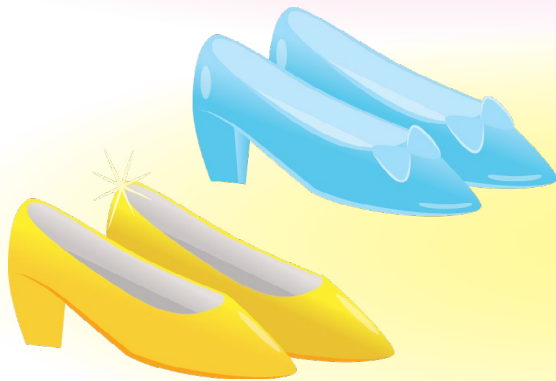# Telling a Story

The story of Cinderella is hundreds of years old. It has been told in different countries around the world. But the story is not always the same.

In some stories, a fairy godmother helps Cinderella. In other stories, a white bird in a wishing tree does.

In some stories, Cinderella wears glass slippers. In other stories, she wears gold slippers.

In some stories, a pumpkin turns into a coach and mice turn into coachmen to take Cinderella to a ball. But many stories don't explain how Cinderella gets to the ball at all.

In some stories, Cinderella must leave the ball by midnight. In other stories, she leaves just because she is tired!
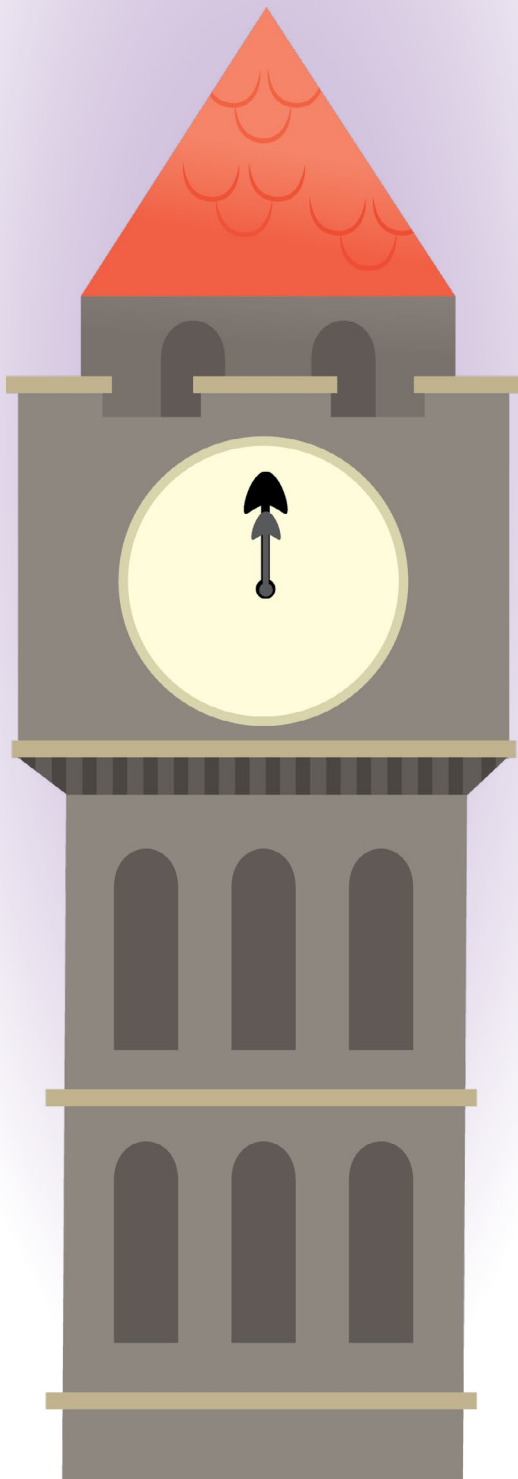
Weekly Question

How can a traditional story be told in different ways?

TURN and TALK

Tell the Cinderella story to a partner. First, draw your story. Draw the beginning, two important middle events, and the end. Next, use your pictures to tell your Cinderella stories to each other. Tell your story with descriptive details such as how Cinderella looked and how she got to the ball. Speak clearly in complete sentences. Then talk about how your stories are alike and different.

