



2ND GRADE **ELA**

Student Materials

Unit 1 *Cinderella Around the World*



Daily Lesson Materials

Name: _____

Date: _____

1. What is **culture**?

2. What are some of the things that make up the different **cultures** on Earth?

3. What is history? Why is it important to learn about history?

4. Where were you born? Where were your parents or grandparents born? Are both of your parents from the same country and **culture**? How many languages do you speak?

5. What is religion? How are many religions similar?

6. How is food in various **cultures** the same? How is it different?

7. How are celebrations in various **cultures** the same? How are they different?

Name: _____

Date: _____

1. How does the stepmother treat Cinderella? Why does she treat her this way?

2. Why does "the poor girl put up with everything" (p. 4)? What does this show about Cinderella?

3. How does Cinderella help her stepsisters get ready for the ball? How do they treat her in return? Why?

4. How does Cinderella feel after her stepsisters leave? How do you know?

5. How does the fairy godmother help Cinderella?

6. What advice does the fairy godmother give Cinderella? Why?

Name: _____

Date: _____

1. Read the following sentence: "Then—a deep silence fell over the room, everyone stopped dancing, the violins stopped playing, all eyes turned to the great beauty of the mysterious one." (p. 15) Explain why the author uses this description.

2. How do the stepsisters treat Cinderella when they return from the ball? How does it make Cinderella feel? Why?

3. Explain what happens the second time Cinderella goes to the ball. Why does this happen?

4. How does the prince respond to the lost slipper? Why?

5. On page 29, the author describes Cinderella "as good as she was beautiful." Why?

Name: _____

Date: _____

1. What details does the author include about the setting?

2. Why does the stepmother treat Zahra terribly? How does Zahra respond?

3. How do the illustrations on pages 10–11 help to describe the characters and setting?

4. How do the stepsisters and stepmother respond when Cinderella asks to borrow the dress? What does this show about them?

5. Why does the author include so many Arabic phrases?

6. Why does the stepmother tell Cinderella she can go to the Eid party? What has to happen first?

Name: _____

Date: _____

1. Who surprises Cinderella? Why?

2. How is Cinderella different from the other women at the Eid party?

3. How does the stepmother respond when the glass slipper fits Cinderella?
Why does it not matter?

4. How does Cinderella treat her stepsisters at the end of the book? Why?

Cinderella Sentence Cards

Cinderella lives with her stepmother and stepsisters	lost her slipper
they dance at the ball	she does all the chores
a fairy godmother	Cinderella wears a beautiful dress
her mean stepsisters	turns back into a pumpkin
the clock struck midnight	the prince searched for Cinderella

Name: _____

Date: _____

1. Describe the narrator. How does she meet Cendrillon?

2. On page 11, the author describes that "nothing was easy for Cendrillon at home." Explain why.

3. How does the narrator transform Cendrillon? How is this similar to or different from the other Cinderellas we have read?

4. Why do the stepmother and stepsister "**peer crossly**" (p. 25) at Cendrillon and her godmother?

5. How do Cendrillon and the narrator feel after the party? Why do they both feel that way?

6. Why does Cendrillon say, "No more spells?" (p. 36) What does this show about her? What can we learn from her?

Name: _____ Date: _____

Plot Chart

	Setting	Problem	Main Event	Solution	Lesson
<i>Cinderella</i>					
<i>Cinderella: An Islamic Tale</i>					
<i>Cendrillon: A Caribbean Cinderella</i>					

Name: _____

Date: _____

1. What does the stepmother do? Why? How does it make Yeh-Shen feel?

2. What information does Yeh-Shen learn from the kind uncle?

3. How do the bones continue to provide comfort to Yeh-Shen? How do they also provide **dread**?

4. Why is Yeh-Shen finally feeling **delighted**?

5. Explain the significance of the illustrations. How do they help the reader better understand the story?

Sentence Scramble Cards

Partner Practice Cards

Yeh-Shen	Yeh-Shen's stepmother
brings the fish food.	kills the fish.
The bones	The bones
take care of Yeh-Shen.	come back to life.

