

Scarily Ever Laughter Tale 1

Cinderskella



AMIE & BETHANIE BORST
ILLUSTRATED BY ROCH HERCKA

TEACHER'S GUIDE

ALIGNED WITH COMMON CORE STANDARDS

PRE-READING ACTIVITIES

Correlated to Common Core Standards
RL.3.9/RL.4.9/RL.5.9, RL.3.10/RL.4.10/RL.5.10

Use some or all of the following activities to activate and expand students' background knowledge about the fairy tale genre and the story of Cinderella.

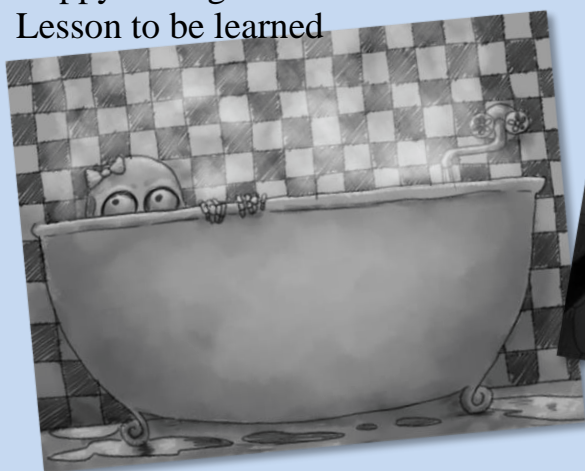
What are some fairy tales you know? What fairy tales are your favorites? Why?

Tell students that *Cinderella* is an example of a well-known fairy tale. Hold a discussion about other fairy tales they know and like.

What makes a fairy tale a fairy tale?

With the students' help, generate a list of common elements found in many fairy tales. This list can be posted on an anchor chart as a classroom resource throughout a fairy tale unit:

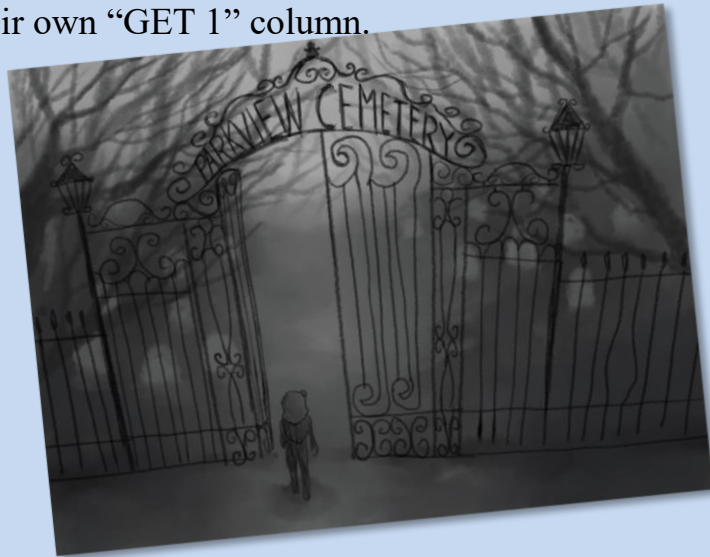
- ✓ Often begin: "Once upon a time..." and take place a long time ago
- ✓ Magic and spells
- ✓ Enchanted settings like castles and forests
- ✓ Talking animals and/or other unusual characters (trolls, dwarves, fairies, etc.)
- ✓ Include royalty (princes, princesses, etc.)
- ✓ Good v. evil—heroes and villains
- ✓ Mistreated characters
- ✓ Clear problem that needs solved
- ✓ Happy ending
- ✓ Lesson to be learned



What do you know about the story of Cinderella? Who are some of the characters? What happens?

Use the “GIVE 1, GET 1” activity page to see what students know about Cinderella. Here’s how it works:

- ✓ In the “GIVE 1” column of the activity page, students have 2 minutes to independently write down everything they know about the story of Cinderella. They can list things about the setting, characters, plot, and so on.
- ✓ Now students get up and move! Give the students an additional 4–5 minutes to share ideas with and collect ideas from their classmates. Students compare lists with as many classmates as possible. If they listed something under “GIVE 1” that *isn't* on a classmate’s list, the classmate can write it in his or her “GET 1” column. They also take things from classmates’ lists and add them to their own “GET 1” column.



