

Incorporating Reading Comprehension Using Cinderella Stories from Different Lands

Grade Level or Special Area: First Grade

Written by: Judy Rollman (Special Education) and Erica Hildebrand (First Grade),
Platte River Academy, Highlands Ranch, Colorado

Length of Unit: Six lessons (approximately 50 minutes each)

I. ABSTRACT

In this unit, first grade students will strengthen their comprehension skills through the use of magical Cinderella tales from different lands. These tales will help students to develop awareness that different Cinderella tales have much in common. Students will apply map skills in learning which continent and country each story comes from. Charts and diagrams will be used throughout this unit to help students discover the similarities and differences among stories. Finally, students will merge both literary and dramatic terms as detailed in the *Core Knowledge Sequence* by turning their favorite Cinderella story into a dramatic performance.

II. OVERVIEW

A. Concept Objectives

1. Students will gain the knowledge that reading is a way of gaining information about the world. (Douglas County Language Arts Standard (DCLAS) 1.3)
2. Students will use a variety of strategies to comprehend text. (DCLAS 4.2)
3. Students will develop an awareness of how literary elements and terms can be used to make sense of narrative text. (DCLAS 4.4)

B. Content from the *Core Knowledge Sequence*

1. Different Lands, Similar Stories (page 26)
 - a. Some of the many variations of Cinderella story (Europe, Africa, China, and North America)
2. Literary Terms (page 26)
 - a. Characters, heroes, and heroines
 - b. Drama
 - i. actors and actresses
 - ii. costumes, scenery and props
 - iii. theater, stage audience

B. Skill Objectives

1. Students will locate the seven continents on a map.
2. Students will locate France, Zimbabwe, southern China, Egypt, and Canada on a map.
3. Students will discuss prior knowledge of fairy tales.
4. Students will compare the main elements of a story to main elements of a fairy tale.
5. Students will identify the elements of a story: title, setting, characters, problem and solution.
6. Students will identify the elements of a fairy tale: title, beginning (Once upon a time), evil vs. good, lesson and ending (and they lived happily ever after).
7. Students will be informally assessed on their understanding of the difference between elements of a story and a fairy tale.
8. Students will review and locate Africa and Zimbabwe on the world map.
9. Students will demonstrate knowledge of character, hero and heroine and apply their knowledge to previously learned elements of a fairy tale.

10. Students will make a character map.
11. Students will preview, predict, and confirm their predictions of *Yeh-Shen*.
12. Students will predict what would happen if the beginning/ending was different.
13. Students will explain common themes in the Cinderella stories.
14. Students will identify a logical sequence of events in a fairy tale (first, next, last).
15. Students will write and act out a play of their favorite version of Cinderella.
16. Students will compare/contrast a book and a drama.

III. BACKGROUND KNOWLEDGE

- A. For Teachers, have a general knowledge of the following Cinderella stories:
 1. Perrault, Charles/retold by Amy Ehrlich, *Cinderella*
 2. Martin, Rage and Shannon, David, *The Rough Face Girl*
 3. Steptoe, John, *Mufaro's Beautiful Daughters: An African Tale*
 4. Ai-Ling Louie, *Yeh-Shen: A Cinderella Story from China*
 5. Jackson, Ellen, *Cinderella*
- B. For Students
 1. *Cinderella* by Charles Perrault (*Core Knowledge Sequence*, page 9)
 2. Literary terms: author and illustrator (Kindergarten)
 3. Reading and language comprehension: retell and prediction skills (Kindergarten)

IV. RESOURCES

- A. *Teaching With Cinderella Stories From Around the World*, by Kathleen M Hellenbrook
- B. *What Your First Grader Needs to Know*, by E.D. Hirsch
- C. *Books to Build On—A Grade-By -Grade Resource Guide for Parents and Teachers*, by John Holdren and E.D Hirsch.
- D. *Multicultural Folk Tales, Teacher Created Materials*, by David Jeffries (adapted for Lesson Three)
- E. *Cinderella*, by Charles Perrault, retold by Amy Ehrlich
- F. *The Rough Face Girl*, by Martin Rage and David Shannon
- G. *Mufaro's Beautiful Daughters: An African Tale*, by John Steptoe
- H. *Yeh-Shen: A Cinderella Story from China*, by Ai-Ling Louie
- I. *The Very Hungry Caterpillar* by Eric Carle
- J. *Teacher-2-Teacher Fairytales*, Debbie Nelson Unit Ideas [on-line], available URL: <http://www.teachnet.com/lesson/misc/fairytales>

V. LESSONS

Lesson One: Cinderella Stories Around the World

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand that reading is a way of gaining information about the world. (DCLAS 1.3)
 - b. Students will use a variety of strategies to comprehend text.(DCLAS 4.2)
 2. Lesson Content
 - a. Different Lands, Similar Stories (page 26)
 - i. Some of the many variations of Cinderella story (Europe, Africa, China, and North America)
 3. Skill Objective(s)
 - a. Students will locate the seven continents on a map.
 - b. Students will locate France, Zimbabwe, Southern China, and Canada on a map.
 - c. Students will discuss prior knowledge of fairy tales.