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r-Controlled Vowels: er, ir, ur

When a vowel is followed by **r,** the vowel has a different sound. The vowel is called **r-controlled**. The letter pairs **er, ir,** and **ur** make the same sound.

MY TURN Read, or decode, the words with **r**-controlled words. Listen for the **r**-controlled sound.

er	ir	ur
her	stir	fur
jerk	girl	turn
perfect	dirty	hurry

TURN and TALK Reread the words in the chart with a partner. Underline the **r**-controlled vowel pattern in each word.

Then choose one word in each column and use the words in sentences. Share your sentences with your partner.

When I say **her**, **stir**, and **fur**, I hear words that rhyme.

r-Controlled Vowels: er, ir, ur

MY TURN Practice decoding the words in the box. Then use the words to complete the sentences.

bird	burn	curly
serve	thirsty	perfect

1. The cake may _____ if the oven is too hot.

2. On this hot day, we are _____ .

3. That _____ has bright yellow feathers.

4. Will's black hair is very _____ .

5. What food should we _____ for lunch?

6. The sunny weather was _____ for our hike.

My Words to Know

MY TURN Read the high-frequency words in the box. Then read the sentences. Write the missing words. Form the letters correctly as you write each word. Use connecting strokes to connect the letters.

something	example	paper

Wait! I think I forgot _____ .

An apple is an _____ of a fruit.

Write your name on the _____ .

TURN and TALK Read these sentences aloud with a partner. Identify the high-frequency words. Then write your own sentences. Identify and read the words in each other's writing.

Ron drew a picture on white paper.

The teacher asked for an example of a noun.

You look happy. Did something good happen?

TEKS 2.2.B.vii Identify and read high-frequency words from a research-based list. **TEKS 2.2.E** Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Perfect!

Bird sits in his cage. "I want something else. I want a nest," he says.

He finds a nest made of ferns. "Too little," says Bird. He finds a nest on the earth. "Too dirty," says Bird. The third nest is not little or dirty. "I like this nest!" says Bird. "I think I'll stay."
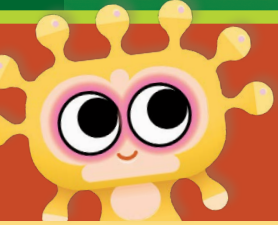
Bird sees Hawk. "Oh no!" Bird says. He hurries back. "My cage is a perfect home!"
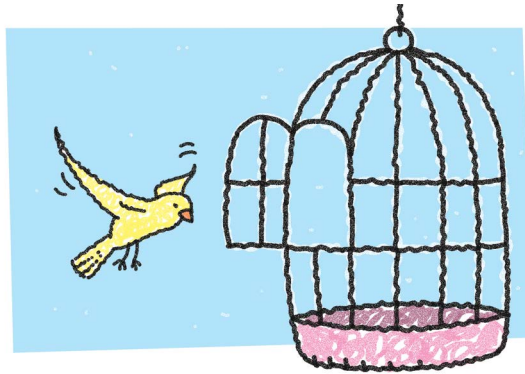
1. Why does Bird like the third nest?

_____

2. What fairy tale does this remind you of?

_____

3. Write three words from the story with **r-**controlled vowels: one with **er,** one with **ir,** and one with **ur.**

_____

My Learning Goal

I can read folktales and compare versions of the same tale.

Spotlight on Genre

Traditional Tales: Folktales

Folktales are traditional tales, or well-known stories, that people have told again and again. A folktale:

- may have been told for years before it was written.

- has a problem to solve.

- has characters that are either all good or all bad.

- may be told in different ways, or **versions**.

Establish a Purpose for Reading When you read different versions of the same story, you might read to compare them.

TURN and TALK The story of Cinderella is a folktale. It is also called a fairy tale because it has magic in it. Share what you know about this tale. Look at the pictures in *Interstellar Cinderella* and *Cendrillon*. How might these Cinderella stories be the same as the traditional Cinderella story? How might they be different?