Yeh-Shen	Yeh-Shen's stepmother
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Independent Practice Cards

The bones	Yeh-Shen and the bones
help Yeh-Shen go to the festival.	love each other.

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Name: _____

Date: _____

1. What does the king think about the slipper? Why?

2. What does the king do with the slipper? What does this tell the reader about him?

3. Why does Yeh-Shen want the slipper back?

4. What lesson does this story teach the reader?

Name: _____

Date: _____

Why does the king not allow Yeh-Shen to bring her stepmother and stepsister to the palace after they are married?

entranced marveled

Name: _____

Date: _____

1. How is Rhodopis different from the other servant girls? Why is she different?

2. Why does Rhodopis get new slippers? How do the other servants respond to the slippers?

3. What does the falcon symbolize? What does the falcon do?

4. Why does the Pharaoh yawn?

5. Why does Amasis "dismiss the court"?

6. Why does Amasis say "Enough!" **wearily**?

7. What lesson can be learned from this story?

Name: _____ Date: _____

Plot Chart

	Setting	Problem	Main Event	Solution	Lesson
<i>Yeh-Shen</i>					
<i>The Egyptian Cinderella</i>					



[Image source.](#)

Seattle Cinderella

Not long ago, on a rainy winter day in Seattle, there was a generous and kind girl named Cindy. She lived with her mean stepmom and two cruel stepsisters who made her do endless chores. She had to go outside even when the weather was so cold and damp, she could see her breath. They were cruel and had horrible tempers. It made Cindy sad, but she was always kind in return.

Every year, there was a big party at the Space Needle for New Year's Eve. The tall, futuristic building overlooks the bay. Cindy wanted to go see it light up with fireworks. Her stepmom and stepsisters laughed and said she couldn't go until she had finished all of her chores. Cindy quietly sobbed as she returned to her housework.

When Cindy went to take out the trash, her fairy godmother appeared. She waved her wand and turned Cindy's clothes into a beautiful dress, and sparkling sneakers appeared on her feet. A shiny red scooter appeared too. With another wave of her wand, all of Cindy's chores were done! She told Cindy to go to the party but that her magical spell would wear off at midnight.

After that, Cindy went to the party. She had a great time. She met the mayor of Seattle and danced a lot. But she lost track of time! At midnight, she realized that her time was up. She ran out of the party without saying, "Goodbye." Before she left, she lost one of her sparkling slip-on sneakers.




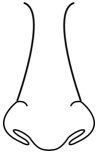

The next day, the mayor asked everyone to try on the sneaker to find the mysterious girl. Cindy's stepmom and stepsisters tried it on, but it didn't fit. Later, Cindy tried, and it fit perfectly!

Cindy's stepmom and stepsisters were surprised. Finally, they treated her kindly. At last, Cindy was happy and went to all the fun events in Seattle with her new friend, the mayor.

Name: _____ Date: _____




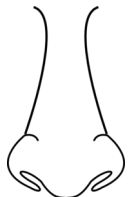

5 Senses Graphic Organizer

K-5th Grade English Language Arts

<p>Sights</p>  <p>I see...</p>	<p>Sounds</p>  <p>I hear...</p>	<p>Tastes</p>  <p>I taste...</p>	<p>Smells</p>  <p>I smell...</p>	<p>Feels</p>  <p>I feel...</p>

5 Senses Graphic Organizer

K–5th Grade English Language Arts

Sights  I see...	Sounds  I hear...	Tastes  I taste...	Smells  I smell...	Feels  I feel...
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Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning



Middle



End



- rainy day
- gray clouds
- steep mountains
- mean stepmother and stepsisters
- caring and generous Cinderella

- wants to watch the Fourth of July fireworks, not allowed
- godmother helps her go, turns a shell into kayak
- has to be home before the show ends
- watches on beach
- rushes out and loses rain boot in mud
- new friend wants to find her

- all the girls in town try on boot
- only fits Cinderella
- the new friend and Cinderella go on many new adventures
- stepmother and stepsisters are kind

Name: _____ Date: _____

Sequence of Events Graphic Organizer

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Sequence of Events

Example without Temporal Words



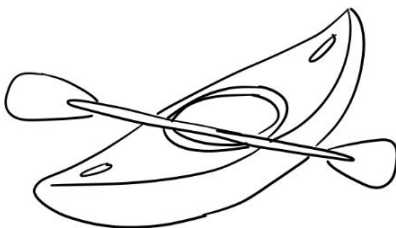
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The stepmother and stepsisters made Cinderella do all the chores while they played on their phones.



