5, L.2.1e)</p> <table border="1" data-bbox="709 997 1753 1347"> <tr> <td data-bbox="709 997 968 1295"> <p>The magic wand</p>  </td> <td data-bbox="968 997 1226 1295"> <p>The pumpkin</p>  </td> <td data-bbox="1226 997 1484 1295"> <p>The mice</p>  </td> <td data-bbox="1484 997 1753 1295"> <p>The slippers</p>  </td> </tr> <tr> <td colspan="4" data-bbox="709 1295 1753 1347" style="text-align: center;"> <p><u>Cinderella</u></p> </td> </tr> </table>					Character	Is/Are	Descriptive Word	Character	Action/Reaction	How?	Cinderella	Is	kind.	Cinderella	cleans the house	well.	Cinderella	Is	generous.	Cinderella	gives fruit to her stepsisters	willingly.							<p>The magic wand</p> 	<p>The pumpkin</p> 	<p>The mice</p> 	<p>The slippers</p> 	<p><u>Cinderella</u></p>			
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¹⁹ <http://www.iamhomeschooling.com/images/stories/printables/templates/5tabfoldtitle.pdf>

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Independent Writing: Present students with the following question: “How do Cinderella’s actions help teach the lesson of the story?” (RL.2.1, RL.2.2) <ul style="list-style-type: none"> ○ Lead students in a Shared Inquiry discussion²⁰ to brainstorm, list, and discuss lessons. Possible questions for the discussion include: How is Cinderella treated? How does she act toward those who treat her poorly? What does this teach us about how we should act? (RL.2.1, RL.2.2, RL.2.3, SL.2.2) ○ Ensure that students use accountable talk²¹ throughout the discussion and refer to the text to provide support for their ideas. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6) ○ Ask students to write a response to the question. (W.2.1, W.2.8) ○ Provide a sentence frame²² for students who need help writing a response. ○ Ensure that students use various nouns, pronouns, verbs, adjectives, adverbs, and prepositions; proper punctuation; basic subject-verb agreement; and conventional spelling. (L.2.1a, b, c, d, e, f; L.2.2c, d, e; L.2.6) • Note for Small-Group Writing: Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.2.5)
<p>LESSON 2:</p> <p><i>The Rough-Face Girl</i>, Rafe Martin and David Shannon</p>	<p>TEXT DESCRIPTION: In this Algonquin Indian version of the Cinderella story, the Rough-Face Girl is made miserable by her two beautiful but heartless sisters. The sisters compete for the affections of the Invisible Being by approaching his sister, who asks questions to verify that they can see her brother. Failing to answer the questions, the sisters leave in shame. The Rough-Face Girl, determined to marry the Invisible Being, clothes herself in birch bark, shells, and reeds. After finding the sister of the Invisible Being, she answers the questions and is bathed in the lake, where her scars and singed hair vanish. She then marries the Invisible Being.</p> <p>TEXT FOCUS: Use this text to help students understand that there are multiple versions of the same fairy tale written from the perspectives of different cultures. (RL.2.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to <i>The Rough-Face Girl</i> read aloud. Then they work with the vocabulary. They compare and contrast the characters and events of <i>The Rough-Face Girl</i> with <i>Cinderella</i> and create two comparison charts to keep throughout the</p>

²⁰ <https://www.youtube.com/watch?v=r-M3aLcE88E>

²¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>unit. The lesson concludes with students writing a summary.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read <i>The Rough-Face Girl</i> to students without interruption. Project for the text for students to see the images. Allow students the opportunity to appreciate and fully engage with the text. • Word Work: Continue to build the vocabulary dictionary begun in Lesson 1. (L.2.6) <ul style="list-style-type: none"> ○ Use a process similar to that used in Lesson 1. ○ Prompt students to identify words from this fairy tale related to the central message of the story of Cinderella (e.g., <i>desperate, faith, miserable, proud, ashamed</i>), as well as words that relate to the culture (e.g., <i>village, wigwam, scarred</i>). ○ Prompt students to make connections between the words from this text and the events in <i>Cinderella</i>. Refer to the adjectives and adverbs chart from Lesson 1 and discuss whether the Rough-Face Girl and Cinderella share similar characteristics based on the vocabulary. (RL.2.9) • Second Reading: Read the text to students. During this reading, display or project the text for students to follow along with the printed text. • Student Practice: Have students engage in various comparison and contrast tasks. <ul style="list-style-type: none"> ○ Display a three-column chart with the headings (1) Cinderella, (2) The Rough-Face Girl, and (3) Cendrillon. As a class, compare the main character in <i>Cinderella</i> to the main character in <i>The Rough-Face Girl</i>, including how the characters respond to major events and challenges. (RL.2.3) Complete the first two columns, and prompt students to refer explicitly to the texts to support entries made on the chart. (RL.2.1, RL.2.9, SL.2.1a-c, SL.2.2) ○ Begin the Patterns in Cinderella Stories Chart. Ask students to complete the chart for <i>Cinderella</i> and <i>The Rough-Face Girl</i>. (Teacher Note: Students should begin to make connections between <i>Cinderella</i> and other stories they will read throughout the unit. Students will maintain the chart throughout the unit and keep the chart in their Cinderella Learning Log.)