B. *Materials*

1. Teacher made bulletin board with large map of the world
2. *Cinderella*, by Charles Perrault, retold by Amy Ehrlich
3. *The Rough Face Girl*, by Martin Rago and David Shannon
4. *Mufaro's Beautiful Daughters: An African Tale*, by John Steptoe
5. *Yeh-Shen: A Cinderella Story from China*, by Ai-Ling Louie
6. Push pins
7. String or yarn
8. One house sticker for each student
9. Student copy of world map (in packet)
10. Appendices A, B, C, D, E, F, G, I and J copied and stapled into a student packet for students to use throughout the rest of this unit (one student packet for each student)

C. *Key Vocabulary*

1. Continent — one of the seven large land masses (Africa, Asia, North America, South America, Europe, Antarctica, Australia)
2. Country — a small part of a continent with its own borders and government
3. Landmark—an object in a landscape that can be seen from far away
4. Title — the name of a book, movie, song or other work
5. Fairy Tale — a children's story about magic, fairies, giants, witches, etc.

D. *Procedures/Activities*

1. Have students open Cinderella packets to page 1 (Appendix B) (Appendix A is the cover of this packet).
2. Teacher asks volunteer to color North America green on the class bulletin board. Students color North America green on their map.
3. Teacher asks students where they live within North America. Students place a sticker of a house as close to their home state as possible.
4. Teacher shows students where Canada is located within North America and places a push pin on Canada. Students place a star sticker on Canada and teacher tells students they will be reading *Rough Face Girl*, a story about a Native American girl from Canada.
5. Teacher writes *Rough Face Girl* on a sentence strip, places it on the wall and extends a string from the sentence strip to the pushpin.
6. Teacher asks volunteer to color Europe red on the class bulletin board. Students color Europe red on their map.
7. Teacher tells students they will be reading the traditional *Cinderella* from France.
8. Teacher shows students where France is located within Europe and places a push pin on France. Students place a star sticker on France and teacher tells students they will be reading *Cinderella*, the traditional Cinderella story from France.
9. Teacher shows students where China is located within Asia and places a push pin on China. Students place a star sticker on China and teacher tells students they will be reading *Yeh-Shen*, a Cinderella story from China.
10. Teacher asks volunteer to color Africa red on the class bulletin board. Students color Africa red on their map.
11. Teacher shows students where Zimbabwe is located within Africa and places a push pin on it. Students place a star sticker on Zimbabwe and teacher tells students they will be reading *Mufaro's Beautiful Daughters*, a Cinderella story from Zimbabwe.
12. Teacher asks volunteer to color Asia blue on the class bulletin board. Students color Asia blue on their map.

13. Teacher shows display of all the different versions of Cinderella and explains that all the books the children see are different versions of Cinderella (version = different way of telling the same story) from the different continents they have just colored on the map in their packet.
 14. Teacher shows students each book listed above and repeats which continent and country that story is from (*Mufaro's Beautiful Daughters* — Zimbabwe, *Cinderella* — France, *The Rough Face Girl* — Canada, *Yeh-Shen* — China).
 15. Teacher writes the title of each story on a sentence strip, places it on the wall and extends a piece of string or yarn from the sentence strip to the correct push pin so students can easily identify which county each story comes from.
 16. Extension: Teacher could display landmarks and/or other cultural elements of each continent/country and place the pictures next to the title of the book on the class bulletin board.
- E. *Assessment/Evaluation*
1. As a whole class, teacher will present a KWL chart (Appendix C) to students on a large sheet of paper. Teacher will ask students what they KNOW about Cinderella stories from different places in the world, what they WANT TO KNOW about Cinderella stories from different countries, and will leave blank the L section of the chart (what students LEARNED) until the unit is complete. (Fill out the L on the chart in Lesson Five).

Lesson Two: The Main Elements of a Fairy Tale

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that reading is a way of gaining information about the world. (DCLAS 1.3)
 - b. Students will use a variety of strategies to comprehend text.(DCLAS 4.2)
 - c. Students will develop an awareness of how literary elements and terms can be used to make sense of narrative text. (DCLAS 4.4)
 2. Lesson Content
 - a. Different Lands, Similar Stories (page 26)
 - i. Some of the many variations of Cinderella story (Europe, Africa, China, and North America)
 3. Skill Objective(s)
 - a. Students will compare the main elements of a story to main elements of a fairy tale.
 - b. Students will identify the elements of a story: title, setting, characters, problem and solution.
 - c. Students will identify the elements of a fairy tale: title, beginning (Once upon a time), evil vs. good, lesson and ending (and they lived happily ever after).
 - d. Students will be informally assessed on their understanding of the difference between elements of a story and a fairy tale.
- B. *Materials*
1. *Cinderella* by Charles Perrault, retold by Amy Ehrlich
 2. *The Very Hungry Caterpillar* by Eric Carle
 3. Chalkboard and chalk
 4. One star sticker per student
 5. Appendices B, D and E
- C. *Key Vocabulary*
1. Setting – where the story takes place

2. Characters – one of the people in the story, book, play movie or television program
3. Problem – a difficult situation that needs to be figured out or overcome
4. Solution – the answer to a problem
5. Lesson/moral of the story – an experience that teaches you something
6. Ending – the last part of something
7. Evil – wicked and cruel