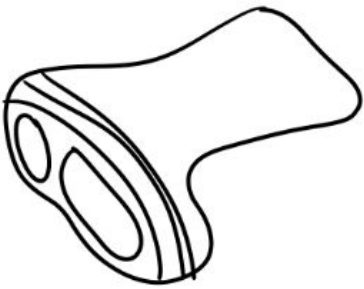
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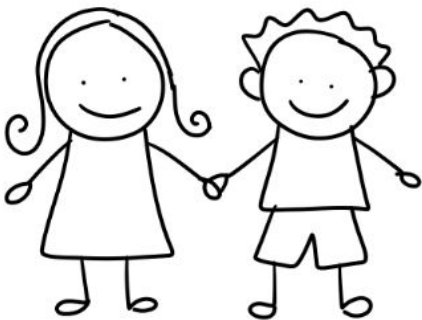
Her fairy godmother appeared! Her fairy godmother waved her wand and turned a shell into a kayak.



Cinderella went to see the fireworks. But she had to be home by midnight.



Cinderella met the town mayor. They talked so long she had to rush to get home. Her boot got stuck in the mud and she lost it!



Her new friend asked all the girls in town to try on the boot. It only fit Cinderella! Cinderella and the mayor became best friends.



The mayor and Cinderella went on many adventures together. She did not have to do chores any more! Her stepmother and stepsisters were kind to her.

Sequence of Events

Example with Temporal Words



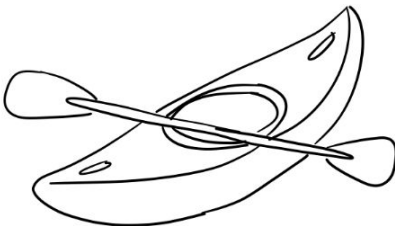
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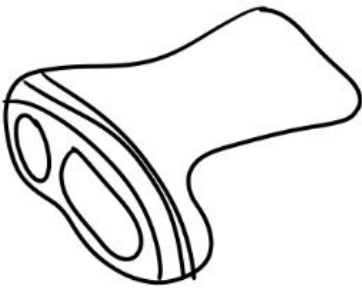
Next, her stepmother and stepsisters want to go downtown to watch the Fourth of July fireworks. They would not let Cinderella go.



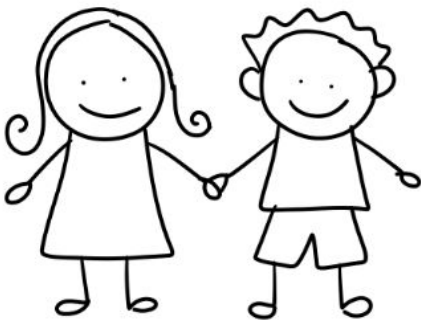
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Cinderella in the Rainforest

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Her fairy godmother appeared! Her fairy godmother waved her wand and turned a shell into a kayak. Cinderella went to see the fireworks. But she had to be home by midnight.

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Name: _____

Date: _____

Imagine Cinderella lives in your hometown today! Instead of a pumpkin carriage, maybe a skateboard turns into a shiny new car. What special shoe might she leave behind? Think about places she might visit, like a park or your favorite restaurant. Use what you know about Cinderella stories to write a fun story about a modern-day fairy tale set in your town!

Make sure your story has:

- A vivid description of the setting
- A beginning, middle, and end
- At least three patterns from a Cinderella story




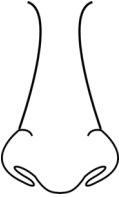





[Image source.](#)

5 Senses Graphic Organizer




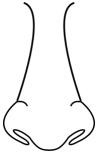

K–5th Grade English Language Arts

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Name: _____ Date: _____

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K-5th Grade English Language Arts

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Every year, there was a big party at the Space Needle for New Year's Eve. The tall, futuristic building overlooks the bay. Cindy wanted to go see it light up with fireworks. Her stepmom and stepsisters laughed and said she couldn't go until she had finished all of her chores. Cindy quietly sobbed as she returned to her housework.

