Summary
Rough-Face Girl lives in an Algonquin village with her father and lazy sisters. The sisters take advantage of Rough-Face Girl, whose face is scarred from the sparks of the fire she tends. A special member of the tribe, the Invisible One, is seeking a wife. His sister provides a special test for the girls in the village: if a girl is pure of heart and can see the Invisible One, she can be his bride. The girls only pretend to see him and fail the test. Rough-Face Girl is last to take the test. People think she looks odd wearing a dress made of leaves. But it is Rough-Face Girl who is able to see the Invisible One and become his wife.

Characters

<table>
<thead>
<tr>
<th>Characters</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimi (kEE-mee)</td>
<td>F/9-10</td>
</tr>
<tr>
<td>People of the village</td>
<td>F/9-10</td>
</tr>
<tr>
<td>Invisible One</td>
<td>G/11-12</td>
</tr>
<tr>
<td>Kanti (KAN-tee)</td>
<td>G/11-12</td>
</tr>
<tr>
<td>Pules (POO-lehz)</td>
<td>H/13-14</td>
</tr>
<tr>
<td>Rough-Face Girl</td>
<td>I/15-16</td>
</tr>
<tr>
<td>Nadie (NAH-dee)</td>
<td>J/18</td>
</tr>
<tr>
<td>Tahki (TAH-kee)</td>
<td>K/20</td>
</tr>
<tr>
<td>Nootau (NOO-tow)</td>
<td>M/28</td>
</tr>
<tr>
<td>Storyteller</td>
<td>M/28</td>
</tr>
</tbody>
</table>
Day One

Build Background

• Invite students to retell the story of “Cinderella.” If they are unfamiliar with the story, read aloud a traditional version or use the art in a picture book to retell the story. Ask students to discuss the qualities of the main characters and why they think Cinderella is the one to marry the prince. Invite them to tell what lesson the story teaches.

• Point out the Canadian provinces of Quebec and Ontario on a map. Tell students that this area is the original home of the Algonquin tribe. Invite students to share anything they know about this tribe, or use the Background Information on page 3 to tell them about the Algonquin tribe.

• Tell students that Native American tribes also had Cinderella stories. Pair students and ask them to discuss what a Cinderella story from the Algonquin tribe would be like. Invite pairs to share their ideas.

Learning About Genre: Fairy Tales

• Stock characters that are either good or evil
• Generic settings such as village, palace, etc.
• Time is not specific, but “long ago”
• Magical events
• Happy ending
• Good is rewarded
• Teaches lesson about human behavior

Introduce the Script

• Give students copies of the script and explain that they are going to read a Cinderella story from the Algonquin tribe. Remind them of other fairy tales they may have already read. Ask students to share features they recognize from these fairy tales. Use the Learning About Genre sidebar to help you teach about fairy tales.

• Read the title and back cover blurb with students. Ask them to predict what the test might be. Ask students to recall their ideas from the earlier discussion about a Native American fairy tale. Invite them to compare their ideas with what they think might happen in this particular story.

ELL See page 8 for English-Language Learner and Striving Reader Support.
Introduce Vocabulary

• Give each student pair an index card with one of the glossary words written on it. Make sure that there are at least two student pairs for each of the words. Ask each pair to draw a picture to illustrate what they think their word means. When students have finished their pictures, invite them to show and explain their drawings to the group. Ask pairs that had the same word to compare their pictures. Invite students to choose the drawing they predict best matches the correct meaning of the word.

• Ask students to turn to the glossary and read the definitions with you. Discuss the meanings and compare the definitions to the drawings that students made. Ask student volunteers to use the words in oral sentences.

• Introduce each character name and echo-read the pronunciations with students several times.

ELL See page 8 for English-Language Learner and Striving Reader Support.

Model Fluent Reading

Ask students to listen and follow along with you as you read the script aloud to model fluency and expression.

Background Information

Algonquin Indians

The original Algonquin (al-GON-kin) Indians lived in the southern part of Quebec and the eastern part of Ontario. They were seminomadic hunters and gatherers. The men used bows and arrows, spears, and knives to hunt animals such as bear, deer, beaver, and squirrel, while the women gathered plants. Spears were also used for fishing, and in warm weather, Algonquin men fished from their birchbark canoes, for which they were famous, and in winter, they fished through the ice. The Algonquin were also known for their beadwork and basketry.

