

**Lesson Plan:** Cendrillon – Segment 1 (45-60 minutes)

**Date:**

**Purpose:** Students will listen to a read aloud text for the purpose of developing and using literal and inferential questions to support their comprehension.

**Text(s):** Cendrillon

Theme 3, Story 2; Segment 1, Pg. 330-333

**Charts/environmental supports:**

Questioning Strategy Chart, Response Chart

**Assessment:** Student questions from turn and talk and group discussion. Weekly selection assessment.

**Connect:**

The use of the anthology selection (Cendrillon) to teach a specific reading strategy. Emphasize “thinking during reading”

**Teach:**

Explain and model Turn & Talk strategy, thinking and talking with a specific learning purpose. Questioning strategy chart, using story clues and personal knowledge to infer.

**Introduction of the text(s):**

Use of building background pages in Teacher’s Edition and student anthologies. Students are at desk with copy of student anthology and pages opened to building background pages. Teacher reads aloud, students share ideas and discuss information about Martinique and Cinderella.

**Model:**

**Text chunks I’ll use**

**What I’ll do/say**

**What students will do/say**

Page 331

Teacher Think-Aloud/Model

Stop after reading paragraph 1.  
Ask the question: Where does the narrator of the story live? Think about if this is a literal or inferential question. Use think-aloud to explain thinking.

Page 331

Teacher Think-Aloud/Model

Stop after reading paragraph 2.  
Ask the question: Does this character live a lonely life? I’m thinking about if this is a literal or inferential question. Use think-aloud to explain thinking.

Page 331

Turn and Talk

Stop after reading paragraph 3.  
Ask the question: What kind of work did the character do? Turn and talk to your partner about what kind of question you think this is and why?

Students will share ideas and share thinking about what kind of question it is. They will demonstrate the use of text evidence to support their position.

Page 331

Turn and Talk

Stop after reading paragraph 4.  
Ask the question: How does the character feel about the woman woman she took care of? Turn and talk to your partner about what kind of question that is and why.

Students will share ideas and thinking about how to answer the question. Whether they used text evidence or “figured” it out based on what they know about the character.

**Transition to independent reading/investigation:**

Transition back to desks; Listen to segment 1 on CD, and follow along in textbook.

**Independent practice:**

Students partner read segment, and use sticky notes to write down questions that come up as they read.

**Share/closing:**

Teacher calls on students to share questions out loud, class discusses if it is a literal or inferential question, and places the sticky note on the student response chart.

**Lesson Plan:** Cendrillon – Segment 2 (45-60 minutes)

**Date:**

**Purpose:** Students will listen to a read aloud text for the purpose of developing and using literal and inferential questions to support their comprehension.

**Text(s):** Cendrillon

Theme 3, Story 2; Segment 2, Pg. 335-345

**Charts/environmental supports:**

Questioning Strategy Chart, Response Chart

**Assessment:** Student questions from turn and talk and group discussion. Weekly selection assessment.

**Connect:**

Today’s lesson to segment 1, listen to segment 1 on CD, Review Questioning strategy

**Teach:**

Review segment 1 learning, thinking during reading, Turn & Talk strategy

Review Questioning chart

**Introduction of the text(s):**

Segment 2, Pg. 335-345

**Model:**

**Text chunks I’ll use**

**What I’ll do/say**

**What students will do/say**

Page 335

Turn and Talk

Stop after reading “...but Mamma says I am lazy.” Ask the question: Why is Cendrillon sad? Think about if this is a literal or inferential question. Turn and talk to your partner about what kind of question you think this is and why?

Students will share ideas and share thinking about what kind of question it is. They will demonstrate the use of text evidence to support their position.

Page 336

Turn and Talk

Stop after reading “...*How and I to keep my promise?*” I asked myself.” Ask the question: How is Nannin feeling as she sits and watches the river? Turn and talk to your partner about what kind of question you think this is and why?

Students will share ideas and thinking about how to answer the question. Whether they used text evidence or “figured” it out based on what they know about the character.

Page 339

Turn and Talk

Stop after reading paragraph 3. Ask the question: What kind of work did the character do? Turn and talk to your partner about what kind of question you think this is and why?

Students will share ideas and share thinking about what kind of question it is. They will demonstrate the use of text evidence to support their position.

Page 339

Questioning Opportunities

Turn and Talk

Literal: How did Nannin get a coach, horses, and coachman for the ball?

Inferential: Why does Nannin say, “it was enough to hurt my eyes?”

Students will share ideas and thinking about how to answer the question. Whether they used text evidence or “figured” it out based on what they know about the character.

Page 343

Questioning Opportunity

Turn and Talk

Inferential: Why would Madame Prosperine and Vitaline “peer at them crossly?”

**Transition to independent reading/investigation:**

Transition back to desks; Listen to segment 2 on CD, and follow along in textbook.

**Independent practice:**

Students partner read segment, and use sticky notes to write down questions that come up as they read.

**Share/closing:**

Teacher calls on students to share questions out loud, class discusses if it is a literal or inferential question, and places the sticky note on the student response chart.

**Lesson Plan:** Cendrillon – Segment 3 (45-60 minutes)

**Date:**

**Purpose:** Students will listen to a read aloud text for the purpose of developing and using literal and inferential questions to support their comprehension.

**Text(s):** Cendrillon

Theme 3, Story 3; Segment 2, Pg. 347-353

**Charts/environmental supports:**

Questioning Strategy Chart, Response Chart

**Assessment:** Student questions from turn and talk and group discussion. Weekly selection assessment.

**Connect:**

Today’s lesson to segment 1 and 2, listen to segment 1 and 2 on CD, Review Questioning strategy

**Teach:**

Review previous learning, thinking during reading, Turn & Talk strategy

Review Questioning chart

**Introduction of the text(s):**

Segment 3, Pg. 347-353

**Model:**

**Text chunks I’ll use**

**What I’ll do/say**

**What students will do/say**

Page 347  
Questioning Opportunity  
Turn and Talk

Literal: How are Nannin and Cendrillon described after the magic wears off:

Students will share ideas and share thinking about what kind of question it is. They will demonstrate the use of text evidence to support their position.

Page 349  
Questioning Opportunity  
Turn and Talk

Inferential: What does Cendrillon mean when she says that “Paul was under the spell of your wand?”

Inferential: What feelings is Cendrillon having if she is “sick with a broken heart?”

Students will share ideas and thinking about how to answer the question. Whether they used text evidence or “figured” it out based on what they know about the character.

Segment 3 can also be used to provide students opportunity to independently engage with text – partner reading, jotting questions of sticky notes, etc.

Play Segment 3 on CD. Have students work in pairs to partner read the text. Students write questions on sticky notes.

**Transition to independent reading/investigation:**

**Independent practice:**

Students partner read segment, and use sticky notes to write down questions that come up as they read.

**Share/closing:**

Teacher calls on students to share questions out loud, class discusses if it is a literal or inferential question, and places the sticky note on the student response chart.