TEKS 2.6.A Establish purpose for reading assigned and self-selected texts; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

Folktale Anchor Chart

These stories

◎ were first told out loud and were later written down

◎ have problems to solve

◎ have good characters and bad characters

Folktales

told by different people

developed over time into different versions of the same folktale

retold in different places
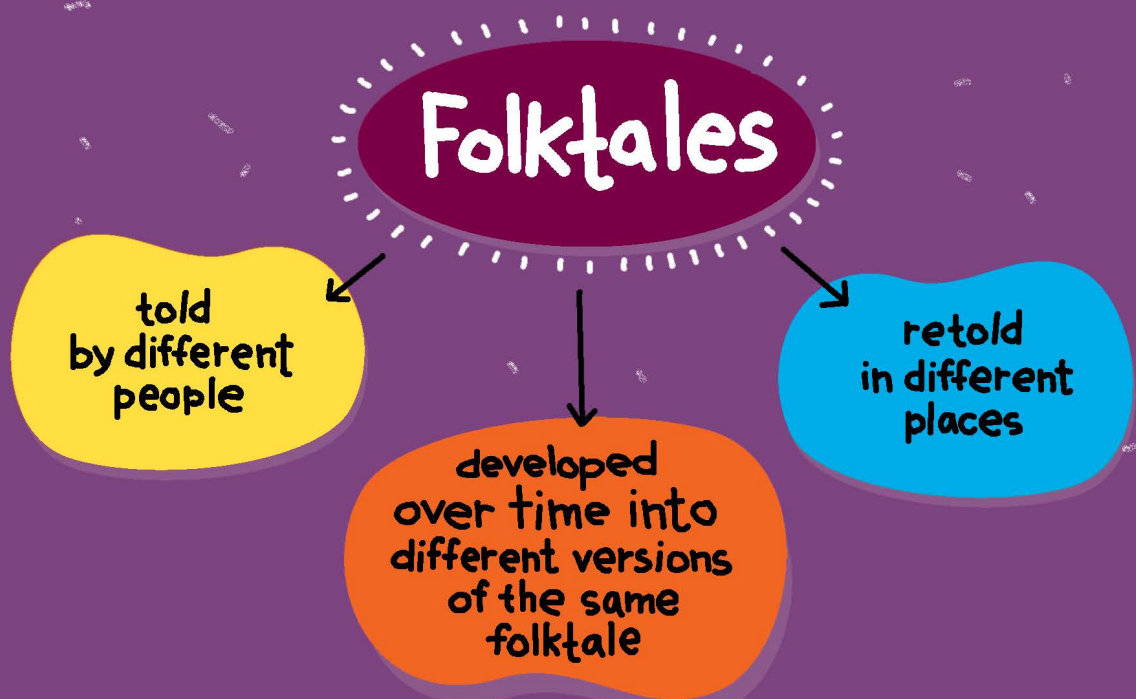
Interstellar Cinderella

Preview Vocabulary

Look for these words as you read *Interstellar Cinderella*.

stranded	mechanic

First Read

Read for the purpose you set.

Look at the illustrations to help you understand the text.

Ask questions about any confusing parts.

Talk about the text with a partner.

Meet the Author

Deborah Underwood wanted to be an astronomer when she was growing up. She ended up being a singer and an author. She has worked hard to write better stories than the first story she wrote. She also writes informational texts and sings in a choir.

TEKS 2.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.

INTERSTELLAR CINDERELLA

By Deborah Underwood
Illustrated by Meg Hunt

1   Once upon a planetoid,
    amid her tools and sprockets,
    a girl named Cinderella dreamed
    of fixing fancy rockets.

2   She fixed the robot dishwashers
    and zoombrooms in her care,
    but late each night she snuck away
    to study ship repair.

3 One day her wicked stepsisters
   came dashing in, excited.
   "The Prince's Royal Space Parade!
   Our family's invited!"

4 "I wish that you could come, my dear.
   Alas, no room! Although . . .
   why don't you fix that broken ship
   and fly it to the show?"

stranded not able to leave because there is no way to get anywhere else

5   "My toolbox!" Cinderella cried,
"we're stranded here, I guess."
But Murgatroyd the mouse sent out
a cosmic SOS.

6   "I'm here—your fairy godrobot!
    I'll make you brand-new tools.
    You'll need a space suit, too, of
    course: Atomic blue! With jewels!

7   This power gem will speed your ship
    across the starry sky.
    It only lasts till midnight—
    after that, your ship won't fly."

8   "Oh, thank you!" Cinderella said.
    She quickly fixed the rocket,
    then tucked the sonic socket wrench
    inside her space-suit pocket.

Visualize Details

Highlight the words that help you picture how Cinderella's ship will move.

