



Teacher's Guide: *Cinderella* (Grade 4)



This teacher's guide offers an overview of a Language Arts unit for fourth-grade English language learners (ELLs), based on a picture-book version of *Cinderella* by Barbara McClintock. The guide also includes a detailed daily guide of materials, activities, lesson objectives, tips for preparation, and the Common Core English Language Arts standards included in each lesson.

Detailed information about the lesson's authors, components, research base, and ideas for differentiation, as well as a complete list of key standards for the unit, can be found in the [Introduction: *Cinderella*](#) document.

Teacher Planning

Lesson Overview

The *Cinderella* unit includes the following lessons:

- Lesson #1: Pages 1-10
- Lesson #2: Pages 11-19
- Lesson #3: Pages 20-30
- Lesson #4: Character Sketch
- Lesson #5: Fairy Tale Mini-lesson



Lesson Activities

The unit is organized in five lessons of approximately forty-five minutes each. The following table summarizes the activities by lesson. Detailed instructions for each activity are available below.

Lesson #1	Lesson #2	Lesson #3	Lesson #4	Lesson #5
<ul style="list-style-type: none"> • Context Clues • Pre-teach Vocabulary • Interactive Reading 1 • Interactive Reading 2 	<ul style="list-style-type: none"> • Pre-teach Vocabulary • Interactive Reading 1 • Interactive Reading 2 	<ul style="list-style-type: none"> • Idiomatic Expressions • Pre-teach Vocabulary • Interactive Reading 1 • Interactive Reading 2 	<ul style="list-style-type: none"> • Character Sketch 	<ul style="list-style-type: none"> • Fairytale Lesson • Fairytale Chart • Writing Practice • English Conventions

Lesson Preparation

In preparation for each lesson, teachers are advised to:

- Read through the Common Core State Standards. Think about the students in your class and the support they will need to meet these standards.
- Review the detailed lesson plan in the Teacher’s Guide, as well as the [Student Charts](#), the Lesson PowerPoint (PPT), and the Teacher Notes (which correspond to the PowerPoints notes and are available in each lesson’s Teacher’s Guide). Ensure that all materials have been secured and prepared. Think about your students and plan for how you will group them for collaborative work, taking students’ reading and English language proficiency levels into consideration.
- If using an interactive whiteboard or overhead projector, prepare the display of Teacher PowerPoint slides.

Note: The PowerPoint presentations are available in both a PowerPoint and PDF format.



How to Use the Teacher Notes

Teacher Notes are available in each lesson as part of the Teacher's Guide and include the following components:

- **Teacher Prompts:** These reading notes provide suggested teacher prompts in bold font. **Teachers are not expected to read the notes directly**; rather, the notes are cued to serve as a guided model for teachers to ask the questions in their own words. Anticipated student responses are included in parentheses, and instructions are included in italic font.
- **Read-Aloud Cues:** The illustration of the glass slipper indicates a read-aloud portion of the story.
- **Comprehension Questions:** After reading each page of text, ask students the associated questions. They should answer the questions orally. You can ask individual students or pairs of students to work together to answer the question. Elaborate on responses as necessary or call on another student or pair of students to get a full, appropriate response. To keep a good pace, do not call on more than one or two students or pairs of students for each question.
- **Vocabulary Words:** Key words are directly instructed using word slides in the related PowerPoints.
- **Partner Talk:** Partner Talk activities are a chance for students to turn and talk with their classmates. Call on one or two students to share their responses. Initiate a choral response when asking questions about the story; after a student answers a question, all other students repeat their response together. Accept all reasonable answers.



Lesson #1: Cinderella

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)
- 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

- [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](#)
- *Cinderella*

**These notes are also available in the Teacher’s Guide.*

Student Materials

- [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; 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; 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; 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.



Lesson #2: Cinderella

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; 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; 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.



Lesson #3: Cinderella

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

- [Lesson 3: Teacher’s Guide and Notes](#)
- Idioms Mini-lesson ([PPT](#) / [PDF](#))
- [Idioms: Teacher Notes](#)
- Vocabulary Words Lesson ([PPT](#) / [PDF](#))
- [Vocabulary Words: Teacher Notes](#)
- *Cinderella*

Student Materials

- [Student Charts for Lesson 3](#)
- *Cinderella* (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; 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.



Lesson #4: *Cinderella*

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)
- Describe a character, setting, or event in a story or drama, referring to specific details in the text. (RL 4.3)
- Compare and contrast the treatment of similar themes, topics and patterns in stories, myths, and traditional literature from different cultures. (RL 4.9)
- 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)
- Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (W 4.10)

Teacher Materials

- [Lesson 4: Teacher Guide and Notes](#)
- *Cinderella*

Student Materials

- [Student Charts for Lesson #4](#)

Activity 4A. Character Sketch

Overview: The teacher uses the character sketch notes below to guide students in comparing and contrasting Cinderella and her step-sisters.

Materials: Teacher Notes for Lesson 4; Student Chart 4A

- Hand out the student charts for Lesson 4 and refer to Student Chart 4A.
- Have students work in pairs or groups to complete the character sketch. For each portion of the sketch, have one or two pairs share their responses with the whole class. Guide students to finding the correct responses using the answer key.



Answer Key: Cinderella and Her Stepsisters

Characteristics (What they are like)

The sentences below describe what Cinderella is like. Find words or pictures in the book that show how her stepsisters are different. Write words that describes the stepsisters on the lines. Then mark whether your evidence is in the story or a picture and write the page you found it on.

