

	<b>Lesson Extensions and Activities for Cinderella</b>
	<b>Age Range:</b> 4 - 8 years
	<b>Reading Is Fundamental</b>
	<b>Google Voyager Folktales Unit</b>

**Book Description**

Cinderella is gentle and kind, but her stepmother and stepsisters, with whom she lives, are not. One day, Cinderella gets an opportunity to step into someone else’s shoes and her life changes once and for all.

**Folktale Background**

The Cinderella fairy tale has evolved over the decades, but no matter its setting, what’s consistent across versions is the element of oppression ending with a reward. The story is included in Grimm’s Fairy Tales, though it goes back even further in history and includes versions based in Greece, the Middle East and the Philippines, to name a few. One of the most popular versions of the story was written by French author Charles Perrault in 1697. ([Source](#))

**Vocabulary**

- Haughty – Arrogantly superior.
- Scold – To rebuke angrily.
- Cinder – A small piece of partially burned coal or wood.
- Petticoats – A light, loose undergarment that’s worn under a skirt or dress.
- Gilded – Covered thinly with gold leaf or gold paint.
- Imposing – Grand and impressive.
- Awe – A feeling of wonder.
- Murmur – A soft, indistinct sound.
- Banquet – An elaborate and formal meal.
- Exquisite – Extremely beautiful.
- Nimble – Quick and light in movement.
- Haste – Excessive speed and urgency of movement.
- Finery – Expensive clothes.
- Courtiers – People who attend royal court as an adviser to the king or queen.

**Prior to Reading**

- Ask students if they have heard of France. On chart paper, create a Venn diagram and have students share what’s similar about the U.S. and France and what’s unique to each country. Note students’ answers even if they’re incorrect as you will go back and discuss the answers after learning more about France.
- Walk students through the France [Google Voyager Experience](#). Students will learn about where the most popular version of the story originated. Add additional notes to the Venn diagram as you walk through the experience.

- Share with students that while the story of Cinderella has origins in many countries, the most popular version was created in France. Ask if they've heard any other stories based in France and call on volunteers to share.

## While Reading

- Stop reading after the line that says, "Then she told the girl to go into the garden for a pumpkin." Ask students why they think the godmother asked for a pumpkin.
- Stop reading after the line that says, "Next her godmother went to look in the mousetrap, where she found six mice, all alive." Ask students what they think the godmother will do with the mice.
- Stop reading after the line that says, "'Let me see if it will fit my foot,' she said." Ask students what they think will happen.
- Stop reading after the line that says, "They threw themselves at her feet to beg her forgiveness for all their ill treatment." Ask students why they think the sisters are apologizing for their actions.

## Post Reading Activities

- Lead a discussion about the tale. Ask students such questions as:
  - Why are the stepsisters and stepmother so mean to Cinderella?
  - Why doesn't the father stop them from being mean?
  - What does the godmother say will happen if Cinderella doesn't make it home by midnight?
  - Who is the mysterious princess?
  - Why does Cinderella give her stepsisters a home in the court?
- Have students complete the Criss Cross, Memory Matching, and Word Search puzzles about *Cinderella* on RIF's Literacy Central (<https://www.rif.org/literacy-central>).

## Lesson Extensions and Activities

Here are some ways to further explore the story:

Primary Standard for all activities: RL.K.10 (Actively engage in group reading activities with purpose and understanding.)

- **Math** – Cinderella must return home by midnight or her coach will become a pumpkin again, her horses will become mice, her coachman will become a rat, her footmen will become lizards and her clothing will turn back into rags. It's clear that being able to read a clock is important! Have students practice telling and writing time using a paper clock and word problems related to *Cinderella*.
  - Example word problem: It's 9:35 PM and Cinderella is worried about making it home before midnight! If it takes her 30 minutes to get home, what time does she need to leave the ball to make it home in time?

Objective: Students will use a paper clock to add and subtract time.

Standards: CCSS.MATH.CONTENT.3.MD.A.1 (Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Materials:

- Pieces of paper and pushpins so students can create their own clocks
  - Paper with word problems related to Cinderella
  - Pencils
  - Paper
- **Arts** – Cinderella’s godmother magically turns her clothes into a gown of silver, and the godmother also gives Cinderella a pair of beautiful glass slippers. Have students create a diptych-style piece that illustrates what they believe Cinderella looked like before the interaction with her godmother and what they envision she looked like after.

Objective: Students will design and create artistic works based on a description.

Standards: National Core Arts Standards, Anchor Standard #3 (Refine and complete artistic work.)

Materials:

- Glue
  - Markers
  - Colored pencils
  - Ribbons and other pieces of other materials (e.g., cloth)
  - Construction paper
  - Pencils
  - Magazines that can be cut
  - Scissors
- **Science** – While there’s no such thing as magic that turns a raggedy dress into a fancy ball gown, temperature can perform a type of magic: changing the state of matter! Help students explore how temperature affects the states of matter with this experiment from [Education.com](http://Education.com).

Objective: Students will explore how temperature affects matter.

Standards: NSES Physical Science Standards Levels 5-8 (Properties and changes of properties in matter.)

Materials:

- Colorful powdered drink
  - Water
  - Ice cube tray
  - Zip-top plastic baggie
  - Masking tape
- **Writing** – Cinderella is very kind and forgiving. This is obvious when she gives her two stepsisters a home in the palace despite their being mean to her when she lived with them. Write a letter from one of the stepsisters to Cinderella to thank her for her kindness.

Objective: Students will recall details from a book to write from a character’s perspective.

Standards: CCSS.ELA-LITERACY.W.1.3 (Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.)

Materials:

- Journals
- Pens