TEXT SEQUENCE	TEXT USE
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Patterns in Cinderella Stories

	Unjust Parent	Good Character	Selfish Sister(s)	Guide/Helper	Prince/Princess	Ball or Feast	Forgotten Shoes	Magical Objects	Lesson
<i>Cinderella</i>									
<i>The Rough-Face Girl</i>									
<i>Cendrillon</i>									
<i>Domitila</i>									
<i>The Way Meat Loves Salt</i>									
<i>Mufaro's Beautiful Daughters</i>									
"The Girl with the Red Slippers"									
<i>Yeh-Shen</i>									

EXPRESS UNDERSTANDING:

- Independent Writing: Have students use the Patterns in Cinderella Stories Chart to write a brief comparison and contrast between the two stories.
 - Assign students to small groups. Using the chart, have students identify the main similarities and differences between the two stories, including how they both begin, and how they end. **(RL.2.5, RL.2.9)**
 - Have students write one paragraph in which they compare and contrast the two versions of *Cinderella*. **(RL.2.9)** Students should introduce the texts, use facts to develop one way the texts are similar and one way the texts are different, and provide a concluding statement. **(W.2.2, L.2.1a-f, L.2.2c-e, L.2.6)**
- Class Discussion: Explain to students that the similarities between the characters are not accidental and that there are many versions of the same type of tale throughout the world.
 - Tell them that the class will be reading various versions of Cinderella stories. Students should pay attention to how

TEXT SEQUENCE	TEXT USE																								
	<p>the differences in the stories reveal information about where people live and what they value.</p> <ul style="list-style-type: none"> ○ Define the word <i>culture</i> for students. ○ Begin the Comparing Cultures Chart. Work with students to identify the aspects of different cultures in the Cinderella stories read throughout the unit. (RL.2.1, RL.2.2, RL.2.9) ○ Create a class chart similar to the following and determine how cultural aspects are related through the different stories. (RL.2.3) ○ Work with students to complete the sections for <i>Cinderella</i> and <i>The Rough-Face Girl</i>. ○ Continue to add to the chart throughout the unit. ○ The completed chart may be used as a resource to support students’ writing in the extension task. <table border="1" data-bbox="520 662 1898 1182"> <thead> <tr> <th data-bbox="529 669 800 722">What is the culture?</th> <th data-bbox="800 669 1348 722">What story elements are unique?</th> <th data-bbox="1348 669 1890 722">What does that tell you about the culture?</th> </tr> </thead> <tbody> <tr> <td data-bbox="529 722 800 792"><i>Cinderella</i>: French</td> <td data-bbox="800 722 1348 792"></td> <td data-bbox="1348 722 1890 792"></td> </tr> <tr> <td data-bbox="529 792 800 862"><i>The Rough-Face Girl</i>: Algonquin Indian</td> <td data-bbox="800 792 1348 862"></td> <td data-bbox="1348 792 1890 862"></td> </tr> <tr> <td data-bbox="529 862 800 932"><i>Cendrillon</i>: Caribbean</td> <td data-bbox="800 862 1348 932"></td> <td data-bbox="1348 862 1890 932"></td> </tr> <tr> <td data-bbox="529 932 800 1002"><i>Domitila</i>: Mexican</td> <td data-bbox="800 932 1348 1002"></td> <td data-bbox="1348 932 1890 1002"></td> </tr> <tr> <td data-bbox="529 1002 800 1071"><i>Mufaro’s Beautiful Daughters</i>: African</td> <td data-bbox="800 1002 1348 1071"></td> <td data-bbox="1348 1002 1890 1071"></td> </tr> <tr> <td data-bbox="529 1071 800 1141">“The Girl with the Red Slippers”: Egyptian</td> <td data-bbox="800 1071 1348 1141"></td> <td data-bbox="1348 1071 1890 1141"></td> </tr> <tr> <td data-bbox="529 1141 800 1182"><i>Yeh-Shen</i>: Chinese</td> <td data-bbox="800 1141 1348 1182"></td> <td data-bbox="1348 1141 1890 1182"></td> </tr> </tbody> </table>	What is the culture?	What story elements are unique?	What does that tell you about the culture?	<i>Cinderella</i> : French			<i>The Rough-Face Girl</i> : Algonquin Indian			<i>Cendrillon</i> : Caribbean			<i>Domitila</i> : Mexican			<i>Mufaro’s Beautiful Daughters</i> : African			“The Girl with the Red Slippers”: Egyptian			<i>Yeh-Shen</i> : Chinese		
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<p>LESSON 3:</p> <p><i>Cendrillon</i>, Robert D. San Souci</p>	<p>TEXT DESCRIPTION: This Creole variant of the Cinderella tale is set in the Caribbean and narrated by the godmother, Nannin, who helps Cendrillon find true love. After a night with Paul, Cendrillon leaves a pink slipper that is used to find her. The couple soon weds.</p> <p>TEXT FOCUS: Use this text to develop student understanding of the same fairy tale written for another culture.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: After the text is read aloud, students work with vocabulary. Then they complete the third column of the three-column chart from Lesson 2 to compare and contrast this version of the Cinderella story to the version from Lessons 1 and 2. Finally,</p>																								