Cinderella around the world . . .

Read one or more Cinderella stories from around the world. These stories can be compared to the traditional Cinderella story known by students. They can also be analyzed to see how many common elements of fairy tales they contain (magic and spells, mistreated characters, and so on). Here are some possible titles to consider:

- ✓ *Adelita: A Mexican Cinderella Story* by Tomie dePaola
- ✓ *The Korean Cinderella* by Shirley Climo
- ✓ *Mufaro’s Beautiful Daughters: An African Tale* by John Steptoe
- ✓ *The Orphan: A Cinderella Story from Greece* by Anthony L. Manna & Soula Mitakidou
- ✓ *The Rough-Face Girl* by Rafe Martin
- ✓ *Smoky Mountain Rose: An Appalachian Cinderella* by Alan Schroeder

Name: _____

Date: _____

GIVE 1

List everything you know about the story of Cinderella. You'll get to "give" this knowledge to your classmates.

GET 1

Now "get" ideas from your classmates. List things they wrote down about the story of Cinderella that you didn't know or had forgotten.

DURING-READING ACTIVITIES

Correlated to Common Core Standards
RL.3.1/RL.4.1/RL.5.1, RL.3.10/RL.4.10/RL.5.10, W.4.9a/W.5.9a

While reading *Cinderskella*, use the following questions to guide class discussions and/or as journal prompts for students' written responses.

CHAPTERS 1–4:

After Chapter 3 . . . STOP & PREDICT!

Cindy just discovered that she has turned into a skeleton. What do you think she'll do? Explain your reasoning.

What common elements of fairy tales are found in the first four chapters of *Cinderskella*? Give specific examples from the story. What common elements of fairy tales are NOT found in the first four chapters of *Cinderskella*?

CHAPTERS 5–8:

As Cindy gets used to being a skeleton, she doesn't want her dad to break the skeleton curse. If *you* had the curse and turned into a skeleton every night, would you want it broken? Why or why not?

After Chapter 8 . . . STOP & PREDICT!

After pulling her late-night prank on Mr. Peterkin, Cindy trips when she's about ready to head home. Then she states, "When I stood up I was eye to eye with the biggest, hairiest dog I'd ever seen." What do you think Cindy will do? Explain your reasoning.

CHAPTERS 9–12:

After Chapter 9 . . . STOP & PREDICT!

Cindy is about to visit the Underworld. What do you think the Underworld will be like? What sights, sounds, smells, and other details do you imagine? Now read Chapter 10. What details of the Underworld surprised you? What details (if any) did you predict correctly?

When Cindy visits the Underworld, she has Cheddar the mouse as her skeleton guide. If you were visiting the Underworld, what type of skeleton animal would you want as your guide? Why?

CHAPTERS 13–16:

After Chapter 14 . . . STOP & PREDICT!

Cindy is convinced there's something her dad isn't telling her about her new stepmother. What secret about Cindy's stepmother do you think her dad is trying to keep? Support your prediction with evidence from the story.

When Sarah calls, Cindy almost tells her best friend about the skeleton curse, but then she decides not to. Do you think Cindy should have told Sarah about the curse? Why or why not?

CHAPTERS 17–20:

After Chapter 18 . . . STOP & PREDICT!

When Winnie asks about Cindy turning into a skeleton, Cindy's stepmother says, "It's why we're here." What do you think Cindy's stepmother meant by that? Support your prediction with evidence from the story.

Cindy's stepmother forced her to eat chicken livers and pickled pigs' feet. Describe the worst meal you could be forced to eat. What would it be? What would it taste like? smell like? feel like? look like?

CHAPTERS 21–24:

After Chapter 22 . . . STOP & PREDICT!

Winnie offered to help Cindy with the chores but then changed her mind and said, "Oh, yeah. That's right. We can't help you." Why do you think Winnie and Bertha can't help Cindy with the chores? Support your prediction with evidence from the story.

