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- **Elementary School**
- **» Grade 1**
- **Unit 6**



ESSENTIAL QUESTION



What can different versions of the same story teach us about different cultures?

Grade 1 ▶ Unit 6

Around the World with a Glass Slipper

In this sixth six-week unit of first grade, students compare and contrast multiple versions of Cinderella while learning about continents and cultures.

OVERVIEW

- In the previous unit, students were introduced to writing opinion pieces in the context of American contributions. In this unit, students look beyond America, but continue to focus on opinion writing. Each child chooses a favorite version of a fairy tale, such as Cinderella, and supports their choice with reasons. They continue to focus on similarities and differences in fiction and non-fictional texts. As the unit closes, the students examine artistic masks from various cultures and use descriptive words to tell about the masks.

FOCUS STANDARDS

- These Focus Standards have been selected for the unit from the Common Core State Standards.
 - **RL.1.9:** Compare and contrast the adventures and experiences of characters in stories.
 - **RI.1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 - **W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion supply a reason for the opinion, and provide some sense of closure.
 - **W.1.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
 - **L.1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - **L.1.5 (d):** Distinguish shades of meanings among verbs differing in manner (e.g., look, peek, glance, stare, glare, [and] scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them, or by acting out the meanings.
 - **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[Common Core State Standards, ELA \(1.5 MB\)](#)

SUGGESTED STUDENT OBJECTIVES

- - Compare and contrast multiple versions of Cinderella by different authors and from different cultures.
 - Identify similarities in and differences between two texts on the same topic.
 - Write opinions about a favorite version of Cinderella.
 - Read non-fiction texts independently with a sense of purpose (e.g., to know about the continents and cultures discussed in a fairy tale version).
 - Illustrate an adaptation of a scene from Cinderella and present it to the class in a Power Point slide.
 - Use descriptive words to tell about masks from cultures around the world.

SUGGESTED WORKS

- (E) Indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Stories (Read Aloud)

- *Cinderella* (Charles Perrault, Loek Koopmans, and Anthea Bell)
- *Cinderella* (Marcia Brown)
- *The Korean Cinderella* (Shirley Climo and Ruth Heller)
- *The Way Meat Loves Salt: A Cinderella Tale from the Jewish Tradition* (Nina Jaffe and Louise August)
- *Yeh-Shen: A Cinderella Story from China* (Al-Ling Louie and Ed Young) (EA)
- *The Egyptian Cinderella* (Shirley Climo and Ruth Heller)
- *Little Gold Star: A Spanish American Cinderella Tale* (Robert D. San Souci and Sergio Martinez)
- *Fair, Brown & Trembling: An Irish Cinderella Story* (Jude Daly)
- *The Turkey Girl: A Zuni Cinderella Story* (Penny Pollock and Ed Young) (EA)
- *Cinderella Penguin, or, the Little Glass Flipper* (Janet Perlman and John Peterson)
- *Mufaro's Beautiful Daughters* (John Steptoe)
- *Prince Cinders* (Babette Cole)
- *James Marshall's Cinderella* (Barbara Karlin and James Marshall)
- *Cinderquacker* (Mike Thaler and Dave Clegg)

Poems

- "Star Light, Star Bright" (Traditional)

INFORMATIONAL TEXTS

Informational Text

- *North America* (Pull Ahead Books Continents) (Madeline Donaldson)
- *South America* (Pull Ahead Books Continents) (Madeline Donaldson)
- *Europe* (Pull Ahead Books Continents) (Madeline Donaldson)
- *Asia* (Pull Ahead Books Continents) (Madeline Donaldson)
- *Australia* (Pull Ahead Books Continents) (Madeline Donaldson)
- *Antarctica* (Pull Ahead Books Continents) (Madeline Donaldson)
- *Africa* (Pull Ahead Books Continents) (Madeline Donaldson)

Informational Text (Read Aloud)

- *Look What Came from China* (Miles Harvey)
- *Look What Came from Australia* (Kevin Davis)
- *Look What Came from Egypt* (Miles Harvey)
- *Ancient Egypt: A First Look at People of the Nile* (Bruce Strachan)
- *Look What Came from Africa* (Miles Harvey)
- *DK First Atlas* (Anita Ganeri and Chris Oxlade)

ART, MUSIC, AND MEDIA

Masks from around the world

- North America, shaman's mask (Inuit/Eskimo, Alaska)
- South America, Devil Dance mask (Aymara, Bolivia)
- Europe, Captain Scaramouche (Venice, Italy)
- Asia, puppet mask (Japan)
- Africa, mask (Dan, Ivory Coast)
- Australia, display mask (East Sepik, Papua New Guinea)