TEXT SEQUENCE	TEXT USE
	<p>students practice responding to constructed-response questions and complete the Comparing Cultures Chart for <i>Cendrillon</i>.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • <u>First Reading</u>: Read aloud <i>Cendrillon</i> as students follow along. As students follow along, prompt them to think about the connections that can be made to previously read texts. • <u>Word Work</u>: Continue to build the vocabulary dictionary begun in Lesson 1. (L.2.6) <ul style="list-style-type: none"> ○ Use a process similar to that used in Lesson 1. ○ For <i>Cendrillon</i>, focus on the following words: <i>struggled</i>, <i>handful</i>, <i>lightened</i>, <i>elegant</i>, <i>well-spoken</i>, <i>riddance</i>, <i>peered</i>, <i>crossly</i>, <i>commotion</i>, <i>orphan</i>, and <i>peasant</i>, as well as words that relate to the culture (e.g., <i>blanchisseuse</i>, <i>nannin'</i>, <i>shoulder-scarf</i>, <i>chocolate sherbet</i>). ○ Discuss with students how the words in italics are representative of a different language or dialect when speaking. Talk about the difference between how words sound and the words we write on the page and why this story might use the spoken words in writing. (L.2.3a) ○ Ask students to briefly describe how Nannin's informal usage and dialect help students understand her point of view/perspective as being different from the other characters in the text. (RL.2.6, L.2.3a) Emphasize this when reading the text aloud by reading Nannin's dialogue in a different voice. • <u>Second Reading</u>: Reread <i>Cendrillon</i> and stop at various points to ask questions for students to demonstrate understanding. Encourage students to ask questions of the text by providing question stems or conversation starters²³ and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2, SL.2.3) • <u>Student Practice</u>: Have students engage in various comparison and contrast tasks. <ul style="list-style-type: none"> ○ Work with students to complete the third column of the three-column chart begun in Lesson 2. Ask students to use information gained from illustrations and words to discuss the similarities and differences among the characters, settings, and plots of the three texts. (RL.2.1, RL.2.2, RL.2.3, RL.2.7, RL.2.9) ○ Have students work in pairs to complete the row for <i>Cendrillon</i> on the Patterns in Cinderella Stories Chart begun in Lesson 2. • <u>Third Reading</u>: Divide the class into pairs. Ask pairs to practice reading²⁴ all or portions of <i>Cendrillon</i> with accuracy and expression. (RL.2.10, RF.2.4a-c)

