Wit and Wisdom

**First Grade: Module 4 (Cinderella Stories)**

While there are thousands of versions of Cinderella, the stories are united by common elements and themes. Changes to the setting do not disrupt the magic of these tales or their ability to impart the importance of kindness, forgiveness, and belief in good triumphing over evil. People throughout the world admire the Cinderella character for her ability to adapt as well as to endure.

In this module, students travel to faraway lands as they explore a range of Cinderella stories from diverse traditional cultures. With each text, they dig into both the story’s narrative elements as well as the Cinderella character. They compare the adventures and experiences of the various Cinderella characters while still recognizing the common elements present in each tale. Students learn the importance of citing details from the texts to support their opinions, in addition to reviewing text evidence, prior to formulating their opinions. This learning is applied in their writing throughout the module as students consider what makes the Cinderella character admirable. This module leads to an appreciation for the uniqueness of each Cinderella story as well as an understanding of the common elements that connect one version to another.

The texts included in this module contain beautiful illustrations depicting the land and cultures in which they originated. As students engage with the stories, they encounter these cultural clues amidst the clothing, language, and food featured. Through continued close reading, students internalize the rhythm of a Cinderella story, preparing them to choose the Cinderella character they most admire.

The module begins with a brief exploration of *Glass Slipper, Gold Sandal: A Worldwide Cinderella.* This text serves as an introduction to a diverse compilation of Cinderella stories from around the world. Students’ first Cinderella story is an adaptation of Perrault’s well-known French version. This text, featuring Cinderella and hallmarks such as the glass slipper and fairy godmother, builds students’ foundational understanding of the elements of Cinderella stories. They are encouraged to question these ideas as they zoom around the world to the Caribbean, America, Mexico, and Korea, reading *Cendrillon: A Caribbean Cinderella, The Rough-Faced Girl, Bigfoot Cinderrrrrrella, Adelita, and The Korean Cinderella.* The exploration of new texts creates authentic opportunities to compare and contrast stories and characters. With the final two texts of the module, “900 Cinderellas) and a return to *Glass Slipper, Gold Sandal,* students take a closer look at the role culture plays in Cinderella stories.

The learning culminates with an End-of-Module Task in which students draw from their understanding of the Cinderella character to form opinions and write about which Cinderella characters they most admire. The module closes with a reading retrospective, allowing students to celebrate their learning and the joy of reading they experienced throughout the year.

**Texts:**

**Picture Books, Literacy**

*Adelita,* Tomie dePaola

*Bigfoot Cindererrrrella,* Tony Johnston; Illustrations, James Warhola

*Cendrillon: A Caribbean Cinderella,* Robert D. San Souci; Illustrations, Brian Pinkney

*Cinderella,* Marcia Brown

*Glass Slipper, Gold Sandal: A Worldwide Cinderella,* Paul Fleischman; Illustrations, Julie Paschkis

*The Korean Cinderella,* Shirley Climo; Illustrations, Ruth Heller

*The Rough-Face Girl,* Rafe Martin; Illustrations, David Shannon

**Visual Art**

*First Steps,* Jean-Francois Miller

*First Steps,* Pablo Picasso

*First Steps, after Millet,* Vincent van Gogh

**Article, Informational**

“900 Cinderellas,” Marcia Amidon Lusted and Judith C. Greenfield

**Videos**

“Kudhinda Screen Printing”

“The Process of Making Batik-Artisans at Work”

“Wycinanka/Paper Cutout”

**Websites**

“Around the World,” TIME for Kids

“Talking Textiles,” *The Children’s University of Manchester*

**Standards:**

**Reading Literature:**

1.RL.CS.6 Identify who is telling the story at various points in a text.

1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.

1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.

**Writing:**

1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.

1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening:**

1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Foundational Literacy:**

1.FL.WC.4.g Print all upper and lowercase letters.

1.FL.SC.6.c Use Personal, possessive, and indefinite pronouns.

1.FL.SC.6.f Use frequently occurring conjunctions.

1.FL.SC.6.i Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.FL.SC.6.j Capitalize names of people and dates.

1.FL.SC.6.l Use commas in dates and to separate single words in a series.

1.FL.VA.7a.ii Use frequently occurring affixes as a clue to the meaning of a word.

1.FL.VA.7b.i Sort words into categories to gain a sense of the concepts the categories represent.

**Continuing Standards:**

1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.

1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.

1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.

1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

**Essential Question:**

*Why do people around the world admire Cinderella?*

**Focusing Questions:**

*Why do people admire Perrault’s Cinderella?*

*Why do people admire Rough-Face Girl and Ella?*

*Why do people admire Adelita and Pear Blossom?*