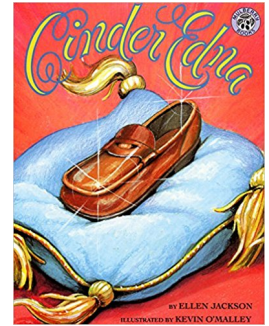


Cinder Edna by Ellen Jackson

This is the story of Cinderella and her neighbor Cinder Edna. They each have to deal with a wicked stepmother and cruel stepsisters like the traditional fairy tale. The main difference between Cinderella and Cinder Edna is that Cinder Edna is resourceful and finds a way to make her life more enjoyable through her various interests. Both Cinders find themselves at the ball and losing a shoe at midnight. But will they both find their prince and end up living happily ever after?



Possible strategy instruction:

Comprehension

- **Make and adjust predictions; use text to confirm:**
 - After reading the first two pages, pause to make a prediction about what will happen to both Cinders in the story.
 - Pause after other events (especially after the invitation to the ball is issued and Cinder Edna takes the bus) to confirm and/or revise predictions.
 - End the lesson after Cinder Edna takes the bus. Ask students to practice the strategy on their own during Daily 5.
 - Review the strategy as you finish the story in another lesson.
- **Compare and contrast within and between text:**
 - How is the Cinderella in *Cinder Edna* similar to and different from Cinderella in the original fairy tale?
 - You might choose to create a Venn diagram to compare and contrast Cinderella and Cinder Edna.

Accuracy

- **Skip the word, then come back:**
 - Model when you come to the words *cruel* and *wicked* on the first page.
 - Practice this when you come to words that may be difficult for your students.

Fluency

- **Use punctuation to enhance phrasing and prosody (end marks, commas, etc.):**
 - Model how commas, dashes, italics, quotation marks, question marks, and exclamation points signal how to change your voice, whether reading aloud or silently.
- **Reread text:**
 - Rereading text will help smooth out places where authentic phrasing and prosody was lacking.

Expand Vocabulary

- **Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.):**
 - Demonstrate with words such as *recycle*, *disbelief*, *discouraged*, and *preparations* that have a root word and a prefix or suffix attached.
- **Tune in to interesting words and use new vocabulary in speaking and writing:**
 - This story has some great words: *lethargia*, *cinders*, *forlornly*, and *duets*.
 - Reread the sentences in the story to see if students can tell from the context what the words might mean.
 - Add the word to the word list and see if students can use it within their own writing, in class at a later time, or at home with their families.

This text can be used with nearly any strategy on the CAFE Menu. The above strategies are a highlighted collection to use as a springboard for further instruction.