



Lesson 3: 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 accompany Part 3 of the story, which includes **pages 20-30** 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)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L 4.5)



Teacher Materials	Student Materials
<ul style="list-style-type: none"> • Lesson 3: Teacher’s Guide and Notes • Idioms Mini-lesson (PPT / PDF) • Idioms: Teacher Notes • Vocabulary Words Lesson (PPT / PDF) • Vocabulary Words: Teacher Notes • <i>Cinderella</i> 	<ul style="list-style-type: none"> • Student Charts for Lesson 3 • <i>Cinderella</i> (optional)

Activity 3A: Idiomatic Expressions Mini-lesson

Overview: The teacher uses the Idioms Mini-Lesson to teach students about idiomatic expressions.

Materials: Idioms Mini-Lesson and Teacher Notes (see below); Student Chart 3A

- Hand out student charts for Lesson 3 and have students refer to Student Chart 3A.
- Teach students about idiomatic expressions using the Idioms Mini-lesson. Be sure to explain the words *literal* and *actual* as they apply to definitions in the slides.
- Have students work individually or in pairs to write literal and actual definitions for the idiomatic expressions in their student charts.
- Review responses with students. Correct and elaborate on responses as warranted.

Activity 3B. Pre-Teach Vocabulary

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

Materials: Vocabulary Lesson; Student Chart 3B

- Have students turn to Student Chart 3B.
- Pre-teach *mysterious* and *astonishment* using the Vocabulary Words (Slides #6-7)
- 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 Readings

Activity 3C. Interactive Reading, Part 1

Overview: The teacher does a first interactive reading of pgs. 20-30 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 3; Student Chart 3C; *Cinderella*

- Read pgs. 20-30 of *Cinderella* out loud.
- Use the Teacher Notes to identify vocabulary for embedded instruction; provide appropriate embedded vocabulary instruction.
- Have students turn to Activity 3C 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.

Activity 3D. Interactive Reading, Part 2

Overview: Students read pgs. 20-30 of the text and answer questions that are generally more difficult than those in the first reading.

Materials: Teacher Notes for Lesson 3 (cont.); Student Chart 3D; *Cinderella*

- Pair students. Ensure at least one student is able to read the questions in English.
- Have students turn to Student Chart 3D, 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: Idioms Mini-lesson (Activity 3A)

#1. Idioms Introduction

[Hand out the Day 3 Student Charts. Tell students to turn to Activity 3A.]

An idiomatic expression is a phrase where the words put together have a meaning that is different from the definitions of the individual words.

The literal meaning is what the words mean when put together; the actual meaning of the phrase is often different. It can get confusing!

#2. Take a wife

Let's think about the expression 'take a wife.' In the book, it says that Cinderella's father took another wife when her mother died.

Take means to grab or carry something away. Wife means a woman who is married.

So who thinks that 'take a wife' means to grab or carry someone away who is married?

[Count any raised hands]

Partner Talk

What does 'take a wife' really mean?

#3. Take a wife (continued)

'Take a wife' means to get married to a woman. This man just took a wife. He got married to her.

Write the real or actual definition of *to take a wife* in your student chart.

#4. Rule with an iron fist

Now let's think about the expression 'rule with an iron fist.' In the book it says that Cinderella's stepmother ruled her father with an iron fist.

Rule means to govern or control something, like a king.

#5. Rule with an iron fist (continued)



Iron is a hard metal. A fist is a hand with the fingers bent in.

Who thinks that ‘rule with an iron fist’ means to govern or control someone with a fist made out of hard metal?

[Count any raised hands]

Does anyone know what it really means?

#6. Rule with an iron fist (continued)

‘Rule with an iron fist’ means to be very strict. This teacher rules with an iron fist. She is very strict.

Partner Talk

Have you ever met anyone who rules with an iron fist? Talk about how that person acted.

Write the real or actual definition of *rule with an iron fist* in your student chart.

#7. With all her heart

Now let’s think about the expression ‘with all her heart.’ In the book it says that Cinderella wanted to go to the ball with all her heart.

A heart is the organ in the body that pumps blood. Put your hands over your heart.

[Model putting your hand over your heart.]

Who thinks that ‘with all her heart’ means with the organ in her body that pumps blood?

[Count any raised hands]

Does anyone know what it really means?

#8. With all her heart (continued)

‘Heart’ is often used in expressions to mean a strong feeling. ‘With all her heart’ means with a very strong feeling.

In the picture, the dog wants to go home with someone with all its heart. It wants a new home very much.



Partner Talk

Say something that you have wanted with all of your heart.

Write the real or actual meaning of *with all her heart* in your student chart.

Partner Talk

Can you think of other idioms that are not in the book?



Teacher Notes: Pre-Teach Vocabulary (Activity 3B)

6 Mysterious

[Hand out the Student Charts for Lesson #3. Have students follow along with Student Chart 3B.]

Let's talk about the word "mysterious." "Mysterious" means something is not known and not able to be explained.

Look at the illustration. This staircase is mysterious because it doesn't lead to anything. We don't know why it is there.

"Mysterious" in Spanish is *misterioso*.

In the story, it says that the prince thought about the mysterious princess. That means no one knows who the princess is.