D. *Procedures/Activities*

1. Teacher passes out a star sticker and asks students to get out their Fairy Tale Packets and turn to page 1 (Appendix B-World Map).
2. Teacher asks students to find the continent of Europe and then the country of France and put a star on France.
3. Teacher explains that a French author, Charles Perrault, wrote the Cinderella story they are hearing today. It is considered the traditional version and was written more than 300 years ago.
4. Teacher tells students that he/she will be asking questions throughout the book and to pay close attention to the story. Teacher tells students they will be asked to “think, pair, share” their answers after each question. This means: first, stop and think about the answer by yourself, second, turn to the person sitting next to you and talk about your answers. When students are called on, they will share their answer with the class.
5. Teacher reads Cinderella aloud and asks the following questions during reading:
 - a. What was Cinderella’s life like? How do you know? (Page 1)
 - b. What kind of person is Cinderella? (Page 3)
 - c. How does Cinderella feel when her stepsisters leave for the ball? (Page 4)
 - d. How does Cinderella’s godmother help her? (Page 5)
 - e. What did Cinderella wear to the ball? (Page 6)
 - f. What did the people at the ball think of Cinderella? (Page 6)
 - g. Why do you think Cinderella was kind to her sisters? (Page 7)
 - h. What happened to Cinderella at the second night of the ball? (Page 8)
 - i. How did the prince find Cinderella? (Page 10)
 - j. How do Cinderella’s stepsisters feel when they see that the slipper fits her foot? How do you know this?
6. After the final “think, pair, share” the teacher says, “The main elements of this fairy tale are the title (Cinderella), how the fairy tale begins (Once upon a time), evil vs. good (the stepsisters vs. Cinderella), a lesson (good wins over bad), and ending (and they lived happily ever after).
7. Teacher writes these characteristics (title, beginning, evil vs. good, lesson, ending) on the board.
8. Teacher holds up *The Very Hungry Caterpillar* and says, “This is an example of a story. Think about how fairy tales and stories are the same and different”. Show the pictures in the book and ask a student to retell the story. Then read the story to the class.
9. The teacher writes the word “Stories” on the board and asks students to help by naming the characteristics of a story (title, characters, plot sequence, problem and solution).
10. Teacher asks students how these are the same and how they are different. Discuss and ask several students to name their favorite story and fairy tale.
11. Teacher tells students that tomorrow’s lesson will be about the main characters in a fairy tale. Teacher says, “To get ready for tomorrow’s lesson, let’s talk about

- who the main characters are in Cinderella (Cinderella, godmother, stepsisters and the prince).
12. Teacher asks students to choose and complete one of the two assignments on main characters:
 - a. Draw a picture of one of the main characters and then write three sentences telling things he/she would do in a day (Appendix D).
 - b. Or list describing words for these four main characters (Appendix E).
- E. *Assessment/Evaluation*
1. Thumbs up for true or thumbs down for false to the following questions:
 - a. One element of a fairy tale is good vs. evil.
 - b. Two elements of a story is problem and solution
 - c. Both fairy tales and stories have titles
 - d. Most fairy tales begin with “Once upon a time”
 - e. Fairy tales have a lesson.
 - f. Stories usually end with the words, “They lived happily ever after.”

Lesson Three: Characters

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will gain the knowledge that reading is a way of gaining information about the world. (DCLAS 1.3)
 - b. Students will use a variety of strategies to comprehend text.(DCLAS 4.2)
 - c. Students will develop an awareness of how literary elements and terms can be used to make sense of narrative text. (DCLAS 4.4)
 2. Lesson Content
 - a. Different Lands, Similar Stories (page 26)
 - i. Some of the many variations of Cinderella story (Europe, Africa, China, and North America)
 - b. Literary Terms (page 26)
 - i. Characters, heroes, and heroines
 3. Skill Objective(s)
 - a. Students will review and locate Africa and Zimbabwe on the world map.
 - b. Students will demonstrate knowledge of character, hero and heroine and apply their knowledge to previously learned elements of a fairy tale.
 - c. Students will make a character map.
- B. *Materials*
1. Copy of *Rough Face Girl*
 2. One Star Sticker for each student
 3. Appendices B and F
- C. *Key Vocabulary*
1. Character – one of the people in a story, book or play
 2. Hero – a brave, good person
 3. Heroine – a brave girl or woman
- D. *Procedures/Activities*
1. Students will be shown the cover of *Rough Face Girl*. They will be asked to remember which continent and which country the story comes from.
 2. Students will locate North America and Canada on the map in their Cinderella packet (Appendix B).
 3. Each student will receive a star sticker to place on Canada on his or her map.
 4. Teacher has students preview and predict the story by taking a picture walk (looking at the pictures in the story and making predictions along the way).

5. Teacher reads *Rough Face Girl* aloud.
 6. Teacher identifies the words character, hero and heroine for the students.
- E. *Assessment/Evaluation*
1. Teacher will gather students upon finishing and informally assess student understanding by asking, “Who are the main characters? Is there a hero/heroine? Who?”
 2. As a whole class, students will participate in completing a Venn Diagram to compare *Rough Face Girl* to *Cinderella* (French version used in Lesson Two) (Appendix F).