Algonquin Stories

Both men and women took part in art, music, and storytelling. Storytelling was very important to the Algonquin, and there are stories that have been handed down over time that we still enjoy today. Glooscap is a familiar character in Algonquin pourquoi tales. One well-known tale tells how he found summer, and another tells how he changed men into rattlesnakes. Bears, rabbits, and foxes are familiar characters in Algonquin trickster tales.
Build Fluency: Echo-Read

- Read the script aloud, and ask students to echo-read, or repeat, the lines after you. Stop where necessary to clarify vocabulary and any difficult pronunciations of names encountered during the reading.

- Point out Nadie’s lines at the top of page 4. Explain that she is thinking to herself as she questions whether the girls are telling the truth. She doesn’t want them to hear her, so she whispers. When she speaks to the girls, she uses her normal voice. Point out that the stage directions in parentheses tell the reader how to read the lines. Ask students to listen as you read the lines following the stage directions. Then ask them to repeat the lines.

- Call attention to punctuation marks, and model how to read the lines. For example, point out the commas in Nootau’s lines on page 2. Explain that the commas indicate brief pauses. Model reading the lines with pauses. Then read Nootau’s lines on page 3, again emphasizing the pauses for the commas. Ask students to echo-read.

Build Comprehension

Ensure students understand the ideas in the story, as well as character development, by involving them in discussion.

- What events in the story make this a fairy tale? What specific examples can you point to in the text? (analyze features of fairy tales)

- What are Rough-Face Girl’s sisters like? (analyze character)

- What kind of person is Rough-Face Girl? How can you tell? (analyze character)

- Why do you think Rough-Face Girl’s father does nothing to protect her from her sisters? (analyze character; make inferences)

- What happens when the girls in the village lie about what they see? (identify cause and effect)

- How do Rough-Face Girl’s sisters feel about her passing the test? (draw conclusions)

- What do the girls of the village learn from this event? (make judgments)

- What do you think the author wants you to learn from reading this story? (evaluate author’s purpose and point of view)

See page 8 for English-Language Learner and Striving Reader Support.
Build Vocabulary
Make sure students fully understand the glossary terms. The Vocabulary in Action suggestions on the inside back cover of the script provide further ideas for building students’ understanding.

Fluency Assessment Rubric
• The Reader’s Theater Overview contains an assessment rubric you can use to quickly assess each student. Use the rubric at different times during the lesson to assess different skills. For example, you may want to select students to assess their understanding of characterization during the comprehension discussion. Alternatively, you may wish to use their performance to assess how appropriately they develop their characters.

• Discuss the assessment rubric with students so that they know what you expect of them.

Assign Roles
• Use the reading levels provided on the front of this guide to help you assign roles that support or challenge each student appropriately.

• This script contains ten parts. If you have more than ten students in the group, you may want to ask two students at the same reading level to read the same part chorally or alternate reading the lines of the character. Several students could be the People of the village.

• You could also assign other jobs for extra students such as introducing the characters and the script, and handling any props, sound effects, or lighting.

<table>
<thead>
<tr>
<th>Character</th>
<th>Tips for Voice and Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storyteller</td>
<td>impartial, informative, clear voice</td>
</tr>
<tr>
<td>Nootau</td>
<td>weak, easily manipulated, tries to be kind</td>
</tr>
<tr>
<td>Invisible One</td>
<td>strong, honest</td>
</tr>
<tr>
<td>People of the village</td>
<td>curious, disrespectful</td>
</tr>
<tr>
<td>Kanti</td>
<td>dishonest, selfish</td>
</tr>
<tr>
<td>Kimi</td>
<td>dishonest, selfish</td>
</tr>
<tr>
<td>Nadie</td>
<td>smart, perceptive, kind</td>
</tr>
<tr>
<td>Tahki</td>
<td>sly, strong, greedy, selfish, dishonest</td>
</tr>
<tr>
<td>Pules</td>
<td>selfish, dishonest, weak</td>
</tr>
<tr>
<td>Rough-Face Girl</td>
<td>good, kind, honest, pure of heart, respectful, hardworking</td>
</tr>
</tbody>
</table>
Build Fluency Skills: Read with Dramatic Expression

• **Model:** Explain that readers need to understand what characters are like in order to use the right expression to read their lines.