²³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Student Practice:</u> Divide the class into heterogeneous groups of approximately four students. Assign each group of students one of the three texts read so far: <i>Cinderella</i>, <i>The Rough-Face Girl</i>, or <i>Cendrillon</i>. <ul style="list-style-type: none"> ○ Ask each group to consider the following questions based on their assigned text: <ul style="list-style-type: none"> ▪ Determine the central message, lesson, or moral from your fairy tale. (RL.2.2) ▪ Describe how the main character responds to the major events and challenges. (RL.2.3) ▪ Select an illustration from the text that depicts a challenge that the main character faces. How does the illustration help you to understand how the character feels? (RL.2.7) ▪ Describe the overall structure of the story, including how the story begins and how it ends. (RL.2.5) ○ Allow groups time to read and discuss answers to each of the questions and then write their responses. (W.2.7, W.2.8) ○ Have groups present their written answers to questions. (SL.2.4, SL.2.6) ○ Provide feedback as a class on the accuracy of content and grammar in the responses. (W.K.5) ○ As a class, complete the Comparing Cultures Chart for <i>Cendrillon</i>.
<p>LESSON 4:</p> <p><i>Domitila</i>, Jewell Reinhart Coburn</p>	<p>TEXT DESCRIPTION: Set in the Mexican state of Hidalgo, this is the tale of Domitila, who works hard to follow her mother's instructions to perform every task with care and love. Forced by poverty to work at the governor's mansion, Domitila cooks traditional food the way her mother taught her for the governor's son, then leaves to tend to her sick mother at home. Enchanted by the taste of her food, Timoteo sets out with a strap of her intricately carved sandals to find Domitila. Although tricked by a wicked widow and her daughter along the way, Timoteo is eventually drawn to the fiesta by the smell of Domitila's cooking and finds her wearing the matching sandals by the creek.</p> <p>TEXT FOCUS: This text allows students to determine the moral or lesson of a story from a different culture. Students can continue to compare and contrast tales from diverse cultures, learning key vocabulary words associated with the Cinderella tales as well as those specific to Mexican culture.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students continue to build knowledge of the elements of fairy tales and work on vocabulary. They participate in</p>

²⁴ http://www.fcrr.org/studentactivities/F_024b.pdf

TEXT SEQUENCE	TEXT USE
	<p>a class discussion and find and use evidence from the text to support their answers during the discussion and tasks.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • <u>First Reading</u>: Read aloud <i>Domitila</i> as students follow along, only interrupting minimally as needed to define any essential vocabulary for basic understanding of the text, including any unfamiliar Spanish terms. As students follow along, prompt them to think about the connections that can be made to previously read texts. • <u>Word Work</u>: Continue building a class unit vocabulary display that students can rely on in their writing. (L.2.6) <ul style="list-style-type: none"> ○ Use a similar process to that used in Lesson 1. ○ For <i>Domitila</i>, focus on the following words: <i>shawl, musty, banquet, roused, contrite, marvelous, arrogant, exquisitely, smugly, encouraging, cunning, and widower</i>. ○ Have students make connections between the various words based on their similar meanings. (L.2.5b) • <u>Second Reading</u>: Reread <i>Domitila</i> a second time. Throughout the reading, ask questions for students to demonstrate understanding. (RL.2.1, SL.2.1a-c, SL.2.2) Sample questions: <ul style="list-style-type: none"> ○ How does the beginning of this fairy tale introduce the story? (RL.2.5) ○ How does Domitila’s father respond to the family’s need for money? (RL.2.3) ○ How does Timoteo first respond to the meal Domitila cooks? (RL.2.1, RL.2.3) ○ How does the fairy tale end? (RL.2.5) ○ What does the spirit of Domitila’s mother remind her to do? How do these instructions help to teach the moral or lesson of the story? (RI.2.2) ○ How is this fairy tale similar to the ones previously read in this unit? (RL.2.9) ○ How is this fairy tale different from the ones previously read in this unit? (RL.2.9) • <u>Student Practice</u>: Divide the class into pairs. Provide pairs with the images for <i>Domitila</i>. Ask the pairs to sequence the images and retell the story and describe the initial lesson they learned from the text. (RL.2.1, RL.2.2, RL.2.7, SL.2.4, SL.2.6) Then have pairs complete the row for <i>Domitila</i> on the Patterns in Cinderella Stories Chart and the Comparing Cultures Chart. Provide support as needed to recall specific terminology from the story.