9   She zoomed past stars and nebulae,
    and parked beside a moon.
    The space parade was glorious!
    Each starship made her swoon.

10 At last the royal ship approached.
    Her heart was filled with yearning.
    The ship of Cinderella's dreams!
    But heavens! What was burning?

11 The prince's spaceship jerked and
       hissed
     and spewed a cloud of grit.
     The prince hopped out. "Oh blast!
       What now?
     My chief mechanic quit!"

12 But Interstellar Cinderella
     knew just what to do.
     She zipzapped with her socket
       wrench—
     the ship was good as new!

13 The prince invited her aboard.
     Last stop? Galactic Hall!
     He said, "I hope you'll join me
     for the Gravity-Free Ball."

Vocabulary in Context

Underline words near **cosmos** that can help you figure out its meaning.

14 They talked for hours of rocket ships.
The time went whizzing by.
Then Cinderella saw the clock
and said, "I have to fly!"

15 "But wait!" the prince called after her.
"Please tell me how to find—"
The girl was gone—but she had left
her socket wrench behind.

16 The prince sent a transmission
to the farthest edge of space.
"I'll search the cosmos for her.
How I wish I'd seen her face!"

TEKS 2.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words.

17   "The prince's ship!" Grisilla screeched.
Her sister squealed in fear.
"The prince won't marry one of us
if Cinderella's here!"

18   Their mother said, "Don't worry.
He won't find her in this house!
I've trapped her in the attic
with that useless robot mouse."

Vocabulary in Context

The word **craft** is short for **spacecraft**. Underline a word near it that has nearly the same meaning. What is another meaning of **craft?**

19 The prince's cargo door revealed
a broken craft within.
"The girl I seek can fix a ship.
So—who'd like to begin?"

20 He gave the sonic socket wrench
to one, then to the other.
Alas, they couldn't fix the ship
(and neither could their mother).

✿ **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

21 Cinderella struggled,
    but the space rope held her tight,
    till Murgatroyd's robotic teeth
    cut through it with one bite.

Compare and Contrast Stories

Underline a detail that is the same as in the more well-known Cinderella story. Then underline a detail after it that is different.

22   "The ship! It's leaving!
Wait—what's this?"
She made a fast repair,
then strapped the rusty jet pack on
and blasted through the air.

23   She landed right beside the prince.
"That wrench is mine!" she cried.
She quickly fixed the ailing ship.
The prince said, "Be my bride!"

24   She thought this over carefully.
Her family watched in panic.
"I'm far too young for marriage,
but I'll be your chief mechanic!"

⚙ **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

25 Amid her fleet of sparkling ships,
and friends both old and new,
a joyful Cinderella cried,
"My stars! Dreams do come true!"

Cendrillon: An Island Cinderella

Preview Vocabulary

Look for these words as you read *Cendrillon.*

blossoms	expensive	forgave

Read and Compare

Read to compare and contrast this version of a Cinderella story to *Interstellar Cinderella.*

Look at illustrations to help you understand the text.

Ask such questions as **who** or **where** about the characters.

Talk to restate or summarize the text.

Meet the Author

Tracey Baptiste grew up on the Caribbean island of Trinidad. She collects Cendrillon stories. Her novel *The Jumbies* is based on a folktale from Haiti. In that story, a brave girl named Corrine saves her island home from creepy creatures called jumbies.

TEKS 2.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information. **ELPS 4.G.ii Reading**

Cendrillon: An Island Cinderella

By Tracey Baptiste
Illustrated by Sophie Diao

Visualize Details

Highlight words that help you picture the place where Cendrillon lives.

blossoms flowers of a plant that produces fruit

1   A gentle breeze blew over the little island. It curved around palm trees and swept over rice fields. Then it landed softly against a girl watering her orange tree. The orange blossoms made the air smell sweet. The girl was named Cendrillon. Her mama had planted the tree before she became sick. Now her mama was gone.

2   Cendrillon was lonely without her mother.

3   "I must find a new mother for my girl," thought her father. Later that day, he sailed to another island.

4   A few weeks later, Papa returned with a beautiful lady and her two daughters.

5   "This is your new family," he told Cendrillon.