Lesson Four: Title *Yeh-Shen*, A Cinderella Story from China

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that reading is a way of gaining information about the world. (DCLAS 1.3)
 - b. Students will use a variety of strategies to comprehend text.(DCLAS 4.2)
 - c. Students will develop an awareness of how literary elements and terms can be used to make sense of narrative text. (DCLAS 4.4)
 2. Lesson Content
 - a. Different Lands, Similar Stories (page 26)
 - i. Some of the many variations of Cinderella story (Europe, Africa, China, and North America)
 3. Skill Objective(s)
 - a. Students will preview, predict, and confirm their predictions of *Yeh-Shen*.
 - b. Students will predict what would happen if the beginning/ending was different.
 - c. Students will explain common themes in the Cinderella stories.
- B. *Materials*
1. Copy of *Yeh-Shen*
 2. Overhead projector and four transparencies and markers
 3. One Star Sticker for each student
 4. Appendices B and G
- C. *Key Vocabulary*
1. Orphan – a child whose parents are dead
 2. Unpleasant – not pleasant
 3. Grief – intense sorrow
 4. Horror – a strong feeling of fear
 5. Dread – to anticipate with great fear
 6. Beauteous – physical attraction
 7. Transformation – the state of being changed
 8. Precious – highly prized
- D. *Procedures/Activities*
1. Students will be shown the cover of *Yeh-Shen*. They will be asked to remember which continent and country the story comes from.
 2. Students will locate Asia, then China on the map in their Cinderella packet (Appendix B).
 3. Each student will receive a star sticker to place on China on his or her map.
 4. Teacher shows cover of *Yeh-Shen* and asks students to take a picture walk though the book to preview the story and to make predictions.

5. Teacher writes the words from the Key Vocabulary list on an overhead and talks about the definition of each word.
 6. Teacher writes on the transparency the following questions:
 - a. What do you think Yeh Shen's life is like?
 - b. Do you think she is a happy?
 - c. How does her stepmother treat her?
 - d. What becomes her friend?
 - e. Why does Yeh Shen begin talking to the bones of her fish?
 - f. Why does Yeh Shen take the slipper from the pavilion?
 7. The teacher reads the story and asks the students to raise his/her hand if they have the answer to one of the questions. The teacher writes the answers on the transparency. At the end of the book, review answers and ask students if they agree or disagree with the answers given. If a student has a better answer and write it on the overhead and discuss.
 8. The teacher says, "Now, think about how the story would change if the beginning or ending were changed? What if Yeh Shen were rich instead of poor? How would that change the story? How do you think this fairy tale would be different if Cinderella's stepmother loved her and she had a happy life?" Write some of the students' ideas on the overhead and discuss them with the class.
 9. The teacher says, "Now, we are going to talk about the common themes in a fairy tale. Themes in fairy tales are the things that happen in every story, such as, a magical object, and evil characters. The themes in Yeh-Shen are animals (the fish), proof (golden slippers), magic (fish bones) and evil characters (stepmother). I'm going to pass out a worksheet (Appendix G) to help you with this assignment." We will do the first one (Cinderella) together as an example for the other books. Have students complete with a partner. Teacher walks around to make sure students are on track and working.
 10. Extension: Students who finish early are to write a different ending to their favorite version of Cinderella. Students who have special needs may fill out the themes worksheet for one of the books.
 11. Additional extension: The Cinderella stories lend themselves to the study of proverbs. As an extension, the teacher can discuss various proverbs that apply, such as, "If the shoe fits, wear it."
- E. *Assessment/Evaluation*
1. Students will be informally assessed by their participation in the activities in this lesson.

Lesson Five: First, Next and Last

- A. *Daily Objectives*
1. *Concept Objective(s)*
 - a. Students will understand that reading is a way of gaining information about the world. (DCLAS 1.3)
 - b. Students will use a variety of strategies to comprehend text. (DCLAS 4.2)
 - c. Students will develop an awareness of how literary elements and terms can be used to make sense of narrative text. (DCLAS 4.4)
 2. Lesson Content
 - a. Different Lands, Similar Stories (page 26)
 - i. Some of the many variations of Cinderella story (Europe, Africa, China, and North America)
 3. Skill Objective(s)

- a. Students will identify a logical sequence of events in a fairy tale (first, next, last).
- B. *Materials*
1. Copy of *Mufaro's Beautiful Daughters*
 2. Hat and coat
 3. Chalk
 4. Chalkboard
 5. Appendix H - copied, cut in half, placed in order, and stapled for student use
 6. Markers or crayons
 7. Pencil
 8. Overhead projector and marker
 9. Overhead of Appendices I, J and K
- C. *Key Vocabulary*
1. First – the beginning
 2. Next – immediately following
 3. Last – the end
- D. *Procedures/Activities*
1. Teacher will begin lesson by gathering students and gaining their complete attention.
 2. Teacher will silently put on a hat, a coat and wave goodbye to the students while walking out classroom door.
 3. Teacher will promptly return to the class and write the words First, Next, and Last on the chalkboard.
 4. Teacher will ask students to recall what he/she did first, next and last.
 5. Teacher will explain that all good stories have a sequence of events. Something always happens first, next and last in good story or the story will not make sense.
 6. Teacher asks student volunteers to recall their morning getting ready for school.
 7. Teacher asks students to recall what the volunteer just said by asking “What happened first, next, last?”
 8. Teacher repeats steps 4 and 5 until students clearly understand the meaning of first, next, and last.
 9. Teacher places an overhead of Appendix I on overhead projector.
 10. Students participate in helping teacher to complete this chart for each of the stories read thus far.
 11. Students will be shown the cover of *Mufaro's Beautiful Daughters*. They will be asked to remember which continent and which country the story comes from.
 12. Students will locate Africa on the map in their Cinderella packet (Appendix B).
 13. Teacher will point out Zimbabwe on the map in their Cinderella packet (Appendix B).
 14. Each student will receive a star sticker to place on Zimbabwe on his or her map.
 15. Teacher has students preview and predict the story by taking a picture walk (looking at the pictures in the story and making predictions along the way).
 16. Teacher will ask the following comprehension questions:
 - a. What things can you tell me about Nyasha?
 - b. Why would you describe her in this way?
 - c. What can you tell me about Manyara?
 - d. Why would you describe her in this way?
 - e. How are the sisters tested along the way to the city?
 - f. How do they react?
 - g. Why does the king choose Nyasha to be his wife?