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After that, Cindy went to the party. She had a great time. She met the mayor of Seattle and danced a lot. But she lost track of time! At midnight, she realized that her time was up. She ran out of the party without saying, "Goodbye." Before she left, she lost one of her sparkling slip-on sneakers.

The next day, the mayor asked everyone to try on the sneaker to find the mysterious girl. Cindy's stepmom and stepsisters tried it on, but it didn't fit. Later, Cindy tried, and it fit perfectly!

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Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning



- rainy day
- gray clouds
- steep mountains
- mean stepmother and stepsisters
- caring and generous Cinderella

Middle



- wants to watch the Fourth of July fireworks, not allowed
- godmother helps her go, turns a shell into kayak
- has to be home before the show ends
- watches on beach
- rushes out and loses rain boot in mud
- new friend wants to find her

End



- all the girls in town try on boot
- only fits Cinderella
- the new friend and Cinderella go on many new adventures
- stepmother and stepsisters are kind

Name: _____ Date: _____

Sequence of Events Graphic Organizer

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Sequence of Events

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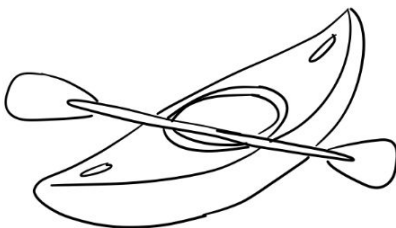
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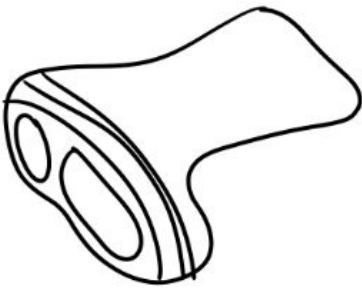
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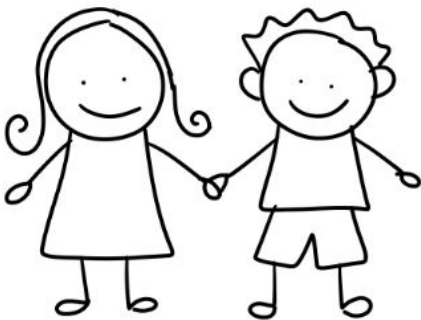
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The mayor and Cinderella went on many adventures together. She did not have to do chores any more! Her stepmother and stepsisters were kind to her.

Name: _____

Date: _____

Write a draft of a modern Cinderella story set in your hometown.

Sequence of Events

Example with Temporal Words



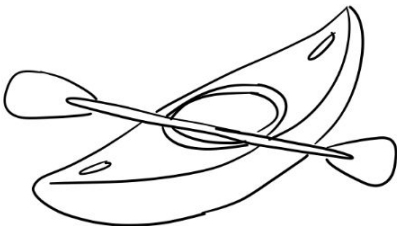
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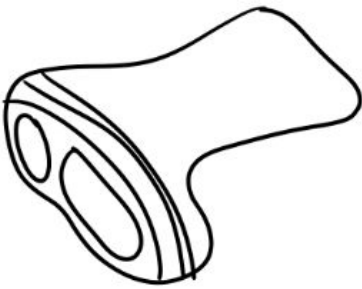
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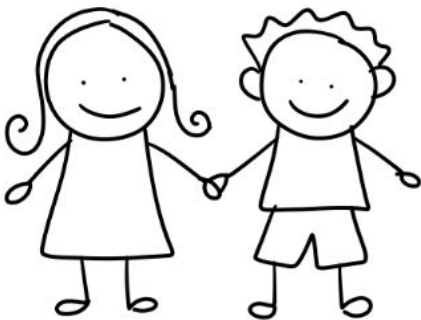
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Sequence of Events