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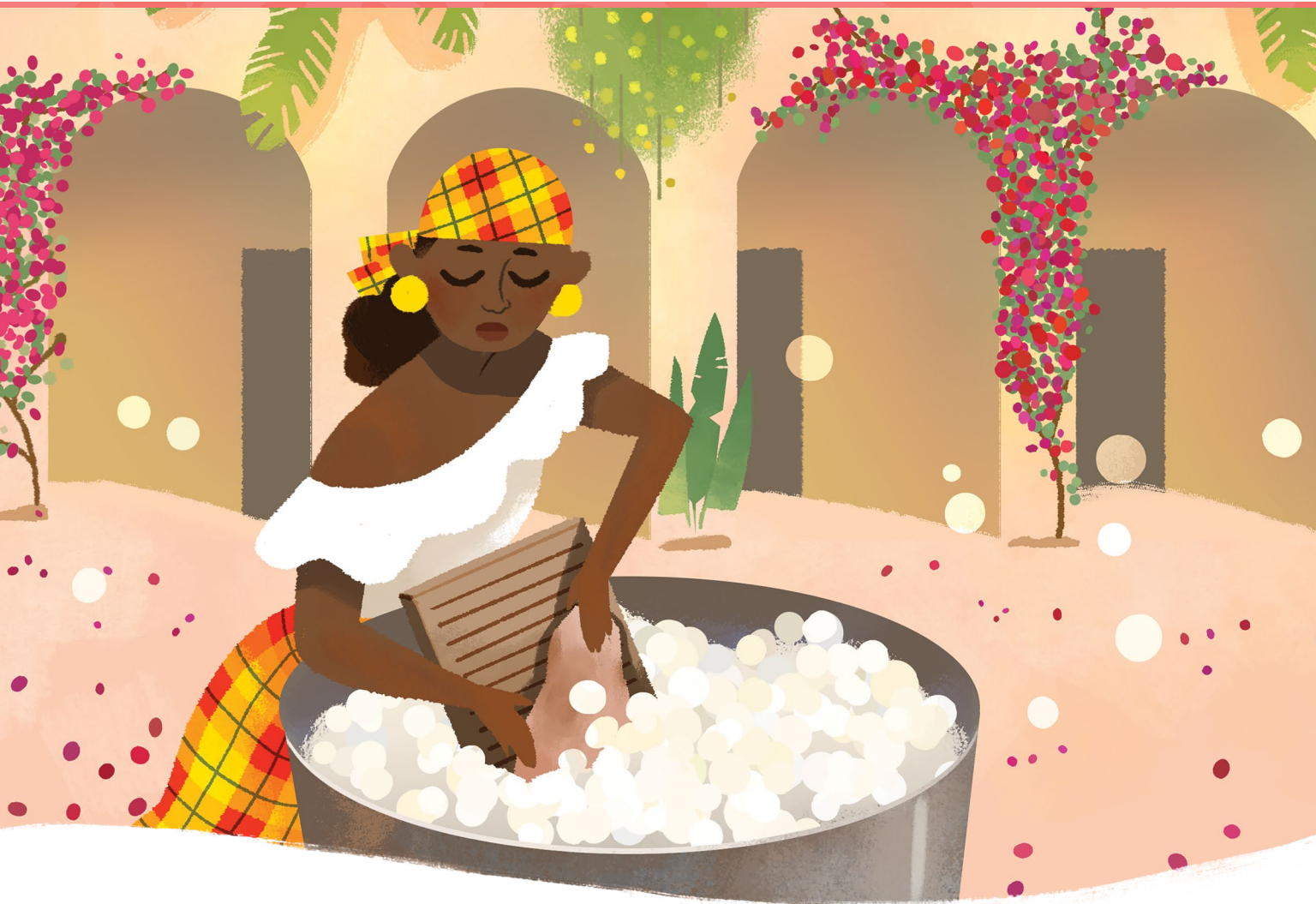
6   At first, Cendrillon's new family was kind to her. Then Cendrillon's life changed. There was a shipwreck, and Papa did not return. Cendrillon's stepmother turned cold and cruel. She sent Cendrillon to the kitchens. She made her scrub pots and sweep the floor. Cendrillon scrubbed and swept until her fingers were raw.

7 One day, a fancy letter arrived. Cendrillon picked it up, but her stepmother snatched it from her and read it.

8 "The mayor's son will choose a wife! All young ladies have been invited to a ball!"

