Title/Author: *Cendrillon: A Caribbean Cinderella* by Robert D. San Souci

Suggested Time to Spend: 5 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core ELA/Literacy Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.6, RL.7; W.2.3, W.2.8; SL.2.1, SL.2.2, SL.2.6; L.2.1, L.2.2, L.2.4

Lesson Objective:

Students will listen to the text read aloud and use literacy skills (reading, writing, listening, and discussion) to understand the central message of the story is told from different points of view...

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Questioning

The point of view drives the story, the actions and reactions of the characters. How does a story change when the point of view changes? Also, students will learn that while cultures may differ across the world, people share many commonalities in regard to feelings.

Synopsis

*Cendrillon* is a Caribbean Cinderella story told from the perspective of the godmother, Nannin. Nannin has been godmother to Cendrillon since her birth, so when her mother dies with Cendrillon at a young age, she tries to watch over her. Then Cendrillon’s father remarries, and Cendrillon comes to be mistreated and considered a servant by her stepmother and half-sister. Nannin has magic wand from her own mother. Nannin’s wand has special powers, but can only be used for a short time and to help someone she loves. Nannin uses the magic wand to ready Cendrillon for a ball, where Cendrillon meets a rich man’s son, Paul. Paul falls in love with Cendrillon. Cendrillon leaves the ball just before midnight when the magic wears off, but leaves behind one of her elegant pink slippers. Paul uses the shoe to find Cendrillion. They are married shortly thereafter.

1. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Cendrillon* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/3066/cendrillon-a-caribbean-cinderella-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| SECOND READING:  Reading is best if done under a document camera, so that all the class can see the text and pictures.  **Reread pages 1-11 without stopping**.  **Reread page 1.**  Who is telling this story? How do you know from the text?  **Reread Page 5.**  Which paragraph and line proves Nannin’ is the storyteller?  What was the one thing given to Nannin’ by her mother when she was a little girl? What instructions was she given?  An **orphan** is a child without parents. How do you know from the text?  What does the illustration on page 5 tell you about Nannin’? Prove your thoughts from the text.  **Reread p. 7.**  How does Nannin’, the orphan, become a godmother to Cendrillon? (Ask students to use their own words and then ask someone to cite from text on page 7.)  On page 7, the text reads, “When I held that *be‘be’* in my arms on her **christening day**, I felt such love!” What does **christening** mean and how do you know? (Use own words and then text proof.)  \*\*\*\*If you think your students won’t know this, you may want to share this information rather than use the question.  What is a *be’be’*? How do you know?  What event happens on page 7 that is life changing for Cendrillon?  What does it meant that the step mother is **cold and proud**?  **Reread p. 8-9.**  How do Madame’ and her friends feel about Nannin’? Prove your answer with text.  How does Cendrillon become a serving-girl in her own house?  **Reread p. 11.**  Knowing that her father allows her to be treated as only a peasant, how does this affect Cendrillon’ attitude? Prove this answer from text.  What does Cendrillon mean when she says, “…I am strong. The work hurts my hands but not my heart.”  In what ways was Cendrillon’s life different from than that of Madame’s and Vitaline’s?  ACTIVITY:  Remind students that this story is told from the way Nannin’ sees things (Nannin’s Point of View). Have students give examples of how we know Nannin’ is telling the story from start to finish.  As an activity to help students be ready to write from a different point of view, retell a familiar fairy tale such as “Little Red Riding Hood.” As a class, have the students retell the story from the wolf’s point of view.  With a partner have students write a retelling of the story up to page 11 from another character’s point of view. Students can choose from the father, stepmother, or Cendrillon’s point of view.  Note: This is a great opportunity to discuss the fact that although the setting of the book is not the United States where the students currently live, the feelings in the book would be feelings the students would have in similar situations. | The woman in the picture, who is Nannin’, is telling the story.  On this page, it says I three times. “…I will tell you…”  Another piece of evidence is the illustration on p.1. The woman looks like she is talking.  Any paragraph can be used as evidence. She uses “I” and “me” like the storyteller, so they must be the same person.  “When my mother died, she left me only one thing: a wand of mahogany….Three taps will change one thing into another, but only for a short time. And the magic must be used to help someone you love.”  The text says“…an orphan like me, who every day struggled to find shelter and fill her belly? I could not use the wand. I had no one to love and no one who loved me.”  Nannin’ was a hard worker. Things for an orphan do not come easily. The picture shows she takes care of other people’s laundry by hand, not machines like we have.  “When I grew up, I worked as a *blanchisseuse*, a washerwoman, scrubbing other people’s sheets and shirts at the riverside. Drying them in the sun.”  Nannin’ worked for a sickly woman. The sickly woman thanked her for her nurture and care by making her the godmother of her baby girl. A godmother is someone who takes care of child in case a parent dies while the child is young.  It is a Christian religious ceremony when parents, grandparents, or guardians commit the baby to Christ asking for guidance in that baby’s life. The word christening has the word “Christ” in it. The baby is wearing a special long white gown.  A *be’be* is a baby. I know this because Nannin is holding a baby in the illustration on page 7. Also the word *be’be’* sounds like the word baby.  Cendrillon’s momma dies and her father remarries to a cold and proud woman.  She is unfeeling. She has no sympathy for the *be’be’* who lost her mother. Madame Prosperine thinks she is better than anyone else around.  They think she is merely a peasant woman. Madame and her friends laugh at Nannin’s worn skirts and peasant’s way of speaking.  Her stepmother works her as a servant, and her father does nothing because he is afraid of his wife.  Cendrillon doesn’t let it change her at all. She just does what she is told.  p.10 …”I am strong. The work hurts my hands but not my heart.”  p.11 …”Cendrillon would come to the river each morning to do the family’s laundry. Her sweet “*Bonjour*” was music. Her smile was sunshine even when clouds hid the sun.”  The hard work hurts her body, making her tired. It does not change her attitude.  “Nothing was easy for her at home. Madame and Vitaline ate dainties. Cendrillon ate only manioc flour and tail ends of codfish. All day she worked. At night she slept on a hard straw  pallet” (p. 11). |
| THIRD READING:  Before the third reading, have student pairs read their retellings from the Second Reading aloud to the class. The class is to listen and then decide whose point of view their retell is told from. Students hold up a stick puppet of the father, stepmother, or Cendrillon to signify which point of view the story is told from. Discuss as a class why the correct answer is correct.  **Reread the last paragraph on p.11 and pages 12-30.**  **Page 12**  How do we know from the text and illustrations that Cendrillon’s attitude has changed from that happy girl?  Why has her attitude changed?  Why is this event so important to Cendrillon?  What brought her smile back and why did she return singing?  Based on the text and on previous readings, what do you think Nannin’s is going to do? Share your reasoning with the class.  Look at the expression on Nannin’s face on page 13. What do you think she is thinking about? Is there any evidence from the text that supports your answer on page 14?  **Reread page 15.**  Using text and pictures, explain what is happening on p. 15-16.  What is **gilded** and how do you know?  **Reread p. 18**.  Using text and pictures retell what is happening on p. 18.  **Reread p. 20.**  How is Cendrillon transformed?  Nannin said, *“It is enough to hurt my eyes to look at my darling.”* What does she mean by this statement?  What is a **chaperone**? Why is this important for Cendrillon?  **Reread page 21.**  What were the conditions for the magic to work? Find evidence to prove it.  Look at the illustration on page 23. Where is Nannin’?  **Reread 24-25.**  What was the reaction to Paul and his guests at the ball when they saw Cendrillon enter?  How do we know that Nannin is still the story teller?  **Reread p. 28.**  How do we know it is almost midnight?  How does Paul react to Cendrillon leaving abruptly?  ACTIVITY:  With a partner have students write a retelling of the story from day three (pp. 11 – 30) from another character’s point of view. Students can choose from the father, stepmother, or Cendrillon. Students should choose a different character from the one they chose in Day Two. | The story said that she is sad-faced, no longer singing or joking.  In the illustration Cendrillon has a sad look on her face, and the way she is holding her hands let’s us know something is not right.  “There is a ball tonight, but I am not to go.”  Cendrillon knows that Paul, Monsieur Thibault’s son, will be there. She thinks he is handsome, well- spoken, like a prince, yet kind.  Nannin’ promised Cendrillon that she would go.  She’s going to help Cendrillon get to the ball using her mother’s wand. Since this is a Cinderella story and magic is involved, I think she is going to use the wand to get Cendrillon ready for the ball. Nannin’ was also told it would only work on someone she loves, and I can tell from her actions that she is loves Cendrillon.  I think Nannin' is wondering how she is going to keep her promise to Cendrillon. On page 14 it says, “Long after she left, I (Nannin’) sat watching the river. How am I going to keep my promise?”  Cendrillon is picking a breadfruit from the tree and Nannin’ uses the wand to change it into a gilded coach.  **Gilded** means golden. I saw it was gold colored in the picture.  Nannin taps 3 times each to change animals into horses, lizards into footmen, and a possum into a coachman.  Cendrillon is transformed by the tapping of Nannin’s wand. Her dress becomes a trailing gown of sky-blue velvet. A turban with a golden pin is on her head, with a silk shoulder-scarf of pale rose, rings in her ears, bracelets and a necklace of four strands of gold beads, and elegant pink embroidered slippers.  Cendrillon was more beautiful than words could say. Nannin’ is very proud and filled with love for Cendrillon.  A chaperone is a person who accompanies another person (usually a young woman) and looks after and protects that person. A chaperone was important in this day and time, because young ladies did not go out alone.  The magic will only work for a short time. They must leave before the midnight bell is rung.  Nannin' is just behind Cendrillon. Nannin’ must be close to Cendrillon because she is her chaperone.  Everyone whispered, “Who is that pretty girl?” From the picture, we can tell Paul likes the way she looks. Cendrillon’s stepmother and sister are peering crossly at her and Paul.  “I watched as I ate. Oh, what fine food I ate as I watched the handsome couple.”  It says, “I heard the first chimes of midnight.” Nannin’ grabs Cendrillon’s hands and cried, “It’s almost midnight. We must...”  He called for her. He ran after her. |
| FOURTH READING AND BEYOND:  ACTIVITY:  Before the fourth reading, have student pairs read their retellings aloud to the class. The class is to decide whose point of view their retell is told from. Students hold up a stick puppet of the father, stepmother, or Cendrillon to signify whose point of view the story is told from. Discuss with the class why the correct answer is correct.  What can you tell about Cendrillon and Nannin' from the illustrations on pages 28, 29, and 30?  What can you conclude from these illustrations on pages 28, 29, and 30?  **Reread pages 30-37 aloud.**  **Pages 30-32.**  Why does Cendrillon believe that Paul is not in love with her?  How does believing that Paul did not love her, affect Cendrillon’s attitude?  The story says, “I stroked her brow for a good long time until I heard a great commotion. What is a **commotion**?  **Reread 34, 35, and 37.**  What is the great commotion?  What is Madame’s reaction to Paul’s announcement?  How does Nannin’ convince Cendrillon to go into the hallway so that she would be seen by Paul?  What is Paul’s reaction to Cendrillon this time?  What do you think Cendrillon’s reaction to Paul is from the illustration on page 36?  Is this a happy-ever-after ending and how do you know?  ACTIVITY:  With a partner have students write a retelling of the story from page 31-37 from another character’s point of view. Students can choose from the father, stepmother, or Cendrillon. Students should choose a different character from Days 2 or 3. | They are not at the ball. They are on a beach with little animals running around them.  The magic is over.  Cendrillon says…”He was under the spell of your wand. When the magic goes, the love too will fade from his eyes.”  She goes to bed heartbroken.  I see by the picture there are visitors. It was so quiet and now there are people at the door wanting to come in, so it seems to be noisy confusion.  Paul arrives with the lost slipper, looking for the lovely stranger who was at the party the previous night. He has the slipper and announces he will wed the one whose foot it fits.  She claims that Vitaline is the only unmarried young woman in the house.  Nannin’ said “If you love me, do this one thing for me. Go out into the hall.” (p36)  In her peasant clothing he said, “You are as beautiful this minute as you were last night. “And everyone in the room could see true-love in his eyes.  He fits the shoe onto her foot and tells Cendrillon she is “beautiful.”  Cendrillon is looking at Paul with loving eyes.  They are married shortly after. |

