



Lesson 1: Teacher Guide and Notes



The *Cinderella* unit is built around two kinds of interactive shared readings of the text between the teacher and students. The first interactive reading focuses on helping students understand the text and includes embedded vocabulary instruction. The second interactive reading involves re-reading the text and focuses on grade-level analysis of the text, with students working in groups.

The first lesson focuses on Part 1 of the story and includes **pages 1-10** of *Cinderella* by Barbara McClintock.

Note on Embedded Vocabulary Instruction

While reading, provide embedded instruction for difficult vocabulary using the following techniques:

- Provide a short definition.
- Act out the word.
- Point to a picture in the book
- Ask students if they know the meaning, or if they can figure it out from context.
- Say the word in Spanish (for Spanish-speaking ELLs); ask students if they know the definition in English.
- Ask students if they can think of a Spanish word that sounds similar; ask if they can tell you the meaning in Spanish and have them translate the word into English, or another student or you translate the word into English.
- Definitions are also provided in the Glossary of the Student Chart.



Lesson Overview

Common Core Objectives	
<p>Students will:</p> <ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says and when drawing inferences. (RL 4.1) • Determine the meaning of words and phrases as they are used in a text. (RL 4.4) • Read and comprehend grade-level literature with scaffolding as needed (RL 4.10) • Communicate with others in a range of settings (one-on-one, in groups, and teacher-led) about grade-level topics and texts. (SL 4.1) • Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and details to support main ideas or themes. (SL 4.4) • Learn how to determine or clarify the meaning of unknown and multiple-meaning words and phrases using a range of strategies. (L 4.4) 	
Teacher Materials	Student Materials
<ul style="list-style-type: none"> • Lesson 1: Teacher’s Guide and Notes • Context Clues Mini-lesson (PPT / PDF) • Context Clues: Teacher Notes* • Interactive Reading Model (PPT / PDF) • Vocabulary Words Lesson (PPT / PDF) • Vocabulary Words: Teacher Notes • <i>Cinderella</i> <p><i>*These notes are also available in the Teacher’s Guide.</i></p>	<ul style="list-style-type: none"> • Student Charts for Lesson 1

Activity 1A. Context Clues Mini-lesson

Overview: The teacher presents the Context Clues Mini-Lesson to introduce students to the use of context clues in reading comprehension.

Materials: Context Clues Mini-lesson and Teacher Notes (see below); Student Chart 1A



- Hand out student charts for Lesson 1. Have students refer to Student Chart 1A.
- Explain what context clues are based on the definition in the teacher notes.
- Have students underline target words, circle context clues, and write the words' definitions in their student charts.

Note: Click on the slide or advance the presentation with the “down” (↓) or “right” (→) arrows to see the answers appear.

Activity 1B. Pre-Teach Vocabulary

Overview: The teacher uses the Vocabulary Words PowerPoint to provide extended vocabulary instruction. Students follow along, writing definitions and example sentences in their student charts.

Materials: Vocabulary Words Lesson and Teacher Notes (see below); Student Chart 1B

- Have students turn to Student Chart 1B.
- Pre-teach *reveal* and *demeanor* using the Vocabulary Lesson (Slides #1-3).
- Have students:
 - Write each word's definition in their student charts.
 - Engage in partner talk to come up with an example sentence and write it in their student charts.
 - Share their example sentences with the class.

Interactive Reading

Activity 1C. Interactive Reading, Part 1

Overview: The teacher does a first interactive reading of pgs. 1-10 of the text using the book and Teacher Notes or a PowerPoint of the book.* Students are seated next to the teacher, or if they each have books, at their desks. If they have books, they should follow along as the teacher reads.

Materials: Teacher Notes for Lesson 1 (see below); Student Chart 1C; *Cinderella*

- Read pgs. 1-10 of *Cinderella* out loud.
- Use the Teacher Notes to identify vocabulary for embedded instruction; provide appropriate embedded vocabulary instruction.