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Independent Writing: Have students respond to the following question in writing: “How is the central message or lesson from this story similar to the central message in <i>Cinderella</i>?” (RL.2.2, RL.2.9, W.2.1, W.2.8) <ul style="list-style-type: none"> ○ Begin the writing process by engaging in a Shared Inquiry discussion²⁵ to brainstorm, list, and discuss answers to the following questions: “In <i>Domitila</i>, how does Domitila respond to the challenge of working at the governor’s house? (RL.2.3) What did Timoteo do to find the girl who cooked the nopales? (RL.2.2) How is this ending different from the ending of <i>Cinderella</i>?” (RL.2.9) ○ Ensure that students use accountable talk²⁶ throughout the discussion and refer to the text to provide support for their ideas. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6) ○ Provide an answer frame²⁷ for students who need help writing a response. ○ Ensure that students use various nouns, pronouns, verbs, adjectives, adverbs, and prepositions; proper punctuation; basic subject-verb agreement; and conventional spelling. (L.2.1a, b, c, d, e, f; L.2.2c, d, e; L.2.6) • Note for Small-Group Writing: Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.2.5)
<p>LESSON 5:</p> <p><i>The Way Meat Loves Salt</i>, Nina Jaffe</p>	<p>TEXT DESCRIPTION: In this Poland-set Jewish variation of the Cinderella story, the youngest daughter of a rabbi is sent away from home in disgrace for telling her father that she loves him like meat loves salt. Mireleh is then given a wooden stick by the prophet Elijah that she uses to attend a wedding feast. At the feast, the rabbi’s son is taken with her and finds her slipper as she leaves. He searches for the owner, and Mireleh marries the son of the rabbi and is reunited with her family. This text includes words and music to a traditional Yiddish wedding song.</p> <p>TEXT FOCUS: Use this text to help students further understand how a fairy tale can be told differently in a different culture. Students will continue to compare and contrast the versions of Cinderella stories throughout the unit by engaging with the words and illustrations of the text. Students will focus on the vocabulary and other cultural elements to distinguish this tale from the others in the unit. Students will discuss the significance of the title of this text as compared to the others in the set. (RL.2.1, RL.2.2, RL.2.3,</p>

²⁵ <https://www.youtube.com/watch?v=r-M3aLcE88E>

²⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>RL.2.4, RL.2.7, RL.2.9)</p>
<p>LESSON 6:</p> <p><i>Mufaro's Beautiful Daughters: An African Tale</i>, John Steptoe</p>	<p>TEXT DESCRIPTION: <i>Mufaro's Beautiful Daughters: An African Tale</i> tells the story of a father with two beautiful daughters, one bad-tempered, one kind and sweet. The kind daughter, Nyasha, befriends a snake while tending her garden. One day, all daughters are invited to go before the king, who is choosing a wife. Manyara, the bad-tempered daughter sneaks out early and selfishly ignores the needs and advice of others along the way, but Nyasha is kind and shares. It is revealed that the king was the snake, and knowing Nyasha's kindness, marries her.</p> <p>TEXT FOCUS: <i>Mufaro's Beautiful Daughters: An African Tale</i> provides students with additional opportunities to understand how a fairy tale can be told differently in a different culture. Students will continue to compare and contrast the versions of the Cinderella story throughout the unit. Students will examine character traits to determine the central idea of the story.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students engage in multiple reads of the story to determine its central idea, examine the traits of the main characters, and compare and contrast this story with the other versions of the Cinderella story.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read aloud the text as students follow along. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text, including any unfamiliar African terms. As students follow along, prompt them to think about the connections that can be made to previously read texts. Project or display the images for students to see as the text is read aloud. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Word Work: Continue building a class unit vocabulary display that students can rely on in their writing. (L.2.6) <ul style="list-style-type: none"> ○ Use a similar process to that used in Lesson 1. ○ For <i>Mufaro's Beautiful Daughters</i>, focus on the following words: <i>considerate, transfixed, uppermost, worthy, piercing, bravely, hysterically, enclosure, faults, displeased, and relief.</i> • Student Practice: Have students engage in various comparison and contrast tasks. <ul style="list-style-type: none"> ○ Ask students to compare and contrast Manyara and Nyasha using a Venn diagram and including adjectives and adverbs from the text to describe their appearance and actions. (RL.2.3, RL.2.7, L.2.1e) ○ Have students work in pairs to complete the row for <i>Mufaro's Beautiful Daughters</i> on the Patterns in Cinderella