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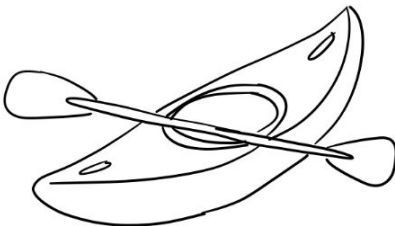
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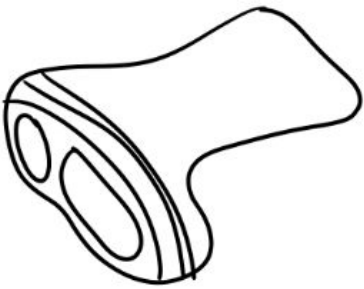
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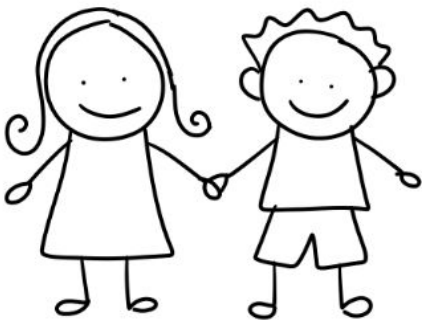
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Name: _____

Date: _____

Revise your Cinderella story to add words that show the order of events.

Name: _____

Date: _____

1. How do Manyara and Nyasha feel about each other? Why?

2. How does Nyasha treat the snake? What does it show about her?

3. "'But, my father,' Manyara said sweetly, 'it would be painful for either of us to leave you, even to be wife to the king.'" (p. 9) Is Manyara being **genuine**? How do you know?

4. How does Manyara respond to those she meets on her journey? What does it show about her?

5. How does Nyasha respond to those she meets on her journey? What does it show us about her?

6. The king tells Manyara "he knew all her faults and it displeased him." (p. 19) What does this mean?

7. Describe the illustrations on the last two pages. How do these pictures help the reader better understand the story?

Name: _____

Date: _____

1. How do the mother and sister treat Blanche?

2. The old woman tells Blanche, "You got a spirit of do-right in your soul." (p. 3) Why?

3. How does the illustration on pages 5–6 show the character traits of the mother, sister, and Blanche?

4. What warning does the old lady give Blanche?

5. Describe what Blanche sees when she arrives at the old lady's house. What does her reaction show about her?

6. "But the woman had been nothing but kind to her; so she just went on lighting the fire." (p. 12) How does the author use this sentence and the events inside the old lady's cabin to show what Blanche is like?

7. What happens with the eggs?

8. How do the mother and sister respond to Blanche's things? What does this show about them?

9. How does Rose act at the old lady's house? What does this show about her?

10. "You think I'm fool enough to listen to you and pass up the prettiest ones? Not on your life!" (p. 25) What does this show about Rose? What happens as a result?

Name: _____

Date: _____

Describe Blanche. How is she different from her mother and sister?

obedient

[Empty rectangular box for writing]

[Lined area for writing]

Name: _____

Date: _____

1. How do the two older sisters make the younger sister feel? How does the illustration on page 5 help the reader better understand the character's feelings?

2. "Can't you see how pretty we are?" What does this statement tell about the two older sisters?

3. Why do the two older sisters have "to go home **ashamed**"?

4. "Whatever you can spare, I can use." How does the author use this sentence to describe the Rough-Face Girl?

5. How does the Rough-Face Girl respond to the ugly remarks of the villagers?

6. How do the illustrations help the reader better understand the Rough-Face Girl?

7. Why does the Invisible Being say that the Rough-Face Girl is beautiful?

Name: _____ Date: _____

Character Planning Brainstorm

Think about the characters in the story. Describe what they look like, do, say, and feel.