- h. How do you think Manyara feels about her behavior at the end of the story? Why do you think this?

E. *Assessment/Evaluation*

1. Pass out prepared student booklets (Appendix H) for students to independently write their own version of *Mufaro's Beautiful Daughters*.
2. Teacher passes out student checklist (Appendix J) and explains what is expected of students writing in their story.
3. Teacher will orally review word bank on page 1 of (Appendix H). (Word bank is for students to refer to when writing their story. Students do not have to use all words.)
4. Teacher will explain the rest of the student booklet and direct students that when writing they must think before they write what happened first, next, and last in *Mufaro's Beautiful Daughters*. Students should be directed to write the sentence first, in pencil, before drawing a picture to go with the sentence to assure a closer relationship between the picture and the sentence.
5. Teacher will evaluate students Mufaro books using teacher checklist (Appendix K).
6. Teacher will also review what was written on the KWL chart from Lesson One and will have students participate in filling out the L column (what students LEARNED about Cinderella fairy tales from different countries).
7. Extension:
 - a. Students read their stories to five other classmates, having each classmate sign the back of the student's booklet to show they heard the story.
 - b. Students highlight key words, characters, etc. in their books from Appendix H.

Lesson Six: Dramatization of CindereDNA

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that reading is a way of gaining information about the world. (DCLAS 1.3)
 - b. Students will use a variety of strategies to comprehend text.(DCLAS 4.2)
 - c. Students will develop an awareness of how literary elements and terms can be used to make sense of narrative text. (DCLAS 4.4)
2. Lesson Content
 - a. Different Lands, Similar Stories (page 26)
 - i. Some of the many variations of Cinderella story (Europe, Africa, China, and North America)
 - b. Literary Terms (page 26)
 - i. Characters, heroes, and heroines
 - ii. Drama
 - a) actors and actresses
 - b) costumes, scenery and props
 - c) theater, stage audience
3. Skill Objective(s)
 - a. Students will write and act out a play of their favorite version of Cinderella.
 - b. Students will compare/contrast a book and a drama.

B. *Materials*

1. Copy of the book *CindereDNA*

2. Chart paper
 3. Marker
- C. *Key Vocabulary*
1. Actor/actress – a boy/girl who performs in a play, television show, etc.
 2. Costumes – clothes worn by actors/actresses
 3. Props – items actors/actresses need to use
 4. Stage – a raised platform where actors/actresses perform
 5. Audience – the people who watch and listen to a performance
- D. *Procedures/Activities*
1. Teacher will take a picture walk (predict and preview) the story *Cinderella*.
 2. Teacher will write the words actor/actress, costumes, props, stage, and audience on the chalkboard.
 3. Teacher tells class they are going to help perform a play of the story *Cinderella*.
 4. Teacher asks class to help define each word and writes the definition next to the word.
 5. Teacher asks students to listen carefully to the story *Cinderella* and to think of how they could turn the book into a play.
 6. Teacher reads *Cinderella* aloud.
 7. Teacher asks students to retell the story and writes their words down on chart paper. (This will later be used by the teacher to read as the part of the narrator).
 8. Teacher reads aloud what was written on the chart while students help with ideas for who and what roles and actions they could take to turn the narration on the chart into a performance. Students will come up with ideas for props and/or simple costumes. This should be a simple recreation of the story with an emphasis on how the story from the book is different/the same as a dramatic performance.
- E. *Assessment/Evaluation*
1. Teacher will informally assess students by observing and interacting with them. Anecdotal notes will be taken on their involvement in this literacy activity.

VI. CULMINATING ACTIVITY

- A. This optional activity is a more in depth extension of Lesson Five. Although it may seem repetitive, teachers may find the repetitive nature of this activity important for their first graders to retain what was taught in prior lessons.
1. Teacher will review all the Cinderella stories read throughout the unit and give a brief summary of each.
 2. Teacher will explain that the entire class will vote on their favorite version of Cinderella. The version they vote for will be turned into a play for them to show another class.
 3. Students will vote on their favorite version of Cinderella (they can only vote once).
 4. Teacher will tally votes and announce the winner. Whichever version is chosen will be turned into a play using Lesson Six as a guide.
 5. Teacher rereads the chosen story.
 6. Teacher asks students to listen carefully to the story and to think of how they could turn the book into a play.
 7. Teacher asks students to retell the story and writes their words down on chart paper. (This will later be used by students to read as the part of the narrator).
 8. Teacher uses the chart for writing the script of the play. Students help with ideas for who and what roles and actions they could take to turn the narration on the chart into a performance. Students will come up with ideas for the stage, props

and costumes. This should be a more detailed recreation of the story. The lines for the play should be written on index cards so students can read and memorize their lines at home and at school. Students should use some props to make the dramatization more interesting (example: If *Mufaro's Beautiful Daughters* is chosen by the students, a rubber snake should be brought in.) but the level of commitment to other costumes and props is up to the teacher.