TEXT SEQUENCE	TEXT USE
	<p data-bbox="604 233 989 261">Stories Chart begun in Lesson 2.</p> <ul data-bbox="464 391 1923 524" style="list-style-type: none"> <li data-bbox="464 391 1923 524">• Class Discussion: Reread <i>Mufaro’s Beautiful Daughters</i> a second time. Project the text for students to follow along. Throughout the reading, ask questions for students to demonstrate understanding. (RL.2.1, SL.2.1a-c, SL.2.2) Sample questions are available here.²⁸ Conclude the discussion by completing the row for <i>Mufaro’s Beautiful Daughters</i> on the Comparing Cultures Chart as a class. <p data-bbox="415 548 751 576">EXPRESS UNDERSTANDING:</p> <ul data-bbox="464 602 1990 1101" style="list-style-type: none"> <li data-bbox="464 602 1990 1101">• Independent Writing: Have students respond to the following question in writing: “How is the central message of these stories different from the central message in <i>Cinderella</i> because of the roles of the fathers?” (RL.2.2, RL.2.9, W.2.1, W.2.8) <ul data-bbox="558 686 1990 1016" style="list-style-type: none"> <li data-bbox="558 686 1990 789">○ Begin the writing process by engaging in a Shared Inquiry discussion²⁹ to brainstorm, list, and discuss answers to the following prompt: “Compare and contrast the father in <i>Mufaro’s Beautiful Daughters: An African Tale</i> and the father in <i>The Way Meat Loves Salt</i>.” (RL.2.9) <li data-bbox="558 808 1990 878">○ Ensure that students use accountable talk³⁰ throughout the discussion and refer to the text to provide support for their ideas. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6) <li data-bbox="558 898 1990 930">○ Provide an answer frame³¹ for students who need help writing a response. <li data-bbox="558 950 1990 1016">○ Ensure that students use various nouns, pronouns, verbs, adjectives, adverbs, and prepositions; proper punctuation; basic subject-verb agreement; and conventional spelling. (L.2.1a, b, c, d, e, f; L.2.2c, d, e; L.2.6) <li data-bbox="464 1036 1990 1101">• Note for Small-Group Writing: Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.2.5)
<p data-bbox="107 1127 233 1154">LESSON 7:</p> <p data-bbox="107 1195 380 1261">“The Girl with the Red Slippers”³² from</p>	<p data-bbox="415 1146 1976 1247">TEXT DESCRIPTION: In this version of the Cinderella story set in Egypt in the sixth century B.C., Rhodopis, a slave girl from Greece, is ridiculed and made to work harder by her fellow servants for being different. Lonely, Rhodopis befriends animals, in particular a hippopotamus, and dances beautifully in the warm sunshine. Her master, noticing her beautiful dance, presents Rhodopis with red</p>

²⁸ http://www.scholastic.com/browse/collateral.jsp?id=32381_type=Book_typedId=341

²⁹ <https://www.youtube.com/watch?v=r-M3aLcE88E>

³⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

³¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>Domain 3 of the Grade 1 Core Knowledge Listening and Learning Strand (pages 28-32 of the Read-Aloud Anthology)</p>	<p>silk slippers. One of Rhodopis’ slippers is taken by a falcon and brought to the pharaoh. Deciding this is a sign from the god Horus, the pharaoh begins a search for the owner of the slipper. Once he finds Rhodopis, the two are married.</p> <p>TEXT FOCUS: Use this text to help students further understand how a fairy tale can be told differently in a different culture. Students will continue to compare and contrast the versions of the Cinderella story throughout the unit.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students continue to engage in multiple readings of the text and work on vocabulary. They participate in a class discussion and find and use evidence from the text to support their answers during the discussion and tasks. The lesson concludes with students creating a comparison and contrast response.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read aloud “The Girl with the Red Slippers.” • Word Work: Continue building a class unit vocabulary display that students can rely on in their writing. (L.2.6) <ul style="list-style-type: none"> ○ Use a similar process to that used in Lesson 1. ○ For “The Girl with the Red Slippers,” focus on the following words: <i>servants, tended, revived, gracefully, elegantly, horribly, and spare.</i> ○ Have students make connections between the various words based on their similar meanings and different uses in a sentence (e.g., <i>elegant</i> in Lesson 3 and <i>elegantly</i> here). (L.2.1e, L.2.5b) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Student Practice: Divide the class into pairs. Provide pairs with the images³³ for “The Girl with the Red Slippers.” Ask the pairs to sequence the images, retell the story and describe the lesson learned from the text. (RL.2.1, RL.2.2, RL.2.7, SL.2.4, SL.2.6) • Class Discussion: Have students read “The Girl with the Red Slippers” in pairs.³⁴ (RI.2.10, RF.2.4a-c) Ask them to stop at teacher-designated points to answer questions with their partner to demonstrate understanding. (RL.2.1, SL.2.1a-c, SL.2.2) The following questions are adapted from pages 32-33 of the Domain 9 Read-Aloud Anthology from Core Knowledge Grade 1 Listening and Learning Strand.