	Looks What does the character look like?	Actions What does the character do?	Speech What does the character say?	Feelings How does the character feel?
Cinderella				
Stepmother				
Stepsisters				

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Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Narrative Writing Brainstorm

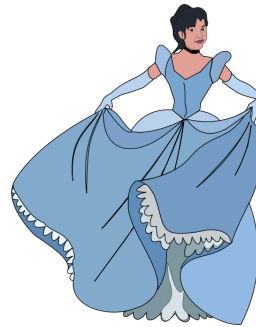
K-2nd Grade English Language Arts

Beginning



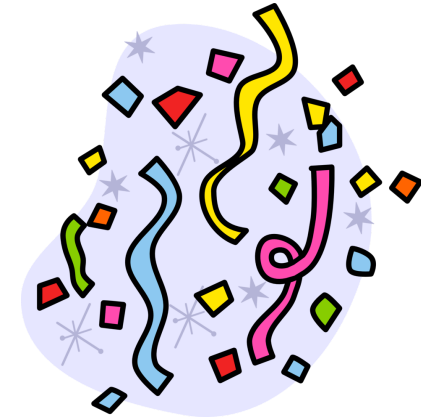
- Cozy, colorful cottage
- Long ago
- Beautiful kingdom
- Kind stepmother
- Friendly stepsisters
- Bake cookies, play games

Middle



- Invited to ball
- Stepmother sewed a dress
- Special glass slippers
- Danced all night
- Hurried to leave
- Lost slipper

End




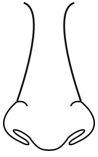



- Prince brings lost shoe
- Fits Cinderella
- Everyone is happy
- Celebrate

Name: _____ Date: _____

5 Senses Graphic Organizer

K-5th Grade English Language Arts

<p>Sights</p>  <p>I see...</p>	<p>Sounds</p>  <p>I hear...</p>	<p>Tastes</p>  <p>I taste...</p>	<p>Smells</p>  <p>I smell...</p>	<p>Feels</p>  <p>I feel...</p>

Cinderella and the Kind Stepfamily

Once upon a time, in a little village, there lived a sweet girl named Cinderella. She had a kind stepmother, Lady Grace, and two loving stepsisters, Clara and Ivy. They all lived happily together in a cozy house.

Cinderella's father had passed away when she was young, but Lady Grace took care of her like her own daughter. Cinderella, Clara, and Ivy were best friends. They loved to play in the forest, pick flowers, and help Lady Grace in the garden.

One day, a message came from the king. He was having a big party for his son, Prince Alexander. All the girls in the kingdom were invited because the prince wanted to find a bride. Cinderella, Clara, and Ivy were very excited and couldn't stop talking about the party. "We are going to have so much fun together!" Clara exclaimed.

Lady Grace said she wanted to make the night special for her daughters, so she made them beautiful dresses. Cinderella's dress was silver, Clara's was green, and Ivy's was lavender. The girls were so happy and couldn't wait to go to the ball.

On the night of the ball, Cinderella, Clara, and Ivy helped each other get ready. They did their hair and put on pretty jewelry. Lady Grace was so proud of her beautiful daughters.

When they arrived at the palace, they were amazed. The ballroom was big and shiny with lots of lights and music. Prince Alexander was very nice and greeted everyone with a smile.

Cinderella, Clara, and Ivy danced and had a lot of fun. Prince Alexander noticed Cinderella and asked her to dance. They talked and laughed, and the prince liked Cinderella very much because she was so kind and smart.

As the night ended, Cinderella realized it was late. She hurried to leave and accidentally left one of her glass slippers behind. Prince Alexander found the slipper and decided to find the girl who owned it.

The next day, the prince went to every house in the kingdom to find the girl. When he came to Lady Grace's house, Cinderella, Clara, and Ivy were excited. Cinderella tried on the slipper, and it fit perfectly! "I am so happy for you, my daughter," Lady Grace said as she hugged Cinderella.

Prince Alexander asked Cinderella to marry him, and she said yes. Everyone was so happy! Cinderella, Clara, Ivy, and Lady Grace moved to the palace, and they all lived happily ever after. They showed everyone that being kind and loving is the best magic of all.

