

JAMES MARSHALL'S CINDERELLA



retold by Barbara Karlin,
illustrated by James Marshall

Ages 3-8

The classic children's story of triumph over adversity is entertainingly re-told by Barbara Karlin and brought to life with James Marshall's signature illustrations. Sparkling narration provided by Stephanie J. Block, with music by Ernest V. Troost and animation by Virginia Wilkos.

Fairy tales, Families, Humor, Problem Solving
Animated, 12 minutes

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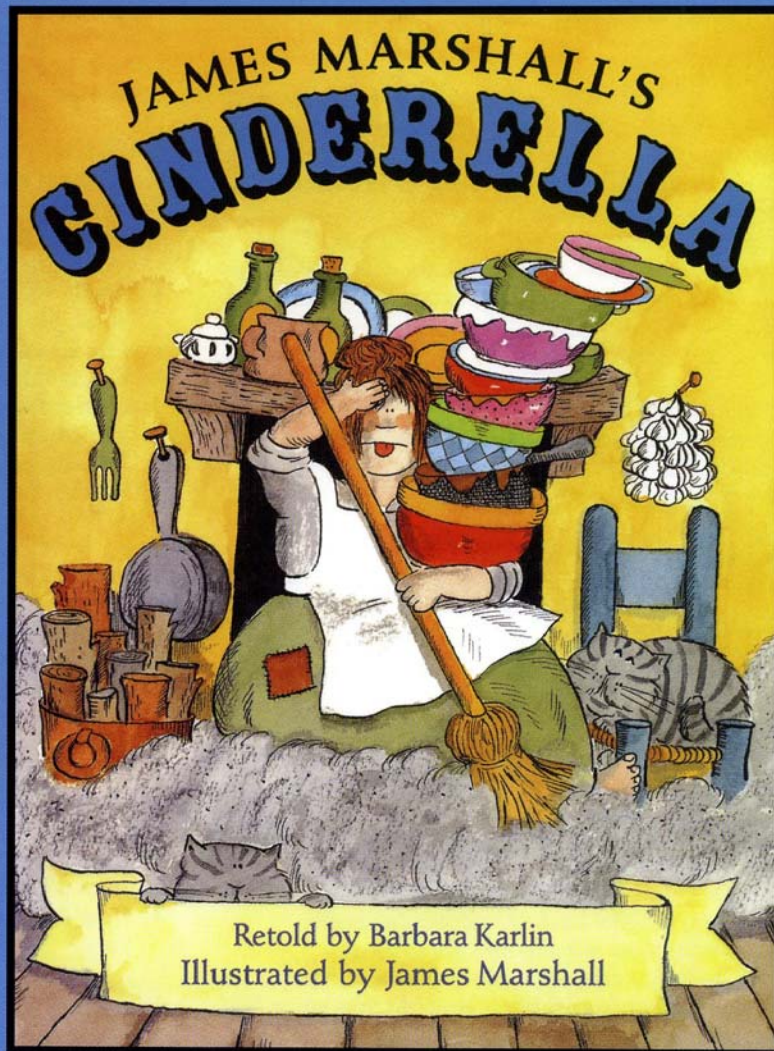


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SCHOLASTIC



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Themes: Fairy tales, Families, Humor, Magic

Ages: 3-6

Running Time: 12 minutes

SUMMARY

This classic fairy tale is retold and illustrated with spark and humor. The familiar story comes alive in this movie that will bring smiles to the faces of children and teachers alike. Cinderella's plight at the hands of her wicked stepmother and evil stepsisters is given a light-hearted twist through colorful, exaggerated animation. This movie will provide pre-literate students with visual cues that will allow them to make inferences and predictions about characters and plots, and help build overall early reading comprehension skills.

OBJECTIVES

- Students will become familiar with the elements of a fairy tale.
- Students will compare and contrast Cinderella stories.
- Students will use what they have learned about fairy tales to write their own.

BEFORE VIEWING ACTIVITIES

Elicit background knowledge about fairy tales.

Guiding questions:

- What is a fairy tale?
- What fairy tales do you know?
- What happens in the fairy tales that you know about?
- What do you like about fairy tales? What don't you like?

Discuss magic in fairy tales. Guiding questions:

- How do you know when something is magic? (Spells, fantastic creatures, phenomenal events).
- Can magic occur in real life? How do you know? (If students do believe in magic, do not try to debunk these beliefs, rather, help students compare their experiences with "magic" to events from fairy tale that they know.)

- How does magic usually work in fairy tales?

Read aloud several fairy tales to the children. Tell them to listen for magical elements. Make a list or chart that identifies the magical components of well-known fairy tales. Then, encourage students to look for magical components in the movie as they watch.

AFTER VIEWING ACTIVITIES

Read aloud non-traditional Cinderella stories.

Suggested titles:

- **Cinder-Elly** by Frances Minters (a modern, urban Cinderella story set in New York City)
- **Cindy Ellen: A Wild Western Cinderella** by Susan Cowell
- **The Egyptian Cinderella** by Shirley Climo
- **The Golden Sandal: A Middle Eastern Cinderella Story** by Rebecca Hickox
- **Yeh-Shen: A Cinderella Story from China** by Ai-Ling Louie
- **Cinder Edna** by Ellen Jackson (a Cinderella who prefers penny loafers to glass slippers)
- **Prince Cinders** by Babbette Cole
- **The Irish Cinderlad** by Shirley Climo

As you read, use a Venn Diagram or a T-chart to compare these non-traditional stories with the movie. Discuss why the authors chose to change major elements or characters in the different stories. Guiding questions:

- How are the Cinderella characters in the stories you read different from the character in the movie?
- Are the Cinderellas in the stories stronger than the one in the movie? Why or why not?
- How does a boy "Cinderella" character differ from a girl character?
- How do Cinderella stories from different cultures vary?

Analyze the other characters in the story of Cinderella. Guiding questions:

- Who are the good characters? What do they do or say that makes them good?
- Who are the bad characters? What do they do or say that makes them bad?

- Are there any characters that are both bad and good? (If students have no answer, suggest that the father does and says both bad and good things.)
- Do any of the characters change throughout the story? How?

Have students create their own fairy tales using the elements of fairy tales that they saw in the movie and heard in the other book versions shared with the class. Some of these elements are: magic, good and evil characters, trickery, and an ending in which justice is served ("happy ending"). This could be a whole class exercise in which the students work together to create characters and a plot. Work through the writing process to write at least two drafts. For developing writers, you can transcribe the story and they can illustrate it. Then, bind the pages together to make a published piece.

Put on a class play of a fairy tale. You can use the tale of Cinderella and expand parts of the movie to either change the story or further develop the characters. For younger children, you can rewrite these parts for them, or older children can help to do this. Alternatively, students can act out one of the fairy tales that you read aloud or the one that was written by the class.

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