- B. **Final Assessment** – The final assessment for this unit will be test. Each student will receive a copy of the test (Appendix L). The test will be given orally and students will be allowed to choose from the bank of words on the test. Teacher should read from the bank of words after each question, then repeat the question again. Students will be allowed to use any chart, bulletin board etc. displayed in the room to help them with the test.
- C. Modifications: Teachers aid gathers a small group of students who may struggle with this format in back of classroom and gives more guidance.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Cinderella packet cover sheet
- B. Appendix B: Map of Continents
- C. Appendix C: KWL chart
- D. Appendix D: Draw a Picture and Write Three Sentences
- E. Appendix E: List of Describing Words
- F. Appendix F: Venn Diagram
- G. Appendix G: Themes in Fairy Tales
- H. Appendix H: *Mufaro's Beautiful Daughters* Student Book
- I. Appendix I: Sequence of Events
- J. Appendix J: Student Self Checklist
- K. Appendix K: Teacher Checklist
- L. Appendix L: Cinderella Test
- M. Appendix M: Chart for Comparing Different Versions of Cinderella (optional)

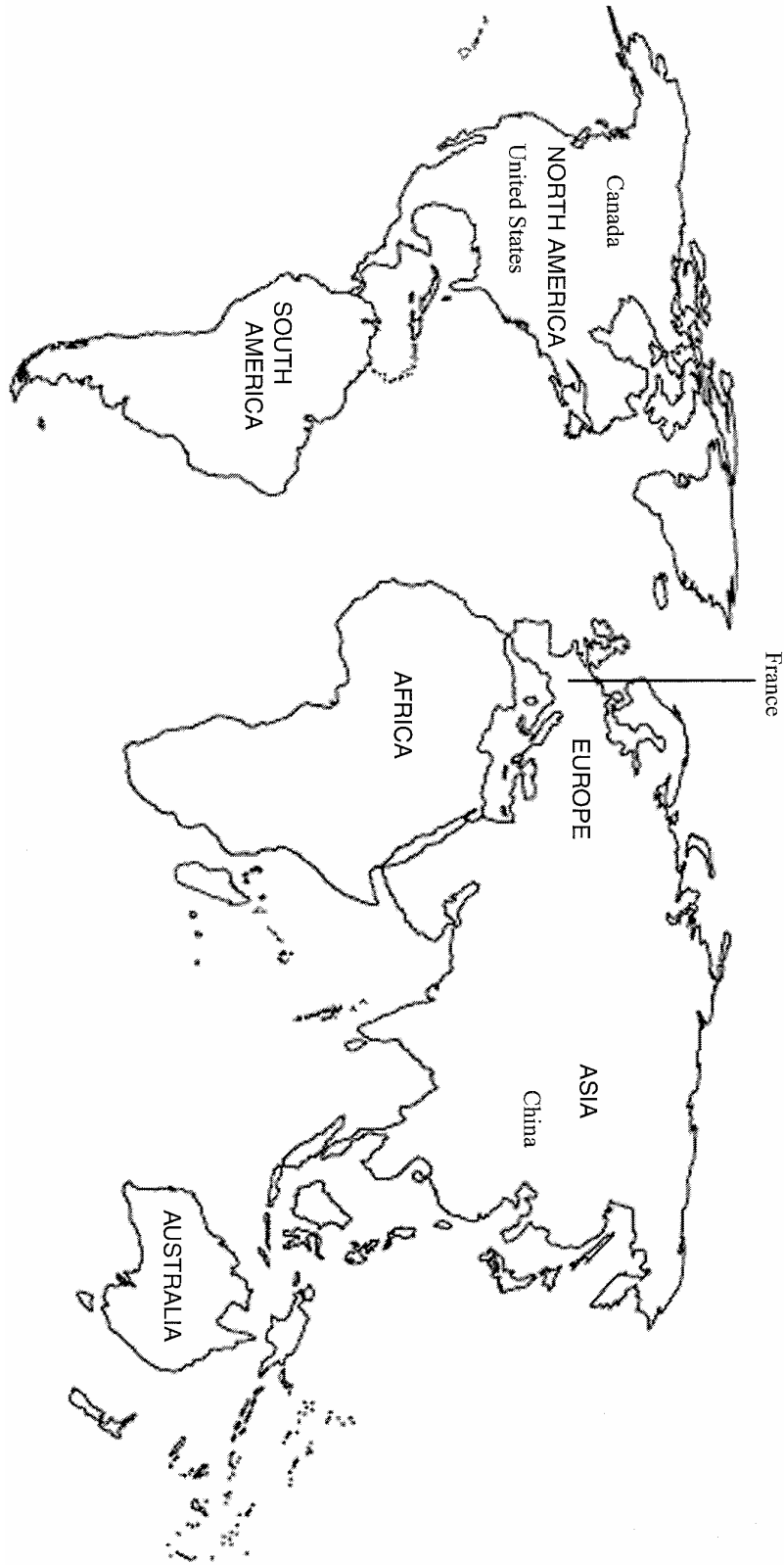
VIII. BIBLIOGRAPHY

- A. Ai-Ling Louie, *Yeh-Shen: A Cinderella Story from China*. Puffin Books, 1982. 0399-20-900X
- B. Hellenbrook, Kathleen M. *Teaching with Cinderella Stories From Around the World*. New York, 2003. 0-439-18843-1.