Partner Talk

Name something that you think is mysterious and say why it is mysterious. Start your answer with, "... is mysterious because..."

Spelling Practice

Let's spell "mysterious." (Group response: m,y,s,t,e,r,i,o,u,s)

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

7 Astonishment

Let's talk about the word "astonishment." "Astonishment" means great surprise or amazement. It is what you feel when you aren't expecting something.

Look at the illustration. This boy wanted a hamburger, but he didn't expect it to be so big. He is feeling astonishment.

"Astonishment" in Spanish is *asombro*.

In the book, it says, to everyone's astonishment, the princess was really Cinderella. That means to everyone's surprise the princess was really Cinderella

Partner Talk



Name a time that you felt astonishment. Start your answer with, “I felt astonishment when...”

Spelling Practice

Let’s spell “astonishment.” (Group response: a,s,t,o,n,i,s,h,m,e,n,t)

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



Teacher Notes: Interactive Reading, Part 1 (Activity 3C)

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 3C in their student charts (the glossary) and check off vocabulary words as they are defined.

Page 20

Comprehension Check

- What does the phrase ‘at her side’ mean? (Next to her)
- How do you know? Provide evidence, or the reason you believe your answer.

[Accept all reasonable responses.]

Pages 21-22

Vocabulary

chat: talk with someone

with ease: with no difficulty

close friends: good friends

Comprehension Check

- What does the phrase ‘the time passed sweetly’ mean? *[Accept all reasonable responses.]*
- How do you know? Provide evidence, or the reason you believe your answer.

[Accept all reasonable responses.]

Page 23

Vocabulary

startled: surprised

Comprehension Check

- What does the phrase ‘bounded down the stair’ mean? (Ran quickly down the stairs)



- **How do you know? Provide evidence, or the reason you believe your answer.**
[Accept all reasonable responses.]

Page 24

Vocabulary

beneath: under

scurry away: run away

elegant: fancy

sparkling: having little flashes of light

hold it close: hold something near to you

Comprehension Check

- **What does the phrase ‘run away with his heart’ mean?** [Accept all reasonable responses.]
- **How do you know? Provide evidence, or the reason you believe your answer.**
[Accept all reasonable responses.]

Page 25

Vocabulary

beside themselves: extremely excited

try on: put on clothes or shoes to see if they fit

kingdom: the country that is ruled by a king or queen

wonder: want to know something

cushion: pillow

Comprehension Check

- **What does the word ‘proclamation’ mean?** (a public announcement)
- **How do you know? Provide evidence, or the reason you believe your answer.**
[Accept all reasonable responses.]
- **What does the word ‘valet’ mean?** (a personal servant)
- **How do you know? Provide evidence, or the reason you believe your answer.**
[Accept all reasonable responses.]



Page 26

Vocabulary

without success: something didn't work

with no luck: something didn't work

whisper: say something in a quiet voice

Comprehension Check

- **What does the word 'sneered' mean?** (smiled with a look of scorn or disrespect)
- **How do you know? Provide evidence, or the reason you believe your answer.**

[Accept all reasonable responses.]

Pages 27-28

Vocabulary

perfectly: without any trouble

faint: pass out

Comprehension Check

- **Why did the younger sister faint?** (She fainted because she was so astonished, or surprised.)

Pages 29-30

Vocabulary

overcome with joy: very happy

with pride: something that makes you feel very valuable

forgive: stop being angry at someone

suitable: proper or right for someone

terribly: very

live happily ever after: a phrase that is often used to end stories meaning "they were happy for the rest of their lives"

Comprehension Check

- **What does the phrase 'gave her to the groom' mean?** *[Accept all reasonable responses.]*



Teacher Notes: Interactive Reading, Part 2 (Activity 3D)

Overview: Students re-read pgs. 20-30 of the text and answer questions that are generally more difficult than those in the first reading from Student Chart 3D.

Page 23

Analysis Questions

Compare and contrast Cinderella’s experience the first night at the ball and her experience the second night at the ball. State two things that were the same and two things that were different.

(One thing that was the same was that she came to ball with her magical coach and dress. Another thing that was the same was the prince wanted to spend the entire time with her. One thing that was different was that she stayed until midnight, so she had to run away. Another thing that was different was that she lost her slipper.)

Page 26

Analysis Questions

Explain how the prince was going to discover who the mysterious princess was.

(The prince made an announcement that he would marry the girl who fit the glass slipper. He sent his valet to every household with the slipper.)

Pages 29-30

Analysis Questions

The story of Cinderella is a fairy tale, and like most fairy tales it ends with the phrase “everyone lived happily ever after.” What do we learn about the different characters from the story that makes this claim true?

(We learn that the prince is happy, because he married Cinderella. We learn that the stepsisters are happy, because Cinderella found them noblemen to marry. Cinderella’s father is happy, because he gave her to the groom with great pride.)



Cinderella's stepmother is happy, because she was sorry for how she treated Cinderella, and Cinderella forgave her. And Cinderella is happy, because she is married to the prince.)

What lesson does the story of Cinderella teach the reader?

(It teaches the reader that it is good to be kind in the face of cruelty; offering forgiveness is better than exacting revenge; patience will be ultimately rewarded; or it is wrong to be mean.)