9 For days, Cendrillon's stepmother and stepsisters shopped for expensive clothes to wear to the ball. Cendrillon had to scrub, wash, sew, and sweep.

Compare and Contrast Stories

Compare and contrast this story and *Interstellar Cinderella*. Underline a detail that is different in the two stories. Then underline a detail that is nearly the same.

expensive costing a lot of money

Visualize Details

Highlight the words that help you picture in your mind how Cendrillon's stepsisters treat her.

10   On the night of the ball, Cendrillon wanted to go, but the stepsisters tore her simple dress and left without her. Cendrillon sat crying under the orange tree.

11   Then the gentle breeze blew orange blossoms into her hair and covered her in leaves, making a beautiful new dress!

12   "Go to the ball!" the breeze whispered.

13   When Cendrillon arrived at the ball, the mayor's son looked only at her. All night, they danced to the music of guitars and drums. At midnight, though, her leaves and flowers began to dry up and fall. Cendrillon ran home.

14 Cendrillon's stepmother saw the leafy trail.

15 "You were at the ball!" she screamed.

16 A knock at the front door stopped her. It was the mayor's son! A stepsister pushed Cendrillon out the back door and locked her outside.

17 "I am looking for the girl in the leaf dress," said the mayor's son. Then he saw the trail of leaves. He followed it through the door.

18 There was Cendrillon. The mayor's son recognized her at once.

19 He took Cendrillon's hand. "Will you marry me?" he asked.

20 Before long, there was a great wedding. Cendrillon moved into a grand house with her new husband. She forgave her stepmother and stepsisters because she was a kind and gentle person.

21 And they all lived happily ever after, soothed by a sweet, gentle breeze that always smelled of orange blossoms.

Develop Vocabulary

MY TURN Fill in each blank. Circle the context clues that helped you decide which word to use.

| stranded | mechanic | blossoms | expensive | forgave |

1. The cherry trees are covered with pink

   _____, or flowers.

2. When their car broke down, the family was

   _____ with no way to get home.

3. I can't buy that _____ shirt.
   It costs more money than I have right now.

4. Our car lost a lot of oil, so we asked

   a _____ to fix it.

5. She hurt my feelings, but I _____ her and
   tried to forget about it.

TEKS 2.7.F Respond using newly acquired vocabulary as appropriate; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

Check for Understanding

MY TURN Look back at the texts to answer the questions. Write the answers.

1. What parts, or characteristics, of the Cinderella fairy tale make it a typical folktale?

_____

_____

2. Why do you think the authors wanted to retell the Cinderella story in different settings?

_____

_____

3. In what ways are the main characters the same in these stories and other Cinderella stories you know?

_____

_____

_____

TEKS 2.7.B Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

Compare and Contrast Stories

When you **compare** things, you tell how they are alike.
When you **contrast** things, you tell how they are different.

MY TURN Go to the Close Read notes. Underline the details that help you compare and contrast stories. Use what you have underlined to complete the chart.

Story	How It's Like Another Cinderella Story	How It's Different from Another Cinderella Story
Interstellar Cinderella	Like the traditional *Cinderella* story:	Unlike the traditional *Cinderella* story:
Cendrillon: An Island Cinderella	Like *Interstellar Cinderella:*	Unlike *Interstellar Cinderella:*

TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

Visualize Details

When you visualize details in a story, you create mental images. This means that you picture the story's characters, places, and events in your mind. Visualizing details helps you have a deeper understanding of the text.

TURN and TALK Go back to the Close Read notes. Highlight details that help you create mental images in *Interstellar Cinderella* and *Cendrillon: An Island Cinderella*. Choose one detail that you highlighted. Close your eyes and form a picture in your mind. Then draw the picture.

The detail I visualized is _____

_____

TEKS 2.6.D Create mental images to deepen understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

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Reflect and Share

Talk About It

This week you read two versions of the well-known story *Cinderella.* You've probably read, heard, or seen other versions of this tale. Talk as a class about the theme of Cinderella and the version you liked best. Use text evidence to support your view.

Stay on Topic

It is important to share information and ideas that focus on the topic under discussion.

- Make comments about the topic only.
- If the discussion gets off track, find a way to come back to the topic.

Use these sentence starters to help others stay on topic.

> I would like for us to keep talking about . . .
> That's really interesting, but let's get back to . . .