Name: _____

Date: _____

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Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Narrative Writing Brainstorm

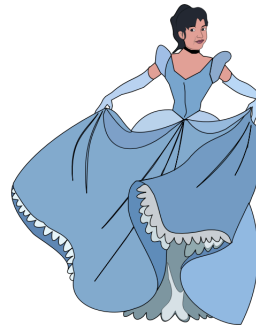
K-2nd Grade English Language Arts

Beginning



- Cozy, colorful cottage
- Long ago
- Beautiful kingdom
- Kind stepmother
- Friendly stepsisters
- Bake cookies, play games

Middle



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- Hurried to leave
- Lost slipper

End



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- Celebrate

Name: _____ Date: _____

Character Planning Brainstorm




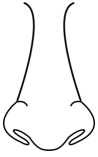

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K-5th Grade English Language Arts

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Name: _____

Date: _____

Brainstorm details that include the beginning, middle, and end of a story.

Narrative Writing Brainstorm

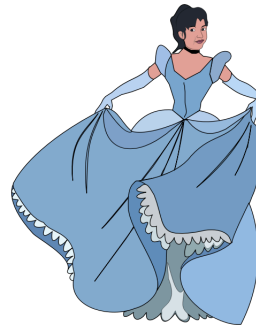
K-2nd Grade English Language Arts

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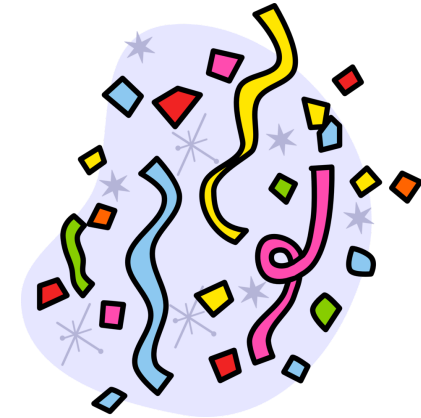
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Stepmother				
Stepsisters				



Vocabulary

Name: _____

Date: _____

admire

verb

to look at in a pleased (but unjustified) way



arrogant

adjective

thinking and acting as if one is better than others



ashamed

adjective

feeling shame or guilt for doing something wrong or foolish



crafty

adjective

clever in a tricky way; tricking others to get what you want



cross

adjective

angry



culture

noun

the way we live



deceitful

adjective

likely to lie or cheat to get what you want



delighted

adjective

to be very happy



desperate

adjective

having a great need or desire



dread

noun

great fear



entranced

adjective

charmed



envy

noun

jealousy



fairy tale

noun

a story that tells of magical events and creatures in a make-believe world. Always includes royalty (king, queen, prince, or princess)



generous

adjective

willing to give or share (not selfish)