SAMPLE ACTIVITIES AND ASSESSMENTS

◦ Reading / Literary

As you begin the set of Cinderella stories, create a wall chart to organize similarities and differences in each version of the story. Use categories that review the literary terms of this school year, such as: characters, setting, beginning, events (middle), and ending. (RL.1.1, RL.1.2, RL.1.9)

Reading / Opinion Writing

Read many different versions of Cinderella. Then, give students this prompt: "Choose your favorite version of the story. Write an opinion piece based on your choice. Be sure to include the title of the book and at least two reasons why you think it is the best one. Remember to include a strong ending." (W.1.1, L.1.2a, L.1.2b, L.1.2d, L.1.2e, RL.1.9)

Reading / Literary / Multimedia Presentation

Ask the students to think about how all of the Cinderella stories are different because of the time and place where they happen. Challenge the students to draw the "trying on the slipper" scene as if it were happening right now and in the place where they live. Scan the pictures and create a Power Point slide for each image. Students present their drawings to the class explaining their adaptation of the "slipper scene." (SL.1.5, SL.1.6, RL.1.9)

Reading / Informational / Literary

Have students read one of the non-fiction books about a continent or country. After the students finish, have them find and look through the fairy tale version that is set in the similar culture. Discuss what students saw in both books (e.g., geography, people, clothing, food, places, and customs). Discuss how the books are different (e.g., one tells a story, the other gives factual information). (RL.1.5)

Reading / Informational

Choose two books about the same continent such as *Australia* (Pull Ahead Books Continents, Madeleine Donaldson) and *Look What Came From Australia* (Kevin Davis). Discuss how the books are similar because they are about the same continent. Show how they are also different because they are written by different authors and have different purposes. Then, read the books as a class. Make a chart with two columns, one for each book (e.g., *Australia* and *Look What Came From Australia*). Work together to make a list of what is learned in each book and then look for similar information in both books. Challenge the students to do this activity with two books, reading with a partner or reading one independently and having the teacher read the other aloud. (RF.1.4, RI.1.2, RI.1.3, RI.1.9, RI.1.10)

Reading / Informational / Presentation

Partner students to research the contributions/inventions of a country introduced to them in this unit. Building on the contributions of various countries through informational texts (e.g., the *Look What Came From...* series), have students gather actual items that represent the contributions (e.g., for China, writing paper, a compass, and paper money). Create a museum of contributions by having the students design information cards to go with each item. Students could stand behind their table to explain the origins of the items as visitors come through the museum. (SL.1.5, RI.1.2)

Art Connection / Language

Discuss how countries and continents, as depicted in the literature in this unit, are very different. Introduce the collection of masks from different continents. As each mask is viewed, think of describing words (i.e., adjectives) you would use to tell someone about the mask. Ask if students can imagine anyone using the mask for a play or for one of the parts in Cinderella. Tell about the parts that could be played if a student wore the mask. (L.1.5d, SL.1.4)

Art Connection / Literary

Have the students choose one of the characters from their favorite version of a fairy tale. Create a mask that would be appropriate for the character, including as many physical characteristics as he or she can from the description in the text. Students might want to hold the mask up as they read a favorite passage from the fairy tale, as a way of sharing their work with the class or with another class. (RL.1.9, SL.1.5)

READING FOUNDATIONS

○ A PACING GUIDE FOR READING INSTRUCTION

This guide is based on the “reading foundations,” writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide.

[Reading Foundations and Activities \(1: Units 1-3\)](#)

[Reading Foundations and Activities \(1: Units 4-6\)](#)

ADDITIONAL RESOURCES

- [Cinderella](#) (Ministry of Education, New Zealand) (RL.1.9)
Note: This is a rich unit with dramatic interpretation, poetry writing, close reading of text and listening/responding to texts.
- [Fairy Tales Around the World](#) (National Endowment for the Humanities) (RL.1.2)
- [The Meaning Behind the Mask](#) (National Endowment for the Humanities) (RL.1.2, RL.1.6)
Note: This lesson is about African masks and fairy tale connections.

TERMINOLOGY

- act out
- compare
- contrast
- culture
- dialogue
- fairy tales
- fantasy
- once upon a time
- scene
- setting

MAKING INTERDISCIPLINARY CONNECTIONS

○ **This unit teaches:**

- **Science:** The earth's surface (e.g., the seven continents, the four oceans, the two poles)
- **Art:** Masks as an art form
- **Geography:** Working with maps and globes (e.g., the seven continents)

This unit could be extended to teach:

- **History:** Ancient Egypt (e.g., Africa, Nile, the Pharaohs, pyramids, mummies, and hieroglyphics)
- **Science:** Inside the earth (e.g., layers, volcanoes, and rocks)
- **Geography:** Working with maps and globes (e.g., North American countries, the Equator, and cardinal directions)