³² To access the Core Knowledge text for free, click on the provided link and select “Add File” and then “Your Files.” You will need to create a user name and password (which is also free) to download the file for free.

³³ https://www.engageny.org/file/22251/download/ckla_g1_d3_fb.pdf?token=Wi2MSJc7ftcQWOcDNGC9x6GQvuOH565a-SsPEZXfQas

³⁴ http://www.fcrr.org/studentactivities/F_024b.pdf

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ How does the beginning of this fairy tale introduce the story? (RL.2.5) ○ How do the other servants respond when the master gives a gift to Rhodopis? How do they treat her as a result? (RL.2.3, RL.2.7) ○ How does this fairy tale end? (RL.2.5) ○ How is this fairy tale similar to or different from the ones previously read in this unit? (RL.2.9) <ul style="list-style-type: none"> ● Student Practice: Have students engage in various comparison and contrast tasks. <ul style="list-style-type: none"> ○ Have students work in pairs to complete the row for “The Girl with the Red Slippers” on the Patterns in Cinderella Stories Chart and the Comparing Cultures Chart begun in Lesson 2. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Independent Writing: Have students respond to the following question in writing: “How is the central message or lesson from this story similar to the central message in <i>Cinderella</i>?” (RL.2.2, RL.2.9, W.2.1, W.2.8) <ul style="list-style-type: none"> ○ Begin the writing process by engaging in a Shared Inquiry discussion³⁵ to brainstorm, list, and discuss answers to the following questions: “In ‘The Girl with the Red Slippers,’ how does Rhodopis respond to the challenge of not being allowed to attend the royal banquet? (RL.2.3) What did Amasis do to learn who owned the red slipper? (RL.2.2) How is this ending similar to the ending of <i>Cinderella</i> from Lesson 1?” (RL.2.9) ○ Ensure that students use accountable talk³⁶ throughout the discussion and refer to the text to provide support for their ideas. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6) ○ Provide an answer frame³⁷ for students who need help writing a response. ○ Ensure that students use various nouns, pronouns, verbs, adjectives, adverbs, and prepositions; proper punctuation; basic subject-verb agreement; and conventional spelling. (L.2.1a, b, c, d, e, f; L.2.2c, d, e; L.2.6) ● Note for Small-Group Writing: Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.2.5)
LESSON 8:	TEXT DESCRIPTION: Yeh-Shen is treated harshly by her stepmother and stepsister, befriends and shares food with a golden-eyed fish. Angered by this, Yeh-Shen’s stepmother disguises herself as the kind girl and kills the fish. Yeh-Shen is instructed by an old man

³⁵ <https://www.youtube.com/watch?v=r-M3aLcE88E>

³⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

³⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>Yeh-Shen: A Cinderella Story from China, Ai-Ling Louie</p> <p>Yeh-Shen: A Cinderella Story from China,³⁸ CBS Storybreak</p>	<p>to retrieve the fish’s bones and ask them for things when she is in need. Denied permission to attend the festival, Ye-Shen asks the bones and receives a beautiful gown and slippers. She loses a slipper at the festival, and a merchant presents it to the king. The king searches for its owner and finds that it is Ye-Shen. The two soon marry. The CBS Storybreak is a cartoon adaptation of the story.</p> <p>TEXT FOCUS: This text allows students to determine the moral or lesson of a story from a different culture. Students can continue to compare and contrast tales from diverse cultures, learning key vocabulary words associated with the Cinderella tales as well as those specific to Chinese culture. The video supports students as they demonstrate understanding of the characters, setting, and plot of this version.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students continue to engage in multiple readings of the text and work on vocabulary. They participate in a class discussion and find and use evidence from the text to support their answers during the discussion and tasks. The lesson concludes with students creating a comparison and contrast response.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read aloud <i>Yeh-Shen</i> as students follow along, only interrupting minimally as needed to define any essential vocabulary for basic understanding of the text, including any unfamiliar cultural terms. As students follow along, prompt them to think about the connections that can be made to previously read texts. • Word Work: Continue building a class unit vocabulary display that students can rely on in their writing. (L.2.6) <ul style="list-style-type: none"> ○ Use a similar process to that used in Lesson 1. ○ For <i>Yeh-Shen</i>, focus on adding the following words: <i>dynasty, heaved, wondrous, sage, gown, transformation, festival, pavilion, tattered, and glimpse.</i> • First Reading: As a class, view all or an excerpt of the CBS Storybreak version of <i>Yeh-Shen</i>. Ask students to think of ways the cartoon version is similar to or different from the story they have just read. (RL.2.1, RL.2.9) Then discuss how the voices used in the dialogue of the cartoon show differences in the good and bad characters. (RL.2.6, RL.2.7) • Second Reading: Reread <i>Yeh-Shen</i> aloud. Throughout the reading, ask questions for students to demonstrate understanding. (RL.2.1, SL.2.1a-c, SL.2.2) Sample questions: <ul style="list-style-type: none"> ○ How does the beginning of this fairy tale introduce the story? (RL.2.5) ○ How does Yeh-Shen’s stepmother act on her jealousy of Yeh-Shen’s beauty? (RL.2.3)