At first, Cindy doesn't like her stepsisters very much. What is some evidence from the story that Winnie and Bertha might be nicer than Cindy wants to believe?

CHAPTERS 25–29:

How does Cindy's dad's attitude change from the beginning of the book to the final chapters? Support your answer with examples from the story.

After Chapter 28, paragraph 4 . . . STOP & PREDICT!

Cindy's stepmother and stepsisters went to the school to search for the sneaker that had Cindy's foot inside. However, when they got home, Bertha told Cindy, "But it was already gone!" What do you think happened to Cindy's sneaker? Support your prediction with evidence from the story.

POST-READING EXTENSION ACTIVITIES

Correlated to Common Core Standards
RL.3.6/RL.4.6/RL.5.6, W.3.3/W.4.3/W.5.3, W.3.5/W.4.5/W.5.5,
W.3.10/W.4.10/W.5.10

After students have finished reading *Cinderskella*, have them dig even deeper into the novel and into the fairy tale genre with these extension activities.

MULTIPLE PERSPECTIVES: DIARY ENTRIES

Cinderskella is told from Cindy’s first-person point of view—she is telling her own story. Pick any scene from the book and create a diary entry about it written by a *DIFFERENT* character in the scene. How would that character describe what happened? What would they have been thinking and feeling? For example . . .

- ✓ **CHEDDAR’S DIARY:** What might Cheddar the mouse write about the first time he met Cindy in the cemetery to take her to the Underworld? (Chapter 9)
- ✓ **WINNIE’S DIARY:** What would Winnie write after getting scared by Cindy and then finding out her new stepsister turns into a skeleton every night? (Chapter 18)
- ✓ **ETHAN’S DIARY:** What might Ethan write after Cindy ran away from him in mid-dance at the Spring Fling? (Chapter 26)

“AND THIS IS THE REST OF THE STORY . . .”

When the book ends, Cindy still hasn’t told her best friend, Sarah, about turning into a skeleton at night. Tell the rest of the story by writing a scene where Cindy lets Sarah know about the curse. Where and when does it happen? What does Cindy say and do? How does Sarah react?

FRACTURED FAIRY TALES

Cinderskella is a fractured fairy tale—it takes a well-known fairy tale and turns it on its head to create a new (and funny!) story. Pick another fairy tale and create your own fractured version.

- ✓ As you write your fractured fairy tale, try to include as many of the common elements of fairy tales as possible.
- ✓ Include dialogue and rich description to help your setting, characters, and story “come alive” for your readers.
- ✓ Before publishing your final draft, have a classmate and/or teacher read your story to help you catch mistakes (editing) and to give you ideas for making your story better (revision).

ABOUT THE AUTHORS

AMIE BORST loves glitter, unicorns, and chocolate. But not at the same time. That would be weird. She's a PAL member of the SCBWI as well as a founding and contributing member of The Mixed-Up Files...of Middle-Grade Authors, a group blog dedicated to middle-grade books. Amie lives in Virginia with her three beautiful daughters, her handsome husband, and two cute dogs named Lily and Maggie. She wishes she could travel the world in a hot pink elevator but for now, her minivan will have to do.



You can find Amie on her website at www.amieborst.com, blogging at www.amieborst.blogspot.com, and on Facebook at www.facebook.com/AmieBorstAuthor.

BETHANIE BORST is 17 and the coauthor of three books. She was only 10 years old when she cowrote *Cinderskella*. She enjoys reading, writing, and STEM. Someday she'd like to work for NASA as an aerospace engineer. Bethanie is fluent in both sarcasm and humor and is prepared for the zombie apocalypse and/or spontaneous combustion of the world. Because, let's face it, both of those things are totally realistic.

You can find Bethanie on the web at www.amieandbethanieborst.com and www.facebook.com/amieandbethanieborst.

Little Dead Riding Hood
Scarily Ever Laughter ~ Tale II
When you're a vampire, being the new kid at school really bites.

Snow Fright
Scarily Ever Laughter ~ Tale III
Middle-school zombies are beautiful, too, even if they're a little bit rotten.