



## Lesson 2: Teacher Guide and Notes



The *Cinderella* unit is built around two kinds of interactive shared readings of the text between the teacher and students.

These notes focus on the Part 2 of the story, which includes **pages 11-19** of *Cinderella* by Barbara McClintock.

### Lesson Overview

#### Common Core Objectives

Students will:

- 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)

#### Teacher Materials

- [Lesson 2: Teacher's Guide and Notes](#)
- Vocabulary Words Lesson ([PPT](#) / [PDF](#))
- [Vocabulary Words: Teacher Notes](#)
- *Cinderella*

#### Student Materials

- [Student Charts for Lesson 2](#)



## Activity 2A. Pre-Teach Vocabulary

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

**Materials:** Vocabulary Lesson (see below); Student Chart 2A

- Hand out the student charts for Lesson 2 and have students refer to Activity 2A.
- Pre-teach *amazed* and *admire* using the Vocabulary Lesson (Slides #4-5).
- 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 2B. Interactive Reading, Part 1

**Overview:** The teacher does a first interactive reading of pgs. 11-19 of the text using the book and the Teacher Notes. 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 2 (see below); Student Chart 2B; *Cinderella*

- Read pgs. 11-19 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 2B (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.

### Activity 2C. Interactive Reading, Part 2



**Overview:** Students read pgs. 11-19 of the text and answer questions that are generally more difficult than those in the first reading.

**Materials:** Teacher Notes for Lesson 2 (cont.); Student Chart 2C; *Cinderella*

- Pair students. Ensure at least one student is able to read the questions in English.
- Have students turn to Student Chart 2C, 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: Pre-Teach Vocabulary (Activity 2A)

### #4 Amazed

[Hand out the Student Charts for Lesson #2. Have students turn to Activity 2A.]

Let's talk about the word "amazed." Amazed means surprised or filled with wonder.

Look at the illustration. This boy is amazed by what he sees on his computer. What do you think he is amazed by?

[Accept all reasonable responses.]

"Amazed" in Spanish is *asombrado*.

In the story, Cinderella gets a special wish from her fairy godmother.

She is amazed, or surprised, when her godmother uses magic.

### Partner Talk

Say something you are amazed by. Start your answer with, "I am amazed by... because..."

### Spelling Practice

Let's spell "amazed." (Group response: a,m,a,z,e,d)

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

### #5 Admire

Let's talk about the word "admire." "Admire" means to like very much or have a very high opinion of someone or something.

Look at the illustration. This is Carli Lloyd. She is a U.S. Women's Olympic Team soccer player. Many people admire her because she is a great soccer player.

"Admire" in Spanish is *admirar*.

In the story, Cinderella goes to the ball. Even the king and queen admire or really like Cinderella.



## Partner Talk

Say someone you admire and say why. Start your answer with, “I admire... because...”

## Spelling Practice

Let’s spell “admire.” (Group response: a,d,m,i,r,e)

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



## Interactive Reading, Part 1 (Activity 2B)

**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 2B in their student charts (the glossary) and check off vocabulary words as they are defined.

### Page 11

#### Vocabulary

**stranger:** someone you don't know

**appear:** begin to be seen

**matter:** a problem or trouble

**fairy godmother** a magical person in stories who helps people

#### Comprehension Check

- **What do you think the fairy godmother meant when she said, let's get busy?**  
[Accept all reasonable responses.]
- **What do you think is going to happen next?** [Accept all reasonable responses.]