- Have students turn to Student Chart 1C in their student charts (the glossary) and check off words as they are defined.
- Use the Teacher Notes to ask individual students or pairs of students (or a combination of individuals and pairs) comprehension questions.
- Have one or two individuals or pairs share their answers with the class. Correct and elaborate on responses as warranted.

**Due to copyright restrictions, only the first part of the book can be modeled this way.*

Activity 1D. Interactive Reading, Part 2

Overview: Students re-read pgs. 1-10 of the text and answer questions that are generally more difficult than those in the first reading.

Materials: Teacher Notes for Lesson 1 (cont.); Student Chart 1D; *Cinderella*

- Pair students. Ensure at least one student is able to read the questions in English.
- Have students turn to Student Chart 1D in their students charts, read the questions, and write the answers on their charts.
- Go over each answer as a class, either question by question or when all students have completed the task. Correct and elaborate on student responses as warranted.
- Have students revise their responses if necessary.



Teacher Notes: Context Clues Mini-lesson (Activity 1A)

#1. Context Clues

[Hand out the Student Charts for Lesson #1. Refer students to Student Chart 1A.]

This is a picture of a detective. He is looking for clues, or hints, to solve a problem. What is a clue?

(It's a hint you can use to help solve a problem.)

We can be detectives, too, when we are reading.

If you come across a word you don't know, you can use clues to figure out what it means. These are called context clues.

#2. Mystery Words

Now we are going to all be detectives.

Look at this list of mystery words. We are going to use context clues to figure out what the words mean.

Let's say the mystery words out loud. I will say the word first, and then you repeat it.

[Say each of the words in the list, and wait for the students to repeat them.]

#3. Rags

[Read the first sentence out loud.]

In the first sentence, the mystery word is "rags."

We will try to figure out what it means. First, underline "rags" in the first sentence.

[Click to underline it.]

Now we will figure out the context clues.

The word is about Cinderella, because it says she has to wear rags.

What else do we know about Cinderella from this sentence? (She doesn't have any nice clothes.)



Circle “doesn’t have any nice clothes.”

[Click to circle it.]

She doesn’t have nice clothes, so what she has to wear is rags.

Partner Talk

Based on this clue, what do you think “rags” means?

(Old, ugly, bad clothes)

Write down what it means next to the word “rags.”

#5 Scour

[Read the second sentence out loud.]

In the second sentence, the mystery word is “scour.” We will try to figure out what it means.

First, underline “scour” in the second sentence.

[Click to underline it.]

Now we will figure out the context clues.

The word is about the dishes, because it says that Cinderella has to scour all of the dishes.

What else does Cinderella do to the dishes? (She scrubs them)

Circle “scrub.”

[Click to circle it.]

What else do we know? What happens to the dishes when she scours them?

(They are clean)

Circle “clean.”

[Click to circle it.]

Partner Talk

Based on these clues, what do you think “scour” means?

(Scrub something until it is clean)

Write down what it means next to the word “scour” in your chart.

#6 Mattress

[Read the third sentence out loud.]



In the last sentence, the mystery word is “mattress.” Underline “mattress” in the last sentence.

[Click to underline it.]

Now we will figure out the context clues. What does it say that Cinderella does on the mattress? (She sleeps on it)

Circle “sleep on.”

[Click to circle it.]

Partner Talk

Based on this clue, what do you think “mattress” means?

(Something you can sleep on)

Write down what it means next to the word “mattress” in your chart.



Teacher Notes: Pre-Teach Vocabulary (Activity 1B)

#1 Reveal

[Hand out the Student Charts for Lesson 1. Have students follow along in Student Chart 1B.]

Let's talk about the word "reveal." "Reveal" means to show or uncover something.

Look at this illustration. The girl is opening a present to reveal what is inside.

"Reveal" in Spanish is "*reveler*."

Partner Talk

What do you think the present will reveal? Why do you think that?

Start your answer with, "I think the present will reveal... because...."

[Give students a chance to turn and talk. Call on one or two students to share their responses.]