Weekly Question

How can a traditional story be told in different ways?

I can use language to make connections between reading and writing traditional tales.

My Learning Goal

Academic Vocabulary

Context clues are words that give hints about a word's meaning. You can determine the meaning of an unfamiliar word by looking for clues in nearby words and sentences.

MY TURN Circle the context clues that help you understand each **bold** word or phrase. Then determine the meaning of the word and fill in the blank.

1. The girl meant to break the toy. She did it **on purpose.**

   In this sentence, **on purpose** means _____

   _____ .

2. Taking care of an old house isn't easy. Home **maintenance** is expensive.

   In this sentence **maintenance** means _____

   _____

3. Mario looked at Leo in **disbelief.** He did not believe him.

   In this sentence, **disbelief** is the opposite of _____ .

TEKS 2.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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Read Like a Writer, Write for a Reader

Authors choose words carefully to help them tell the events of their stories.

Text from *Cendrillon: An Island Cinderella*	What This Word Choice Says
"At first, Cendrillon's new family was kind to her. Then Cendrillon's life changed. There was a shipwreck, and Papa did not return. Cendrillon's stepmother turned cold and cruel."	Cendrillon's stepmother began to treat her differently. These words lead to story events that follow.

MY TURN Imagine you are writing the story of Cinderella. Start with this sentence and write two more sentences. Choose words to help develop story events.

Cinderella's stepsisters are getting ready for the ball.

Spell Words with r-Controlled Vowels er, ir, ur

MY TURN Sort the spelling words by their **r**-controlled vowel pattern.

ir

_____

_____

_____

ur

_____

_____

er

_____

_____

_____

_____

Spelling Words
fern
term
chirp
first
curb
burn
perky
birthday
alert
perfect

My Words to Know

something
paper

Write a My Words to Know word to answer these clues.

What word is the opposite of nothing? _____

What are you writing on now? _____

Irregular Verbs

You add **-ed** to most verbs to show action in the past. **Irregular verbs** do not follow this rule. Instead, these verbs change spelling for the past tense.

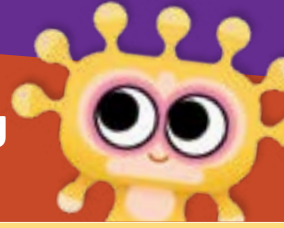| Present	Past
sit	sat
tell	told
see	saw
take	took
hide	hid

MY TURN Edit this draft by crossing out the incorrect verbs and writing the correct verb above.

We played hide-and-seek yesterday. I hided in my closet. I sitted on one side and pulled a coat over my head. It taked the others a long time to find me. My sister seed me last. She telled me it was a great place to hide.

TEKS 2.11.D.ii Edit drafts using standard English conventions, including past, present, and future verb tense.

I can use figurative language and sound devices to write poetry.

My Learning Goal

Simile

A poet can use **similes** to create imagery. A **simile** compares two things using the word **like** or **as.**

> She eats ==like== a bird.

> I'm ==as== hungry ==as== a bear.

MY TURN Replace the underlined word or words in each sentence with a simile. Write the new sentence.

1. My book bag weighs a lot.

_____

_____

2. I slept well.

_____

_____

MY TURN Include similes as you compose your poem.

TEKS 2.12.A Compose literary texts, including personal narratives and poetry.

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Alliteration

Poets sometimes choose words that have the same beginning sound. This sound pattern is called **alliteration**. Poets use alliteration to make their poems sound pleasing. An example is this Mother Goose rhyme:

> Three gray geese in a green field grazing,
>
> Gray were the geese and green was the grazing.

MY TURN Think of ways to use alliteration in your poem. Write three phrases you might use.

Topic of Poem	
Phrase	
Phrase	
Phrase	

MY TURN Compose your poem to include alliteration.

TEKS 2.12.A Compose literary texts, including personal narratives and poetry.

Audio Recording

The sound of a poem is as important as its meaning. Poets make sure their poems sound good when read aloud.

MY TURN Make an audio recording of your poem. Then play it back. Listen to the sound of your poem. Look for ways to make the poem better.

1. When I listened to my poem,

_____

_____

_____

2. To make my poem sound better, I can

_____

_____

_____

TEKS 2.12.A Compose literary texts, including personal narratives and poetry.

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