

### Focus Question:

*How is the story the same as the fairy tale Cinderella? How is it different?*

### Book Summary

Text Type: Fiction / Fairy Tale

Mateo's life is turned upside down when his mother remarries and he finds himself at the mercy of his unkind stepbrothers. At their urging, Mateo is forbidden to attend baseball tryouts when the Little League coach comes to town. With some help from his fairy godmother, however, Mateo attends tryouts and becomes the team's next star pitcher. *Cinderello* is a delightful retelling of the classic fairy tale *Cinderella*. The book can also be used to teach students how to compare and contrast and the proper use of possessive nouns.

The book and lesson are also available for levels L and O.



## Lesson Essentials

### Instructional Focus

- ☐ Retell to understand text
- ☐ Compare and contrast
- ☐ Describe information provided by illustrations
- ☐ Manipulate initial sounds
- ☐ Identify consonant *ch* digraph
- ☐ Recognize and use possessive nouns
- ☐ Place words in alphabetical order

### Materials

- ☐ Book: *Cinderello* (copy for each student)
- ☐ Compare and contrast, consonant *ch* digraph, possessive nouns, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com). (\*) word appears in the lesson but not the book.

- **High-frequency words:** *go, man, play*
- **Words to Know**  
**Story critical:** *chores* (n.), *national* (adj.), *pitch* (v.), *spatula* (n.), *tryouts* (n.), *uniform* (n.)
- **Academic vocabulary:** *compare* (v.)\*, *contrast* (v.)\*

## Guiding the Reading

### Before Reading

#### Build Background

- Write the words *fairy tale* on the board and read them aloud to students. Have them work in small groups to discuss the elements of a fairy tale such as magic, a good character, a bad character, and so on.
- Show students a copy of the story *Cinderella* and explain that it is a classic fairy tale. Read *Cinderella* aloud to students, pausing often to have them identify the elements of a fairy tale. Point out that students will be reading a story that has many similarities to the tale of *Cinderella*.

#### Introduce the Book

- Give students their copy of *Cinderello*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

#### Introduce the Reading Strategy: Retell

Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the book. Point out that when someone is retelling something, he or she explains the details of what happened in order. Explain that people retell stories as part of their daily lives, such as recounting what they did over the weekend. Ask students to share other examples of when people might give a retelling. Model retelling by recounting the events in *Cinderella*. Point out that the details of the story must be given in correct order. Have students turn to a partner and practice retelling the most important events in *Cinderella*.



### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Compare and contrast

- Write the words *compare* and *contrast* on the board and read them aloud to students. Have students turn to a partner and discuss the meaning of each word. Invite students to share their discussions with the class. Explain that to *compare* means to look at the way things are the same and to *contrast* means to look at how things are different.
- Create a Venn diagram on the board and label the right circle *parent* and the left circle *child*. Invite students to share how a parent and a child are similar and different. Model how to record their responses in the Venn diagram.

#### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about Mateo and the baseball team. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How did Mateo’s life change after his father died?* (level 1) page 4
- *How did the twins mistreat Mateo?* (level 2) pages 5, 6, and 8
- *Why was Mateo not allowed to attend the tryouts?* (level 1) page 8
- *How did Mateo’s fairy godmother help him be a part of the baseball team?* (level 2) pages 10–12
- *In what ways is Mateo similar to Cinderella? In what ways is he different?* (level 3) multiple pages

#### Text Features: Illustrations

Explain that pictures, or illustrations, in a story provide important information for the reader. Point out that illustrations often tell the reader many things that are not written by the author. Reread page 5 aloud as students follow along. Have them work in small groups to look at the illustration and discuss how it gives more information than is written by the author. Invite volunteers to share their discussions with the class. Repeat this process with several other illustrations in the story.

