

The
Early Years Count
Literacy
Connection



**Cinderella-With
Dogs!**

Written by Linda Bailey
illustrated by Freya Hartas

Preschool edition

Overview of Book

A very silly and unique twist to the classic fairy tale. When Cinderella wishes she had a fairy Godmother, she is mis-heard and her Fairy Dogmother comes instead. After chasing squirrels, Cinderella wonders how she will make it to the ball?

Vocabulary

Books are a rich source of words new to children. Here are some words from *Cinderella-With Dogs!* to introduce in your classroom:

unwanted
lonely

ball
faint

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

**Connecting with the
HighScope Curriculum**

COR Advantage 1.5

Approaches To Learning
Item B (*Problem solving
with materials*)

Social And Emotional
Development
Item D (*Emotions*)

Language, Literacy and
Communication Item Q
(*Book enjoyment*)

Creative Arts
Item X (*Art*), Item Z
(*Movement*), Item AA
(*Pretend play*)

Reading Tips

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Ask the children to re-tell the story of Cinderella from what they remember. Then introduce this version and let them know about the Fairy Dogmother. Ask, "How do you think this version will be different since the fairy godmother is a dog?" Make a note of children's responses to review at the end. Ask the children what their favorite parts of the story are and why. Read this version alongside more classic one's for the children to compare and contrast how the characters and the stories are alike or not.

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

At **Small Group Time**, supply each child with animal figures (dogs and cats if you have them), brown paint and paper to re-create all the paw-prints seen everywhere in the story.

Move like dogs from the story for **transitions**.

Play “fancy ball” music and dance for **Large Group Time**. Use the picture of the ball for reference to see how the people and dogs dance in the story.

Around the Room

Highlight the book’s content and build on the children’s excitement in a variety of locations.

Place several versions of the Cinderella story in the **Book Area**.

Place fabric pieces in the **Art Area** to encourage clothes/dress-making.

Have a variety of fabrics and other dress-up clothes in the **House Area**. Pretend to get ready for the “fancy ball”.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one “right” answer.

Here are some questions you might ask for *Cinderella-With Dogs!*:

Why do you think Cinderella had to stay home and work when everyone was at the fancy ball?

If you had a magic wand, what would you do with it?

Why do you think the one orange striped cat went with Cinderella?

For more information on how to use books and stories with children to enhance your curriculum, contact
The Family Connection:

website—
www.famconn.org

Facebook—
@famconnsjc

phone—
574-237-9740

@ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Cinderella-With Dogs!* with their child. Here’s a sample message you can send:

As you read this with you child, talk about how Cinderella feels and why. As Cinderella gets help from her “Fairy Dogmother” to be able to go to the ball, talk about how different she feels as the story progresses. While there is no mention of Cinderella’s “family”, there are portraits on the wall on the first page that give a clue about who they are. Are they at the ball? There are illustrations that reveal details that might help tell more to this story. Read other versions of the Cinderella story and have side-by-side comparisons. What is the same, different or similar? Give your child the opportunity to pick parts of different versions to create a whole new one!