³⁸ <https://www.youtube.com/watch?v=m3JZDb8ddiU>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Why does Yeh-Shen share her food with the golden-eyed fish even though she barely has enough for herself? What does that teach us about Yeh-Shen? (RL.2.3, RL.2.7) ○ How did Yeh-Shen’s stepmother trick the fish into coming onto the bank of the pond? (RL.2.7) ○ Why did the old man come to see Yeh-Shen? What did the fish bones give Yeh-Shen to go to the festival? How did the king get the golden shoe that Yeh-Shen had lost? (RL.2.7) ○ How does this fairy tale end? (RL.2.5) ○ How do the illustrations in the cartoon and the illustrations in the story tell the story in a different way? (RL.2.7, RL.2.9) ○ How is this fairy tale similar to and different from the ones previously read in this unit? (RL.2.9) <ul style="list-style-type: none"> ● Student Practice: Have students engage in various comparison and contrast tasks. <ul style="list-style-type: none"> ○ Have students work in pairs to complete the row for <i>Yeh-Shen</i> on the Patterns in Cinderella Stories Chart and the Comparing Cultures Chart begun in Lesson 2. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Independent Writing: Have students respond to the following question in writing: “How is the central message or lesson from this story similar to the central message in <i>Cinderella</i>?” (RL.2.2, RL.2.9, W.2.1, W.2.8) <ul style="list-style-type: none"> ○ Begin the writing process by engaging in a Shared Inquiry discussion³⁹ to brainstorm, list, and discuss answers to the following question: “In <i>Yeh-Shen</i>, the king never dances with the lovely girl at the festival, but in the cartoon he does. (RL.2.2) Which version most resembles the ball from <i>Cinderella</i> in Lesson 1?” (RL.2.9) ○ Ensure that students use accountable talk⁴⁰ throughout the discussion and refer to the text to provide support for their ideas. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6) ○ Provide an answer frame⁴¹ for students who need help writing a response. ○ Ensure that students use various nouns, pronouns, verbs, adjectives, adverbs, and prepositions; proper punctuation; basic subject-verb agreement; and conventional spelling. (L.2.1a, b, c, d, e, f; L.2.2c, d, e; L.2.6) ● Note for Small-Group Writing: Ensure that student writing meets expectations through teacher conferencing and support

³⁹ <https://www.youtube.com/watch?v=r-M3aLcE88E>

⁴⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

⁴¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	students who are struggling to meet standards during small-group writing time. (W.2.5)
<p>LESSON 9:</p> <p>“Billy Beg” from Domain 3 of the Grade 1 Core Knowledge Listening and Learning Strand (pages 41-45 of the Read-Aloud Anthology)⁴²</p>	<p>TEXT DESCRIPTION: This Irish tale of a male Cinderella tells the story of a prince, Billy Beg, who lives a hardworking life of herding cattle. Billy’s best friend, an old bull, is sent to be sold but leaves Billy with three gifts: a magic tablecloth for food, a stick for strength, and a belt for invincibility. Billy takes off with his gifts and finds an old gentleman plagued by a giant. Billy uses his belt to defeat the giant and later is told of a dragon in the village who demands the princess as a prisoner. Billy dresses in armor and uses his belt and stick to defeat the dragon, and as the princess tries to stop him from leaving, she is left holding only his boot. The king orders a search for the brave knight using the boot, and after Billy is found, he and the princess are married.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 10:</p> <p>Cinderella, Marcia Brown, and unit texts</p>	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cumulative Writing Task</p>
<p>LESSON 11:</p> <p>Texts for group research and additional Cinderella stories</p>	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>

⁴² To access the Core Knowledge text for free, click on the provided link and select “Add File” and then “Your Files.” You will need to create a user name and password (which is also free) to download the file for free.