#### Skill Review

- Model for students how you retell the events in the story using specific details from the text. Point out that a retell includes only the most important information and that this information is given in the correct order. Have students turn to a partner to practice retelling what they have read thus far.
- Remind students that to *compare* means to look at the way things are the same and to *contrast* means to look at how things are different. Point out that information within a story, such as characters or setting, can be compared and contrasted. However, it is also possible to compare one story to another.
- Model comparing and contrasting information.  
**Think-aloud:** *This story has many elements in common with the classic fairy tale Cinderella. For example, in both stories the main character loses a parent and ends up with a stepfamily that does not treat him or her well. Additionally, there are fairy godmothers that help the main characters. There are also differences between Cinderella and Cinderello. For example, the main character in Cinderella is a girl who wants to go to the ball and in Cinderello the main character is a boy who wants to make the baseball team.*
- Record the information from the Think-aloud in the Venn diagram on the board. Invite students to offer additional similarities and differences between *Cinderella* and *Cinderello*. Invite volunteers to show where each piece of information should be recorded in the chart.
- Model how to complete the **compare-and-contrast worksheet**. Have students work with a partner to compare their findings.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

#### Skill Review

##### Graphic Organizer: Compare and contrast

Review the compare-and-contrast worksheet that students completed. Have students share their responses with the class.



### Guiding the Reading (cont.)

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include the following: *Similarities: main characters with stepfamilies that do not treat them well, fairy godmothers, and so on. Differences: fairy godmother uses a magical spatula in Cinderello and a magical wand in Cinderella, and so on.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Manipulate initial sounds

- Explain to students that they are going to play a word game. In this game, they will make a new word by replacing the first sound with a new sound. For example, say the word *bat* aloud and have students repeat it. Then have students change the initial consonant /b/ sound to the initial consonant /m/ sound. Invite a volunteer to share the new word (*mat*).
- **Check for understanding:** Say the following words one at a time and have students change the initial sounds: *sun* to *fun*, *cat* to *hat*, *big* to *pig*, *sack* to *pack*, *nose* to *pose*, *nest* to *rest*, *pot* to *not*, *tap* to *sap*, and *get* to *set*.

##### Phonics: Consonant digraph **ch**

- Write the word *check* on the board and read it aloud to students. Ask what sound they hear at the beginning of the word *check* and what letters make this sound. Underline the consonant *ch* digraph.
- Explain that the letters *Cc* and *Hh* together make the /ch/ sound. Write the following words on the board leaving out the consonant *ch* digraph: *chips*, *march*, *chin*, *much*, *such*, *champ*, *chimp*. Invite volunteers to the board to add the digraph *ch* and read each word aloud as a class.
- **Check for understanding:** Review pages 4 through 6 with students and have them circle all of the words containing the consonant *ch* digraph. Invite volunteers to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **consonant *ch* digraph worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics: Possessive nouns

- Write the following sentence on the board: *At Mateo's house, the twins tried on the shoe.* Read the sentence aloud, pointing to the word *house*. Ask a volunteer to explain whose house the sentence is referring to (Mateo's). Explain that the word *Mateo's* shows that the house belongs to Mateo.
- Review or explain to students that a *noun* is a word that names a person, place, or thing. Point out that the word *Mateo's* is called a *possessive noun* because it shows ownership, or possession. A possessive noun can be identified by the -'s at the end of the word.
- Demonstrate the difference between a contraction and a possessive noun. Invite volunteers to provide sentences containing possessive nouns and record them on the board. Have students come to the board and circle the possessive noun in each sentence.
- **Check for understanding:** Have students look through the book to locate and circle possessive nouns. Ask them to share with a partner the possessive nouns they found.
- **Independent practice:** Introduce, explain, and have students complete the **possessive nouns worksheet**. If time allows, discuss their answers.

#### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which word begins with the letter that comes first in the alphabet.
- Write the words *team* and *baseball* on the board. Underline the first letter in each word. Have a volunteer explain which word would appear first in alphabetical order (*baseball*) and why (*because Bb comes before Tt in the alphabet*).
- Write the following words on the board: *pitch*, *twins*, *mother*, *baseball*, *coach*. Underline the first letter of each word. Have students work in groups to place the words in alphabetical order. Have a volunteer explain his or her reasoning.
- **Check for understanding:** Have students work independently to record the names of their group members in alphabetical order. Then, have students compare their results in their small groups.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

#### Connections

- See the back of the book for cross-curricular extension ideas.