### Page 12

#### Vocabulary

**pumpkin:** a large, orange type of vegetable

**odd:** strange

**trap:** something used for catching animals

**garden pot:** something used to grow plants in

#### Comprehension Check

- **What did Cinderella bring her fairy godmother?** (four mice, a rat, and four lizards)

#### Partner Talk

**Tell your partner what you think might happen next.**



## Page 13

### Vocabulary

**magic words:** special words used in stories that make surprising things happen

**in a flash:** all of a sudden

**handsome:** attractive or healthy

**emerald green:** a very bright green

**portly:** fat

**jaunty:** happy looking

**mustache:** hair above a man's lip

### ☑ Comprehension Check

*Encourage students to use the illustrations for these questions.*

- **What do you think the word liveryman means?** (Someone who works with horses)  
What is a coachman? (Someone who drives a coach, or carriage)
- **What helped you figure this out?** [*Accept all reasonable responses.*]

## Page 14

### Vocabulary

**vanish:** disappear or go away

**tiny:** very small

**slippers:** shoes

**grace:** adds beauty to something

**midnight:** the middle of the night

**stroke of twelve:** another phrase for the middle of the night

**turn back:** go back to the way it was

### ☑ Comprehension Check

- **Why did Cinderella have to return home by midnight?** (At midnight, everything turns back to what it was.)



## Pages 15-16

### Vocabulary

**unknown:** someone you haven't met before

**arrive:** come to a place

**rush:** move very fast

**greet:** say hello

**charming:** pleasant or attractive

**study:** look at something very carefully

**copy:** make something look exactly like something else

### Comprehension Check

- **Why did the ladies study Cinderella?** (They wanted to copy her hair and dress the next day.)

## Pages 17-18

### Vocabulary

**astounding:** something that surprises or amazes people

**enchant:** make someone feel happy

**serve:** give food to someone

**smitten:** be in love with someone

**pay attention:** listen to someone carefully

**suddenly:** happens very fast

**curtsy:** an old-fashioned way of bowing to show respect to someone

### Comprehension Check

- **What did Cinderella do with her oranges?** (She gave them to her stepsisters)
- **What do you infer, or guess 'dumbstruck' means?** [*Accept all reasonable responses.*]
- **Why were the stepsisters dumbstruck?** (They were dumbstruck because a beautiful stranger was paying attention to them.)





**Page 19**

**Vocabulary**

**yawn:** opening your mouth wide when you are tired

**pretend:** act in a way to make people believe something

**lend:** let someone use something for a while

**filthy:** very dirty

**secret:** something that other people don't know

**Comprehension Check**

- **Why did Cinderella smile a secret smile?** (She smiled a secret smile because she knew she was the beautiful princess they were talking about was!)



## Interactive Reading, Part 2 (Activity 2C)

**Overview:** Students re-read pgs. 11-19 of the text and answer questions that are generally more difficult than those in the first reading from Student Chart 2C.

### Page 13

#### Analysis Questions

**Based on her words and actions, what kind of person is Cinderella’s fairy godmother?**

(She is very kind, because she helps Cinderella and she smiles. She is also magical, because she turns a pumpkin, mice, a rat, and lizards into a coach with horses, liverymen, and a coachman. She turns Cinderella’s rags into a beautiful dress.)

### Page 14

#### Analysis Questions

**What does “stroke of twelve mean”? How do you know?**

(“Stroke of twelve” means midnight. I know this because right before that, it says she has to be home at midnight. Also, midnight is twelve o’clock, and a clock would strike twelve at midnight.)

### Pages 15-16

#### Analysis Questions

**What impact, or effect did Cinderella have when she arrived at the ball?**

(When Cinderella arrived at the ball, the prince rushed to her side and gave her his arm. The ladies all studied her hair and her dress. And the king and queen admired her beauty.)



**Page 17**

**Analysis Questions**

**What additional words does the author use to emphasize that Cinderella is attractive?**

(The author uses words like “astounding grace,” “enchanted everyone,” and “the prince was smitten” to emphasize that Cinderella is attractive.)

**Page 18**

**Analysis Questions**

**What does the author want to show us about Cinderella on this page?**

(That author wants to show that Cinderella is kind to her stepsisters, even though they don’t know who she is.)

**Page 19**

**Analysis Questions**

**Cinderella’s stepsisters are mean to her again, but her reaction is different this time. Why?**

(Cinderella is not upset this time because they described her as a beautiful princess without knowing who she was, and because she doesn’t actually need a dress from them.)