1. Cinderella is *pleasing*. Her stepsisters are silly and selfish. [text, pg. 1]
2. Cinderella is *beautiful*. Her stepsisters are ugly. [picture, varies]
3. Cinderella is *charming* and *kind*. Her stepsisters are mean. [text, pg. 7]
4. Cinderella is *dear*. Her stepsisters are spoiled. [text, pg. 7]
5. Cinderella wears *rags*. Her stepsisters wear beautiful dresses. [picture, varies]

Everyday Life (What their lives are like)

In the boxes below, write some things that describe what Cinderella's everyday life and her stepsisters' everyday lives are like.

Living Conditions (How they live)

1. Cinderella sleeps on a thin mattress in the attic. (p. 5)
2. The stepsisters sleep in a lavish bedroom. (p. 5)
3. Cinderella sits near the fireplace by the cinders. (p. 7)
4. Her stepsisters have all of the luxuries they want. (p. 5)

Routine (What they do)

Cinderella

5. sweeps floors (p. 3)
6. washes, dries, and presses laundry (p. 3)
7. scrubs the stairs (p. 4)
8. cleans and scours the dishes, pots, and pans (p. 4)

The Stepsisters

9. tease Cinderella (p. 8)
10. do no chores



Similarities (Things the three girls have in common)

Write three things that are the same about Cinderella and her two stepsisters. Use the page numbers to help you find the information.

1. All three girls live in the same house with the stepmother and the father. (p. 2)
2. All three girls would like to go to the ball. (p. 8)
3. All three girls would like to try on the slipper/marry the prince. (pp. 25-26)

Compare and Contrast

Write two sentences that compare Cinderella and her stepsisters. How are they alike, or similar?
Then write two sentences that contrast Cinderella and her stepsisters. How are they different?

Example (will vary):

1. Cinderella and her stepsisters are similar because all three girls would like to go to the ball. They are also similar because all three girls would like to marry the prince.
2. But Cinderella is different from her stepsisters because she is pleasing and they are mean. They are also different because Cinderella sleeps on a thin mattress in the attic and her stepsisters sleep in a lavish bedroom.



Lesson #5: *Cinderella*

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 a theme of a story, drama, or poem from details in the text and summarize the text. (RL 4.2)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L 4.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L 4.2)
- Write narratives of real or imagined events using effective technique, descriptive details, and clear event sequences. (W 4.3)
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W 4.4)
- With guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing. (W 4.5)
- Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (W 4.10)

Teacher Materials

- [Lesson 5: Teacher Guide and Notes](#)
- Whiteboard or chart paper (*optional*)

Student Materials

- [Student Charts for Lesson 5](#)
- *Cinderella* (*optional*)

Activity 5A. Fairytale Mini-Lesson

Overview: The teacher explains fairy tale components and guides students in an analysis of *Cinderella*.

Materials: Teacher Notes for Lesson 5; Student Chart 5A



- Hand out the Student Charts for Lesson 5 and have students refer to Activity 5A.
- Explain that fairy tales are a kind of story. They usually take place “once upon a time,” which means they happened in the past.
 - Fairy tales usually have a good character and one or more bad characters.
 - Fairy tales usually have magic in them.
 - Fairy tales usually have a problem and a solution.
 - Fairy tales usually teach us a lesson.
- Ask students about each of these elements in *Cinderella*. Guide them in filling out the organizers in their student charts.
 1. Who is the good character?
 2. Who are the bad characters?
 3. What is the problem in *Cinderella*?
 4. What is the magic that happens?
 5. What is the resolution, or ending?
 6. What lesson does the story teach us?

Answer Key: Cinderella and Her Stepsisters	
1. Good Character	2. Bad Characters
Cinderella	the stepmother the stepdaughters
3. Problem	
Cinderella can't go to the ball, because she has only rags to wear.	
4. Magic	
The godmother 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 so that she can go to the ball.	



5. Resolution (Ending)

Cinderella runs away from the ball. The prince tries to find her, but finds her shoe instead. He uses the shoe to find her and marries her. Everyone lives happily ever after.

6. Lesson

It is good to be kind and it is wrong to be mean.

Activity 5B. Fairytale Chart

Overview: Students work in pairs to fill out a fairy tale graphic organizer for their own fairy tales.

Materials: Teacher Notes for Lesson 5 (cont.); Student Chart 5B

- Have students turn to Activity 5B. Tell students that they will be writing their own fairy tale.
- Pair students. Have them discuss a fairy tale they will write and fill out the graphic organizer in their student charts with necessary fairy tale elements.

Activity 5C. Student Writing Practice

Overview: Students work in pairs to write a paragraph-long fairy tale (or fairy tale summary). The teacher helps students revise their paragraphs. Students share their edited paragraphs with their classmates.

Materials: Teacher Notes for Lesson 5 (cont.); Student Chart 5C

- Have students turn to Student Chart 5C.
- Pair students. Have them use the fairy tale chart to review what they want to write.
- Have students work in pairs to write their fairy tale.
- Review and edit the paragraphs. Meet with students to discuss the edits.
- Have students revise the paragraphs and illustrate them.
- Have students read their paragraphs to the class.



Activity 5D. English Conventions (optional)

Overview: Teacher helps students identify and correct common punctuation and grammatical errors.

- Identify punctuation and grammatical errors that are common in students' written paragraphs.
- Create a fairytale paragraph that includes these errors.
- Display the fairytale to the group using a white board or chart paper.
- Have students identify the errors and make corrections to the fairytale.
- Work with students to summarize the errors and corrections.