  Say: *Nadie gives all the girls a chance to pass the test. She values honesty and gets angry when the girls lie. Listen as I read these lines using different expressions. Tell me which way sounds like the way Nadie would sound here.*

  Read Nadie’s lines on page 11, first in a questioning voice, and then in an angry voice, as students follow along. Discuss which reading most accurately conveys Nadie’s character here.

• **Guide:** Ask students to look at Kanti’s lines on page 4, and tell what Kanti is like. Then guide students to experiment reading her lines, showing different characterizations.

• **Apply:** Ask student pairs to select a character and scene, and practice reading their character’s lines using different expressions. Suggest they discuss the different readings and decide which expressions best portray the character in this scene.

**Choral-Read for Fluency**

Involve students in a choral-reading of the script to reinforce the fluency skill of reading with dramatic expression. Remind them to use dramatic expression to bring each character’s mood or personality to life.

Repeated Reading: Rehearse the Script

• Discuss the expectations you have for student behavior during the rehearsal. Use the suggestions provided here and in the Reader’s Theater Overview.

• Use small-group time for students to rehearse their script. Monitor students as they rehearse, and tell them you will be listening to how they develop the characters through their reading.

• Offer suggestions for expression, voice, and characterization as you monitor students’ work. See the chart on page 5 for tips on voice and expression. Use specific comments, rather than general ones, directed at the character, not the student. For example: *Nadie, show more authority in your voice.*

• Use this time to observe particular students and assess for behavior. Remind students of the assessment rubric and let them know you will be assessing them as you monitor the rehearsal.

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**Expectations for Rehearsing**

When part of the audience, students should:

• demonstrate active listening;
• stay silent during a performance;
• give appropriate comments to performers that provide positive feedback;
• use the names of the characters when giving feedback, rather than names of the performers.
Repeated Reading: Rehearse the Script

- Use small-group time for student rehearsal. Do not interrupt this second rehearsal, but simply observe students as they read.
- Use the assessment rubric to monitor students’ rehearsal behaviors and reading fluency.

Staging and Performance Suggestions

Decide on a stage area, how students will be positioned, and whether props or movements will be added. See staging tips in the Reader’s Theater Overview. Here are some other ideas:

PLACEMENT/MOVEMENT

- Storyteller stands stage right, facing audience for duration of reading
- Invisible One stands behind a sheet stage left; Nadie stands in front of sheet
- Nootau stands stage center
- All other characters walk on to read and off when scene finishes

PROPS/LIGHTING

- Backlit sheet shows shadow of Invisible One; on page 14 he steps out to face Rough-Face Girl
- Spotlight highlights these two as they speak to each other

Perform the Script

Invite students to present the script to an audience. The audience might be members of their class, students from other classes, school staff members, and/or parents.

Assess Students’ Fluency

- Use the assessment rubric to complete your assessment of students’ fluency.
- Have students fill out a Self-Assessment Response Form.
- Take time to briefly conference with each student to provide feedback on his or her reading and behavior.
Support for English Language

Build Background and Make Connections (Day One)

- Show students picture books of Cinderella stories and, if possible, versions from different countries. Place a self-stick note on each book with the name of the country for that fairy tale.
- Help students locate the different countries on a map, and mark each one with a self-stick note or colored pin.
- Read or retell several of the stories. Discuss how they are alike and different. Discuss whether the stories end happily.
- Ask students to share Cinderella stories or other fairy tales from their native countries. If possible, encourage students to bring in a copy of a fairy tale from their country to share with the group.

Develop Vocabulary and Language (Day One)

- Preteach words students are likely to know in their native languages but may not know in English. Write the words on self-stick notes and match them to pictures, either in the script or other sources, for example, village, brother, and sister.
- Pairs could act out the words while other pairs guess the word, or they could draw pictures of the word while others guess.
- Write the word luxurious on the chalkboard. Tell students that this word refers to something that is very expensive and is made of the best materials. Ask students to name things that could be considered luxurious, and record their responses around the word.
- Ask students if they have ever had anything luxurious. Invite them to write a sentence about something luxurious that they have or know of using the sentence frame I have a luxurious ______ or My ______ has a luxurious ______.
- Provide extra practice with the glossary words. See the vocabulary ideas on Day One of this lesson. Ask students to practice matching illustrations to the words. Challenge students to look for illustrations in the story that demonstrate the words.
Learners and Striving Readers

• Point out the words special being on page 2 and discuss what this means in the context of this story. To appreciate what happens, students need to understand that the Invisible One has magical powers, and that he can’t be seen by ordinary people.

