



Cinderella

7

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the characters, setting, and plot in “Cinderella”
- ✓ Demonstrate familiarity with the story “Cinderella”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “Cinderella” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions about “Cinderella,” and recognize a cause/effect relationship in the fairy tale, with prompting and support (RL.K.1)
- ✓ With prompting and support, sequence six pictures illustrating events in the fairy tale “Cinderella” (RL.K.2)
- ✓ With prompting and support, describe the characters, setting, and plot of “Cinderella” (RL.K.3)
- ✓ With prompting and support, define and use new words, such as *tattered*, from the read-aloud and the discussion about “Cinderella” (RL.K.4)
- ✓ Listen to a variety of texts, including fictional stories such as “Cinderella” (RL.K.5)

- ✓ With prompting and support, describe an illustration of the coach in “Cinderella,” using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Actively engage in the fiction read-aloud “Cinderella” (RL.K.10)
- ✓ Identify multiple meanings of *ball* and use them in appropriate contexts (L.K.4a)
- ✓ Explain that “Cinderella” has realistic elements, such as going to a ball and being treated unfairly, but it also has fantasy elements, such as magic and a fairy godmother
- ✓ Discuss personal responses to being treated unfairly and connect those to the way Cinderella was treated

Core Vocabulary

cinders, n. Small bits of burned wood from the fireplace

Example: Can you please sweep up the cinders that fell out of the fireplace?

Variation(s): cinder

hearth, n. The floor area in front of a fireplace

Example: A fiery log rolled out of the fireplace and onto the hearth.

Variation(s): hearths

merriment, n. Fun

Example: Her eyes sparked with merriment as her friends sang “Happy Birthday”

Variation(s): none

stumbled, v. Tripped

Example: Carolina’s foot caught on the sidewalk and she stumbled.

Variation(s): stumble, stumbles, stumbling

tattered, adj. Torn; worn out

Example: Gema could no longer wear her sister’s old coat because it was too old and tattered.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Where Are We?	world map	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Cinderella		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Tattered		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Ball	Poster 3M: Ball	15
	Sequencing Events in the Story	Instructional Master 7B-1; blank paper, scissors, glue or tape	



Cinderella

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Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students what they have learned about kings and queens. As the most important and powerful people in the kingdom, kings and queens could have whatever they wanted. Discuss with students the concept of fairness. Ask students if they have ever been treated unfairly. Have students share how the unfair treatment made them feel.

Where Are We?

Show students a map of the world and help them locate the country of France. Point to and explain that France is a country in Europe. Explain to students that the read-aloud they are about to hear is a fairy tale written by someone who lived in France in 1697, over three hundred years ago. Review the word *author* with the students and tell them that the author's name was Charles Perrault.

Purpose for Listening

Tell students they are going to hear a made-up, fictional story about a young girl named Cinderella who was treated unfairly. Ask students to listen to find out what happens to Cinderella.



Cinderella

← Show image 7A-1: Cinderella scrubbing floor

Once upon a time, a little girl’s father married a new wife. The little girl’s stepmother forced her to do the hardest and dirtiest work in the house, while the stepsisters did nothing. When her work was finally done, she would sit, tired and alone, on the **hearth** by the fireplace, among the ashes and **cinders**.¹ And so she came to be called “Cinderella.”

1 Cinders are small bits of burned wood from the fireplace.

2 Her father did everything his new wife told him to do.



← Show image 7A-2: Cinderella listening to her stepsisters talking

One day, the king’s son, the prince, announced that he was going to hold a ball.³ The stepsisters shrieked with excitement at the announcement. All the young ladies in the kingdom were invited to the palace for a grand evening of dancing and **merriment**.⁴ For days the stepsisters primped in front of their mirrors and talked of nothing else.

3 A ball is a fancy party with dancing. The word *ball* can have other meanings. The word *ball* also means a round object we play with.

4 The word *merriment* means fun. What other word does merriment remind you of? *Merry* is a word we have learned that means happy.



← Show image 7A-3: Stepsisters snapping at Cinderella

The stepsisters snapped at Cinderella, “You must help us get ready for the ball. Clean our shoes! Comb our hair! Hurry!”

Cinderella helped her stepsisters without complaining. Silently, however, she longed to go to the ball and imagined herself dancing in the arms of the prince.

At last the day came. The stepsisters and their mother left for the palace. Cinderella watched them as long as she could. When she had lost sight of them, she began to cry, so miserable and alone did she feel.⁵

5 How does Cinderella feel? Why?



← **Show image 7A-4: Fairy godmother**

But Cinderella was not alone after all, for she heard a gentle voice ask, “What’s the matter, dear?”

She looked up and saw a woman with a kind face.

“I wish—I wish I could—” began Cinderella, but could not finish for all her tears and sobbing.

“You wish to go to the ball—is that it?” said the kind woman. “Then it shall be so!” said the woman, for she was, you see, Cinderella’s fairy godmother.