FINAL DAY WITH THE BOOK - Culminating Task

* Repeat the activity from before the 4th reading. Before the culminating task, have student pairs read their retellings aloud to the class. The class is to decide whose point of view the retell is told from. Students hold up a stick puppet of the father, stepmother, or Cendrillon to signify which point of view the story is told from. Class discussion on why the correct answer is correct.
* Have students discuss what they noticed as the point of view changed.
* Instruct students to choose one character, Cendrillon, the stepmother, or the father and write a retell of the whole story from that character’s point of view. Since they have written from all three characters’ point of views, they can write from the one they liked the best. The writing from the three previous days will help them remember the sequence of events.

Sample Answer: Cendrillon’s Stepmother

When I married my husband, he already had one child, a little girl named Cendrillon. A short time later we were blessed with a beautiful baby daughter, Vitaline. I had a feast to celebrate the christening of Vitaline and invited all of my friends. That little Cendrillon is such a good worker. She served at the feast. My husband doesn’t seem to mind Cendrillon helping out with chores around the house.

Time has passed and both of the girls have grown up. A party is coming up. It is a birthday celebration for a rich man’s son, Paul. Vitaline and I will go. Cendrillon has to stay home because she is lazy. Cendrillon helped Vitaline and me get dressed for the ball. My husband, Vitaline, and I went to the party in the family carriage.