Spelling Practice

Let's spell "reveal." (Group response: r,e,v,e,a,l)

What word have we spelled? (Group response: reveal)

#2 Reveal (continued)

You can also reveal information about yourself, either by what you say or how you act.

Look at the illustration. In the picture, the woman is revealing that she is mean, because she is scolding, or yelling at, someone.

In the story we will read, Cinderella has a new stepmother.

The book says, "No sooner was the wedding over than the new stepmother revealed herself to be the mean and jealous person she truly was."

That means that the stepmother showed what kind of person she really was.



What did the stepmother reveal?

Partner Talk

State something you can reveal through your actions.

Start your answer with, “I reveal that I am ... when I...”

#3 Demeanor

Let’s talk about the word “demeanor.” “Demeanor” means your behavior, or the way you act.

Look at the illustration. This girl looks very playful. She has a playful demeanor.

What else can you guess about her demeanor from the picture? (she has a friendly demeanor, amusing demeanor)

“Demeanor” in Spanish is “*comportamiento*.”

In the story, Cinderella has a pleasing demeanor. That means she behaves in a pleasing, or nice way.

It makes her stepsisters look mean and silly.

People have different demeanors. A person who is usually happy has a happy demeanor.

A person who is usually angry has an angry demeanor. A person who is usually calm has a calm demeanor.

Partner Talk

Say what your demeanor usually is and why. Start your answer with, “My demeanor is... because...”

Spelling Practice

Let’s spell “demeanor.” (Group response: d,e,m,e,a,n,o,r)

What word have we spelled? (Group response: demeanor)



Teacher Notes: Interactive Reading, Part 1 (Activity 1C)

Overview: For the first interactive reading, students are seated next to the teacher, or if they each have books, at their desks. If they have books, they should follow along as the teacher reads. Have students turn to Activity 1C in their student charts (the glossary) and check off vocabulary words as they are defined.

Pages 1-2

Vocabulary

once upon a time: a common way to start a story

nobleman: a person who had high status, or position, with a king

sweet: gentle or nice

gentle-natured: someone with a nice or gentle personality

jealous: when you want what someone else has

couldn't stand: doesn't like someone

selfish: someone who only cares about himself/herself and doesn't care about anyone else

chores: a job around the house

Comprehension Check

- **What happened to the nobleman's wife?** (The nobleman's wife died.)
- **What did he do when she died?** (He married another wife.)
- **Who can describe his first wife?** (She was sweet and gentle.)
- **Who can describe his second wife?** (She was mean and jealous.)
- **What did he think she was like before he married her?** (He thought she was sweet and gentle, like his first wife.)
- **Who was the new wife's stepdaughter?** (Cinderella.)
- **How did the stepmother treat her stepdaughter, Cinderella?** (The stepmother gave Cinderella rags to wear and made her do all of the chores.)
- **Why did the new wife treat her stepdaughter, Cinderella, so badly?** (Cinderella was so pleasing that she made the stepmother's own daughters look silly and selfish.)



- **Who can name the four people in this picture?** [*Make sure they name Cinderella.*]

Pages 3-4

Vocabulary

press: make clothes flat or smooth

scrub: clean something by rubbing hard

Partner Talk

Name the chores, or jobs, that Cinderella had to do. (Sweep floors; wash, dry, and press laundry; scrub the stairs; and clean the dishes, pots, and pans)

Pages 5-6

Vocabulary

dingy: dark and dirty

attic: space in the house that is under the roof, often used to store things

lavish: more expensive than necessary

luxury: something very nice, but not necessary

scold: tell someone that they've done something wrong

complain: say that you are unhappy about something

suffer in patient silence: be quiet when you are unhappy

Comprehension Check

- [*Point to the picture of Cinderella on pg. 5.*] **Where did Cinderella sleep?** (She slept on a dingy mattress in the attic.)
- [*Point to the picture of the stepsisters on pg. 6.*] **Where did the stepsisters sleep?** (They slept in a lavish bedroom.)
- **“Suffer in patient silence” means to be quiet when you are unhappy. Why did Cinderella suffer in silent patience?** (Her stepmother controlled her father, so she knew that he would scold her if she complained.)