- C. Hirsch, E.D. *What Your First Grader Needs to Know*. New York, Dell Publishing, 1997. 0-385-31987-8
- D. Holdren, John and Hirsch, E.D. *Books to Build On-A Grade-By-Grade Resource Guide for Parents and Teachers*. New York, Dell Publishing, 1996. 0-385-31640-2
- E. Jackson, Ellen. *Cinderella*. Lothrop, Lee and Shepard Books, 1994. 0688-123-228
- F. Jeffries, David. *Multicultural Folk Tales*. Teacher Created Materials, 1992. 1-55734-230-X.
- G. Martin, Rage and Shannon, David. *The Rough Face Girl*. G.P. Putnam's Sons: New York 1972. 0399-218-599.
- H. Nelson, Debbie. Teacher -2-Teacher Fairy tales Unit Ideas {on-line} Available URL: <http://www.teachnet.com/lesson/misc/fairtales>.
- I. Perrault, Charles/retold by Amy Ehrlich. *Cinderella*. Dial Books for Young Readers: New York 1978.
- J. Steptoe, John. *Mufaro's Beautiful Daughters: An African Tale*. Lothrop, Lee and Shepard Books: New York 1987. 0688-0404-54.

Cinderella

Different Stories From Different Lands

Appendix B
Map of Continents



Cinderellas Around the World

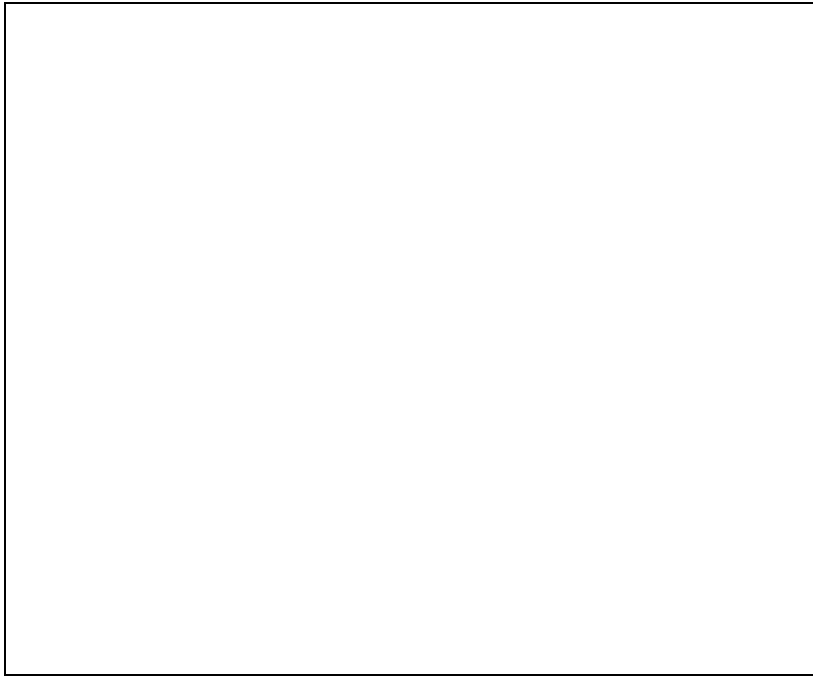
Adapted from Teaching with Cinderella Stories from Around the World

Appendix C
KWL Chart

<p style="text-align: center;">K What I Already <u>K</u>now</p>	<p style="text-align: center;">W What I <u>W</u>ant to Know</p>	<p style="text-align: center;">L What I <u>L</u>earned</p>

Appendix D

Choose a character from one of the Cinderella stories. Draw a picture of the character. Write three (3) sentences about the character and the picture you drew.