genuine

adjective

true or real



graceful

adjective

acting in a way that is kind, right, or polite



humble

adjective

modest, not full of yourself



jeers

verb

to make fun of someone or something



long

verb

to want something very much



marveled

verb

to be filled with wonder or amazement



obedient

adjective

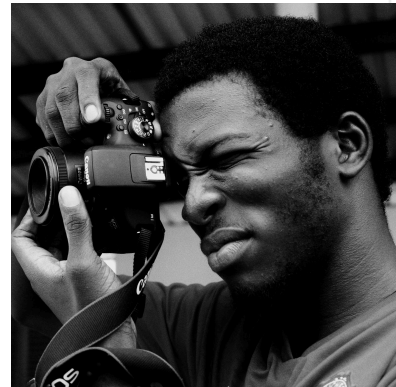
follows instructions



peer

verb

to look at closely



pleased

adjective

feeling happy about something that happened



proud

adjective

full of yourself; arrogant



relieved

adjective

no longer feeling afraid or worried



sob

verb

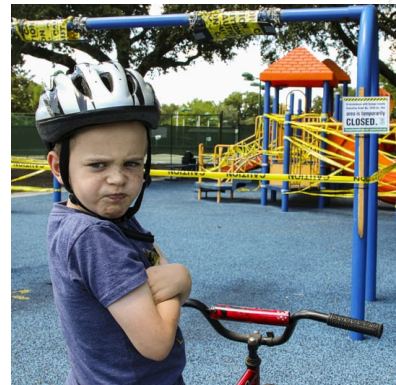
to cry in a loud way



temper

noun

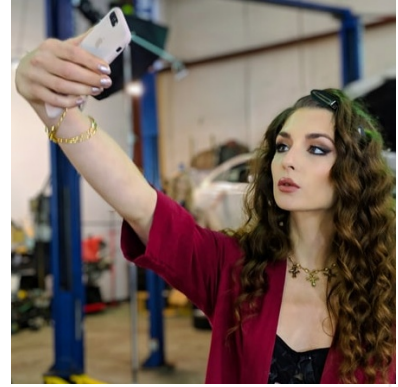
an angry mood



vain

adjective

arrogant; thinking you are better than others



weary

adjective

very tired





Unit Rubrics & Assessments

Narrative Writing Rubric

2nd Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

Structure	Rubric Score	Notes
Event Sequence Includes a clear beginning, middle, and end	4 3 2 1	
Point of View Point of view is clear and consistent throughout the story and pronouns match the narrator in the story; Clear understanding of the task's audience and purpose	4 3 2 1	
Setting Includes many details to describe the place and time of the story; Uses multiple sensory details to describe the setting	4 3 2 1	

Development	Rubric Score	Notes
Characters Includes one or more major characters; Develops the major character with multiple details and descriptions; Names and describes character feelings; Names what the character says and does throughout the story	4 3 2 1	
Plot Includes a beginning with details that hook the reader, such as describing the characters and setting, starting with a sound effect, or asking a question; Includes many details to describe the problem in the middle; Includes an end that shows how the problem is solved	4 3 2 1	
Precise Words and Phrases Uses several temporal words to help the events in the story unfold logically	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple and compound sentences; Varies sentence types; Uses nouns correctly, including collective nouns, frequently occurring irregular plural nouns, reflexive pronouns; Uses verbs correctly, including past tense of frequently occurring irregular verbs; Uses adjectives and adverbs and can choose between them depending on what is to be modified	4 3 2 1	
Conventions Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, proper nouns; Uses correct punctuation conventions, including end of a sentence, commas in greetings and closings of letters, apostrophe to form contractions and possessives	4 3 2 1	

Name: _____ Date: _____

Single Point Narrative Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment.	Strengths What am I doing well already? What am I proud of?
Setting		I include 3–4 details to describe the place and time of the story.	
		I use more than one detail from my 5 senses to describe the setting.	
Plot		I begin my story by describing the characters and setting.	
		I include many details to describe the problem in the middle of the story.	
		I include an ending that shows how the problem is solved.	
Precise words and phrases		I use 3 or more temporal words to show the order of events in my story.	

Name: _____ Date: _____

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Characters		I include one or more major characters.	
		I name and describe the feelings of the major characters.	
		I name what the character says and does throughout the story.	
Setting		I include 3–4 details to describe the place and time of the story.	
		I use more than one detail from my 5 senses to describe the setting.	

Plot		I begin my story by describing the characters and setting.	
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Precise words and phrases		I use 3 or more temporal words to show the order of events in my story.	

Name: _____ Date: _____

Editing Checklist

Language and Conventions Focus Area	✓
I begin all sentences with a capital letter.	
I end all sentences with the correct punctuation mark.	
My sentences tell <i>who</i> or <i>what</i> does something and what they <i>do</i> .	

My writing goal:

Name: _____ Date: _____

Part 1: Vocabulary

1. A **generous** friend might...
 - a. eat all of the cookies
 - b. not let anyone else on the swings at recess
 - c. share their lunch with you

2. A person is **arrogant** when they _____

3. I felt so _____ when I found my missing dog.
 - a. cross
 - b. relieved
 - c. entranced

4. Which of the following best describes Cinderella?
 - a. humble
 - b. vain
 - c. deceitful

Part 2: Content Knowledge

5. Name three characteristics of a fairy tale.

6. In this unit, you read Cinderella stories from different cultures. How can we use the lessons we learn from fairy tales in our own lives?

Pick one lesson you learned from a Cinderella story in the unit. Explain what the lesson was and how you can use the lesson in your own life.

Your answer should include:

- A lesson learned from the unit
- Details about how you can use the lesson in your own life
- Complete, detailed sentences
- At least 1–2 vocabulary words

You may use the text and your classwide anchor charts to help you answer the question.



Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/2nd-grade/materials/>