Page 7

Vocabulary

cinders: small pieces of burning wood or coal

fireplace: place in a house where a fire burns

despite: even though

dear: sweet and good

spoiled: someone who gets everything they want

Comprehension Check

- **Where did Cinderella sit when her chores were done?** (She sat by the cinders near the fireplace.)
- **Why did Cinderella sit by the cinders?** (She sat there to keep warm.)
- **Why was she called Cinderella?** (Because she sat by the cinders.)

Page 8

Vocabulary

invited: ask someone to come to something

aflutter: excited

arrange hair: make your hair look nice

tease: make fun of someone

examine: look at something carefully

tattered: torn or ripped

Comprehension Check

- **What does “ball” mean in this story?** (“Ball” means dance.)
- **The girls were invited to a ball. Who was giving the ball?** (The king’s son was giving the ball.)
- **What were the sisters thinking about?** (They were thinking about what to wear and how to arrange, or do their hair.)



- **Why didn't Cinderella go to the ball?** (She had only tattered clothing and would have been embarrassed.)

Pages 9-10

Vocabulary

resist: stop yourself from doing something

taunt: make fun of someone

imagine: form a picture of something in your mind

dustpan: something you use to clean up dirt from the floor

hold your nose: squeeze your nose with your fingers to keep from smelling something bad

squeal: yell out loudly

urge: a desire, or a wish, to do something

patiently: staying calm

yank: pull sharply

carriage: something pulled by horses that carries people

Comprehension Check

- **How did Cinderella help her step-sisters?** (She helped them dress and put up their hair.)
- **The mean stepdaughters teased Cinderella. What did they say?** (They said that if she went to the dance, they'd have to follow her around with a dustpan while holding their noses.)
- **When the sisters went to the ball, how did Cinderella feel? How do you know?** (She felt sad, because she started to cry.)



Teacher Notes: Interactive Reading, Part 2 (Activity 1D)

Overview: Students re-read pgs. 1-10 of the text and answer questions that are generally more difficult than those in the first reading.

- Pair students. Ensure at least one student is able to read the questions in English.
- Have students turn to Student Chart 1D in their students charts, read the questions, and write the answers on their charts.
- Either question by question or when all students have completed the task, go over each answer as a whole class. Correct and elaborate on student responses as warranted.
- Have students revise their responses if necessary.

Pages 1-2

Analysis Questions

How did the second wife seem?

(She seemed sweet and gentle.)

How was she in reality?

(In reality, she was a mean and jealous person.)

What does she do to show this?

(She gives Cinderella rags to wear. She makes Cinderella do all of the worst chores.)

Pages 3-4

Analysis Questions

What does this show about Cinderella?

(It shows that Cinderella has to do the worst chores in the house.)



Pages 5-6

Analysis Questions

How does the picture show the differences between where the girls sleep?

(The picture shows Cinderella in a dingy attic. But the stepsisters have a huge, beautiful room.)

Why did Cinderella suffer in patient silence?

(She suffered in patient silence because her stepmother ruled her father with an iron fist, and Cinderella would be scolded if she complained.)

Page 7

Analysis Questions

How did Cinderella get her name?

(She is called Cinderella by her stepsisters because she sits by the cinders near the fireplace to keep warm.)

Page 8

Analysis Questions

How do Cinderella and her stepsisters feel about going to the ball?

(Her stepsisters feel excited about going to the ball. Cinderella would like to go to the ball, too.)

Pages 9-10

Analysis Questions

How are Cinderella's actions different from her stepsister's actions as they get ready?

(The stepsisters are getting ready for the ball. Cinderella is helping them. The stepsisters tease Cinderella, but she helps them look pleasing. She wants to pull their hair, but she does not.)