← **Show image 7A-5: Cinderella in a pumpkin patch**

“Now run into the garden,” she said to Cinderella, “and bring me a pumpkin.” Cinderella went immediately to the garden, though she could not imagine what a pumpkin had to do with going to the ball. She watched her fairy godmother scoop out the inside of the pumpkin, leaving only the rind.⁶ Then the pumpkin turned into a dazzling coach lined with satin!⁷ Next, with a touch of her wand she turned a big rat into a fat, jolly coachman to drive the coach.

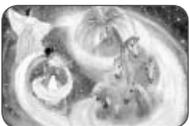
6 A rind is the tough outer skin of a fruit or vegetable.

7 A coach is like a fancy carriage.



← **Show image 7A-6: Coach**

“Now, dear,” said the fairy godmother, “bring me the mouse trap from the house.” Cinderella brought the trap, which had six live mice in it. “Open the door of the trap, dear,” said the fairy godmother. Then, as each mouse scurried out, she gave them, and the pumpkin rind, a tap with her wand.



← **Show image 7A-7: Cinderella and the fairy godmother surrounded by white light**

Suddenly, Cinderella was surrounded by bright, white light as she watched the six mice turn into a fine set of six horses, all a beautiful mouse-colored gray.

“Well,” said the fairy godmother with a smile, “are you pleased? Are you ready to go to the ball?”

“Oh yes!” cried Cinderella. “But . . . must I go in these dirty rags?”



← **Show image 7A-8: Cinderella in a glittering gown**

8 Cinderella's old clothes were torn, but her new gown was sparkling.

Her godmother laughed and, with a touch of her wand, changed Cinderella's **tattered** clothes into a glittering gown of gold and silver.⁸ And on her feet appeared a pair of glass slippers, the prettiest in the world. Cinderella stepped into the coach. But before she left, her fairy godmother gave her this warning: "Do not stay at the ball after midnight, not even for a moment! When the clock strikes twelve, the coach will once again be a pumpkin; the horses, mice; the coachman, a rat; and your gown, the same old clothes you had on."⁹

9 What will happen after midnight?

Cinderella promised she would leave before midnight. Then, calling out her thanks, away she rode in the coach, feeling happier than she had ever felt before.

10 Who do you think the princess is that the prince heard about?

At the palace, the prince heard that a great princess had arrived, but that no one knew who she was.¹⁰ So he went to meet her, and gave her his hand, and led her into the great ballroom filled with people. As they entered, a hush fell upon the room. The dancers stopped dancing; the musicians stopped playing. Everyone stood still just to look upon the beauty of the unknown newcomer.



← **Show image 7A-9: Cinderella dancing with the prince**

11 They were jealous of the young woman because they wished the prince would dance with them instead.

The prince asked Cinderella to dance with him. They danced together once, then twice, then again and again. Cinderella's face shone with happiness. Everyone at the ball looked on in admiration —everyone, that is, but the two jealous stepsisters, who glared at the lovely lady, though they had no idea they were glaring at Cinderella!¹¹

How quickly time slips away when the heart is happy! As Cinderella danced again and again with the prince, she heard the great bell of the palace clock begin to toll or ring: *one . . . two . . . three . . .*

"Oh!" she gasped. "The clock! What time is it?"

The prince answered, "Midnight."



← **Show image 7A-10: Cinderella running from the ball**

Midnight! Cinderella's cheeks grew pale. She turned and, fast as a deer, ran out of the ballroom, down a long hallway, then down a long staircase.¹²

12 What's wrong? Why did Cinderella start running?

13 Cinderella tripped and lost one of her glass shoes. Can you see the slipper?

At the foot of the staircase she **stumbled**; one of her glass slippers fell off!¹³ But Cinderella could not stop. Already the clock had sounded its eleventh stroke. As she leapt breathlessly out of the castle into the darkness, she heard the clock sound the last stroke of midnight, and felt her smooth gown turn into the rough cloth of her real clothes.

Her dazzling coach had turned back into a pumpkin, so she ran home alone. When she got there, she was out of breath, and climbed the stairs to her cold attic room. Then she noticed: She was still wearing one glass slipper!



← **Show image 7A-11: Prince holding slipper**

Now, when Cinderella had run from the palace, the prince had raced after her. And though he had not been able to catch her, he did find, at the bottom of the staircase, the glass slipper that had fallen off her foot.

And that is why, the very next morning, the sound of trumpets woke the kingdom, and the prince announced that he would marry the woman whose foot fit the glass slipper. The prince sent men to try the slipper on the foot of every woman in the land.

From house to house they went, trying the slipper on foot after foot. But on one foot the slipper was too long; on another, too short; on another, too wide; on another, too narrow.



← **Show image 7A-12: Stepsister trying on slipper**

And so it went until at last they came to the house of Cinderella and her stepsisters. One by one, the stepsisters squeezed, pinched, and pushed, but the slipper would not fit.¹⁴

14 Why did the stepsisters keep trying to make the shoe fit?

Then, from the shadows, Cinderella stepped forth and said, "Let me see if it will fit me."