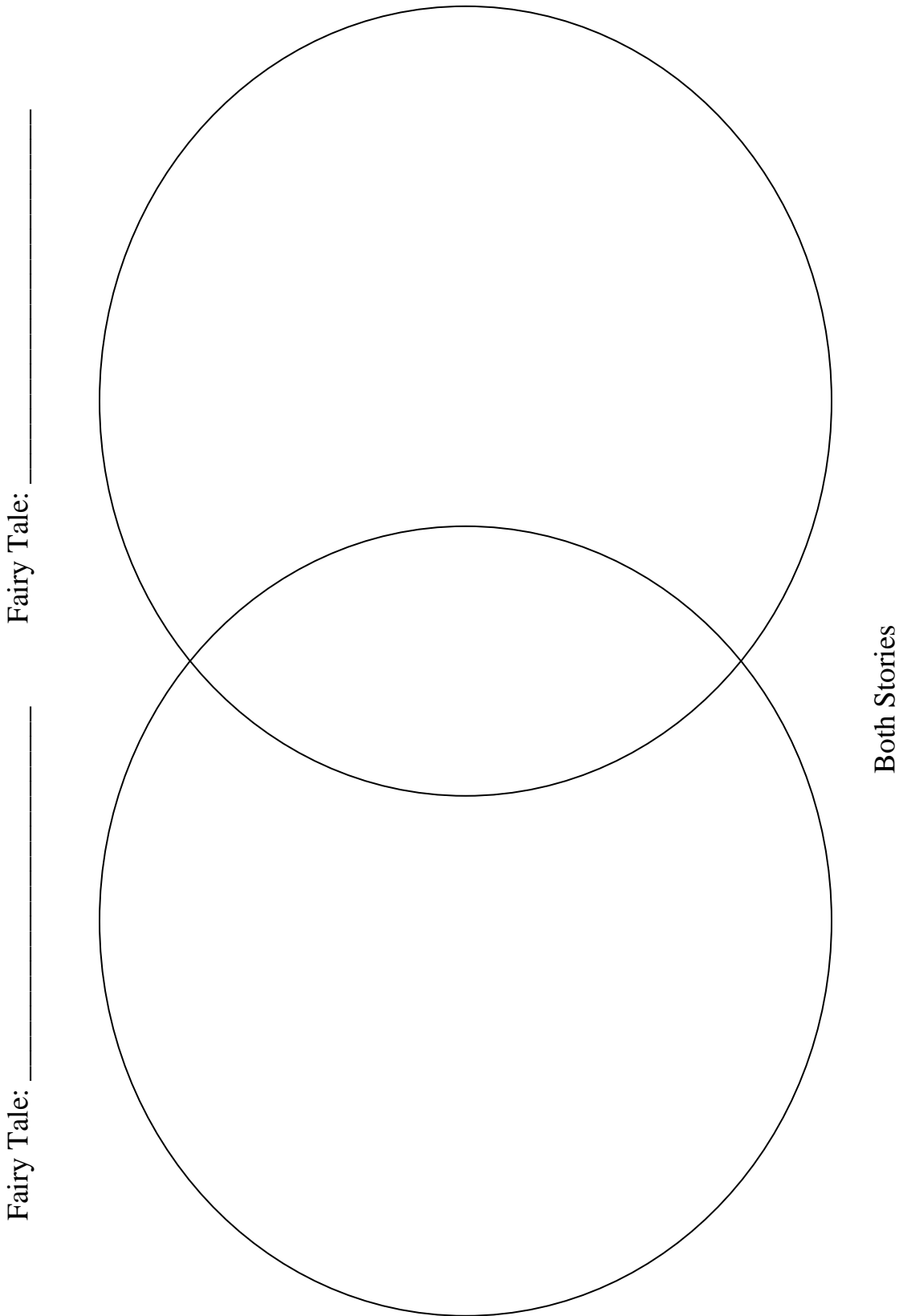


Appendix E

List of Describing Words

Cinderella	Prince	Fairy Godmother	Stepsisters
Beautiful	Handsome	Lovely	Ugly

Appendix F
Fairy Tale Venn Diagram



*Adapted from **Multicultural Folk Tales, Teacher Created Materials, 1992.***

Appendix G
Themes in Fairy Tales

Title	Animals	Magic	Proof	Evil characters
Cinderella				
Yeh-Shen				
The Rough- Face Girl				
Mufaro's Beautiful Daughters				

Mufaro's Beautiful Daughters

Written by _____

Mufaro
Daughter
Africa
Manyara
Nyasha

beautiful
kind
angry
snake
king

queen
married
servant

Appendix H-2

Once upon a time there lived _____

First, _____

Appendix H-3

Next, _____.

Last, _____.

Appendix I
Sequence of Events

Title	What Happened First?	What Happened Next?	What Happened Last?

Student Self Checklist

Student Name _____

I used words from the word bank to write my fairy tale. _____

I spelled the word bank words correctly. _____

I told what happened first in my fairy tale. _____

I told what happened next in my fairy tale. _____

I told what happened last in my fairy tale. _____

My fairy tale makes sense. _____

Appendix K

Teacher Checklist

Student Name _____

Student used words from word bank. _____

Student spelled word bank words correctly. _____

Student told what happened first. _____

Student told what happened next. _____

Student told what happened last. _____

Student's story shows logical sequence of events.

Comments:

CINDERELLA TEST

Name _____

North America	Canada	heroine
Characters	Europe	Asia
Snake	Yeh-Shen	fairy tales
Africa	hero	stories
North America		

Directions:

Use the word bank to help you answer the questions. You must spell the word correctly.

1. The traditional *Cinderella*, by Charles Perrault comes from the continent of _____.
2. _____ is a story that comes from the continent of Asia.
3. *Mufaro's Beautiful Daughters* is a story that comes from the continent of _____.
4. *Rough Face Girl* is a story that comes from the continent of _____.
5. _____ almost always teach a lesson.
6. A _____ is a brave good person in a story.
7. _____ is a Cinderella tale from China.
8. *Yeh-Shen* is a tale where a girl becomes friends with a _____.

Choose your favorite Cinderella story that we have heard in class. Write what happens first, next and last in the story. Use the back of this paper.

KEY FOR CINDERELLA TEST

Name _____

North America	Canada	heroine
Characters	Europe	Asia
Snake	Yeh-Shen	fairy tales
Africa	hero	stories
North America		

Directions:

Use the word bank to help you answer the questions. You must spell the word correctly.

1. The traditional *Cinderella*, by Charles Perrault comes from the continent of **Europe**.
2. **Yeh-Shen** is a story that comes from the continent of Asia.
3. *Mufaro's Beautiful Daughters* is a story that comes from the continent of **Africa**.
4. Rough Face Girl is a story that comes from the continent of **North America**.
5. **Fairy tales** almost always teach a lesson.
6. A **hero or heroine** is a brave good person in a story.
7. **Yeh-Shen** is a tale where a girl becomes friends with a **snake**.

Choose your favorite Cinderella story that we have heard in class. Write what happens first, next and last in the story.

**Appendix M
(Optional)**

Chart for Comparing Different Versions of Cinderella

Title of Fairy Tale	Main Character	Other Characters	Beginning	Magic in Story	Ending