Later at the party, I looked up at the top of the stairs to see a beautiful young girl enter the room. Paul seems to really like this girl. They danced all night. Suddenly the girl disappeared. Everyone, especially Paul, was wondering where she could have gone and why she left so quickly that she left a shoe behind.

The next day Paul and a footman carrying a shoe on a pillow appeared at my door. Paul said he would wed the one whose foot fit into the shoe. I told Paul that my pretty Vitaline was the only unmarried girl in the house. Vitaline tried on the shoe but it did not fit. Suddenly Nannin’, Cendrillon’s godmother, appeared. She said some rude things to Vitaline about her foot being too large for the shoe. She went back upstairs and returned with Cendrillon.

Paul looked at Cendrillon, and gently knelt down and tried the shoe on her. It fit perfectly. A short time later Paul and Cendrillon were married and lived happily ever after.

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 7 - godmother – a woman who acts as a child’s parent  Page 8 - peasant – a person of the working class  Page 8 - christening – a ceremony for baptizing a baby  Page 11 - dainties – small things delicious to taste  Page 15 - gilded – covered with a layer of gold  Page 20 - turban – a twisted head covering  Page 20 - embroidered – to make a design with needlework  Page 20 - chaperone – a person who goes with a young woman when she is our in public with a young man  Page 24 - crossly – in a grumpy or grouchy way  Page 31 - commotion – noisy activity | Page 5 - orphan – a child whose parents are dead  Page 7 - proud - thinking too highly of one’s self  Page 8 - hollow - not true  Page 14 - riddance – removal of something unwanted  Page 20 - elegant – being graceful  Page 23 - entrance – going into a place  Page 24 - peered – look at closely  Page 25 - hesitate – to stop or pause for a second  Page 28 - astonishment – sudden surprise |

Extension learning activities for this book and other useful resources

1. Create and use a problem/solution chart for each reading. Then students can write about the difficulties Cendrillon had and how she overcame them.
2. Compare and contrast *Cendrillon* to “Cinderella,” using the elements of a fairy tale.

3. Have students study the beautiful illustrations in the book. They could search for clues about the physical environment in

which the story takes place – its landforms, plant life, scenery, and so on. Students could address such questions as:

* In what ways do children think Cendrillon’s life is affected by her physical environment?
* If her geography and environment were different, how would that change the kind of transportation Cendrillion needed to get to the ball?
* What types of fruit were available to serve as a coach?
* What kind of clothing did Cendrillon and others wear?
* What kinds of foods did she eat?
* How would Cendrillon’s life and the story be different if the tale took place in a different place such as Alaska?

4. Have the class work in groups. Make a timeline tracking Cendrillon’s life from birth to marriage. Give each group about eight sheets of construction paper in different colors. Each group member should be responsible for creating one or two segments of the timeline, using a separate sheet of paper for each event. Have groups members complete the timeline in increments, writing “Cendrillon born” or something similar and then illustrating the event. Connect the segments with tape or staples and display in the classroom.

5. Have students create a cartoon to illustrate and retell of the main events in the story. Display in classroom.

6. Have students go through the story and point out French words. Students use context clues and illustrations to help define the words. Use the glossary of French words in the back of the book to confirm meaning. *Note: This is particularly supportive of English Language Learners as it helps them learn that these words are not English words.*

Note to Teacher

* Teacher will need to prepare stick puppets of Cendrillon, the father, and the stepmother before reading the book.
* This is a story that has so many possibilities for instruction. Students can learn many useful words, as well as work on skills.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

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1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

* To tell a version of the Cinderella story set in the Caribbean and told by her godmother
* Teaches a lesson about how good things happen to good people

The story is told in first person point of view. It lends itself well to teaching students about point of view.

The structure is also chronological.

The colorful illustrations help with comprehension.

Set in the Caribbean, the French

Vocabulary is rich thorough the story

Longer sentence length

Figurative Language – many metaphors

Vivid Descriptions of characters and setting

Knowing what a Godmother is

French Creole Influence in the French Caribbean

Aspects of Caribbean Culture

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit<http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text?

Understanding what point of view is will be a challenge.

What supports can I provide? I can support students by calling attention to examples of

how we know the point of view.

Vocabulary demands –

Many of the words are French words or related to the Caribbean culture. I will

spend extra time with these words and help students understand that these words are related to a

foreign island once occupied by the French.

How will this text help my students build knowledge about the world?

This story is set on an island in the Caribbean. Language, geography, dress, and most aspects of daily life in the setting are different from our lives in the U.S. today. But some aspects are the same, showing while cultures differ, people across the world also share similarities.

1. **Grade level**

What grade does this book best belong in? Grade 2

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