“You!” the stepsisters cried. “Go back to the cinders where you belong!”

← **Show image 7A-13: Cinderella trying on the glass slipper**

But one of the prince’s men said that he had orders to try the slipper on every woman in the kingdom. He placed the slipper on Cinderella’s foot—and it fit perfectly! The stepsisters’ mouths dropped open in astonishment. And they were even more shocked when, from her pocket, Cinderella drew forth the other glass slipper.¹⁵

15 Why were the stepsisters surprised?

And now the stepsisters recognized Cinderella as the beautiful lady they had seen at the ball. They threw themselves at her feet and begged her pardon for all of the ways they had treated her so badly. Cinderella was so kind-hearted that she forgave them and embraced them.

Later, after Cinderella married the prince, she even invited her stepmother and stepsisters to live at the palace. And there, Cinderella and the prince lived happily ever after.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Inferential* How did Cinderella get her name? (Cinderella got her name because she would sit near the ashes and cinders from the fireplace after a hard day’s work.)
2. *Inferential* How did Cinderella’s stepmother and stepsisters treat her? (Cinderella’s stepmother and stepsisters treated her meanly and unfairly.)
3. *Inferential* Who suddenly appears to help Cinderella? (Cinderella’s fairy godmother appears to help her.) How does the fairy godmother help Cinderella? (The fairy godmother helps Cinderella get ready to go to the ball by turning a pumpkin into a coach and mice into horses.)

4. *Inferential* Why did Cinderella have to leave the ball at midnight? (Cinderella had to leave the ball at midnight because the coach would turn into a pumpkin, the horses would turn back to mice, and her clothes would become tattered again.)
5. *Literal* What did Cinderella lose as she ran out of the ball at midnight? (Cinderella lost her glass slipper as she ran out of the ball at midnight.)
6. *Inferential* How did the prince decide to try to find Cinderella? (He sent his servants throughout the kingdom so that every woman could try on the glass slipper to see if it fit.)
7. *Inferential* Why did the prince want to find Cinderella? (The prince wanted to find Cinderella so he could marry her.)
8. *Literal* What happened at the end of the story? (The prince and Cinderella got married and lived happily ever after. Cinderella, who was always kind, forgave her stepmother and stepsisters and invited them to live at the palace.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Some things in the story could really happen and some things could not really happen because they are magic or fantasy. Which things could really happen? (The parts of the story that could really happen include being treated unfairly and going to a ball.) Which things are magic or fantasy? (The parts of the story that are magic or fantasy include a fairy godmother who suddenly appears and changes a pumpkin into a carriage, mice into horses, and her tattered clothing into a gown.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Tattered

5 minutes

1. In the read-aloud you heard, “Her godmother laughed and, with a touch of her wand, changed Cinderella’s *tattered* clothes into a glittering gown of gold and silver.”
2. Say the word *tattered* with me.
3. *Tattered* describes any object that is torn or worn out, like a piece of fabric or clothing.
4. My old jeans are tattered with lots of holes.
5. Tell me about something you have or have seen that is tattered. Try to use the word *tattered* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My _____ is tattered.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name several things. If the example I give is something torn or worn out, say, “_____ is tattered.” If the example I give is something in good condition, say, “_____ is not tattered.” Remember to answer in complete sentences.

1. an old blanket with holes (The old blanket with holes is tattered.)
2. a bright, new rug (A bright, new rug is not tattered.)
3. a pair of pants without any tears in it (A pair of pants without any tears in it is not tattered.)
4. an old, ripped shirt (An old, ripped shirt is tattered.)
5. a book that is falling apart and has missing pages (A book that is falling apart and has missing pages is tattered.)



Complete Remainder of the Lesson Later in the Day



Extensions

15 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Ball

1. [Show Poster 3M: Ball.] In the read-aloud you heard, “Now it happened one day that the king’s son, the prince, announced that he was going to hold a *ball*.” Which picture shows this type of *ball*? [Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.]
2. *Ball* can also mean several other things. *Ball* also means a round object. Which picture shows someone with a round object? [Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.]
3. *Ball* also describes sports games, like baseball or basketball. Which picture shows teams playing ball? [Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.]
4. Now that we have described the different meanings for *ball*, quiz your neighbor on these different meanings. Remember to use complete sentences. For example, you could say, “After school, we always go to the park to play ball.” Your neighbor would respond by holding up three fingers.

10 Sequencing Events in the Story (Instructional Master 7B-1)

Provide each student with Instructional Master 7B-1, a blank piece of paper, scissors, and glue or tape. First have students cut out the small pictures. Then tell students to sequence the pictures according to the story. Tell them to glue their pictures in order on the blank page once they have checked their choices.

Allow all students sufficient time to complete the assessment. Have students retell the story with their partners, referring to the sequenced images to aid in their retelling.