Build Comprehension (Day Two)
Engage students in discussion about the script, starting with simple literal questions and progressing to more difficult ones. As students discuss the questions, ask them to point to places in the script that best answer the questions.

Suggested questions:
• Who are the characters in the script? (recall details)
• What is the setting of the story? (recall details)
• What was special about the Invisible One? (analyze character)
• What was Rough-Face Girl like? (analyze character)
• The other girls did not tell the truth. Why? (analyze character; identify cause and effect)
• Why could the other girls not see the Invisible One? (identify cause and effect)
• What lesson did the other girls learn? (synthesize)

Read and Perform (Days Two–Three)
• Provide extra practice reading the script as a group before students read their individual parts to ensure they are familiar and comfortable with the language and vocabulary.
• You may want to assign two students to a role so they can read the part together. This will help support their reading.
• Be sure to use the reading levels provided on the cover of this teacher’s guide to help you assign the roles.
Word Study

WORD ASSOCIATIONS
• Review the three glossary words, luxurious, regal, and sashay, with students. Ask them to tell what each word means in their own words.
• Model how you make a connection to one of the glossary words. Say: I try to make a connection between a new word and other words I already know. When I think of the word sashay, I think about a person I have seen moving this way. I associate the word with fashion models on the catwalk. I have also seen rock stars sashay on stage as they perform.
• Ask students to work with a partner to make a list of word associations for each of the glossary words.

FIGURATIVE LANGUAGE
• Read aloud the second half of page 13. Ask students what they picture as you read “stars that spill across the sky.” Point out that the author uses this descriptive language in order to help the reader visualize the story.
• Ask students how they visualize Rough-Face Girl when they read words describing her as pure of heart. Discuss whether the word good creates the same image as the words pure of heart.
• Discuss other examples of figurative language in the script, for example, it shines like the sun (page 4), their lying hearts (page 9), and your heart’s desire (page 16).

STORY LANGUAGE
• Tell students that writers use language to create a mood or feeling for a story. Explain that this author wanted to create a solemn mood and convey a sense of long ago. Read aloud Nadie’s lines near the top of page 9. Then change the lines to convey the same meaning but develop a different mood—for example, say: These girls may look pretty, but I know they’re very mean. I’ll give them a chance anyway. Ask students to tell how the mood changes.
• Assign different lines to pairs of students, and ask them to rewrite the lines to create a different mood and feeling—for example: Storyteller’s lines (top of page 2), Storyteller’s lines (top of page 6), Pules’s lines (near the bottom of page 6), Tahki’s lines (page 7).

Reader Response
Ask students to reflect on their reader’s theater experience by writing or drawing in their journals. Students could:
• reflect on their reading experience and decide if they read with appropriate expression;
• select a character and write a description of him or her at the beginning of the story and a description that shows how the character might have changed by the end of the story;
• write a letter from Tahki asking Rough-Face Girl to forgive the way Tahki treated her.
Read Across Texts

• Lead students in a review of the features of fairy tales in general. As students suggest features, create a list on the chalkboard. See the Learning About Genre sidebar on page 3 of this teacher’s guide for ideas. Ask students to check the features list to see which are included in the Algonquin version of “Cinderella.”

• Remind students of the familiar version of the Cinderella story. Invite them to check the fairy tale features list to see which are included in this version of “Cinderella.”

• Create a comparison chart specific to Cinderella stories. See the example below. Ask students to compare Rough-Face Girl with another version of “Cinderella” that they know.

<table>
<thead>
<tr>
<th>Cinderella Story Features</th>
<th>Rough-Face Girl</th>
<th>Cinderella</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Cinderella” is underdog</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>“Cinderella” does all the work</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>wicked stepmother</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>father has died</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>selfish stepsisters</td>
<td>not stepsisters, but two selfish sisters</td>
<td>two selfish stepsisters</td>
</tr>
<tr>
<td>special object, such as glass slipper</td>
<td>no</td>
<td>magic slipper</td>
</tr>
<tr>
<td>magical events</td>
<td>only Rough-Face Girl can see Invisible One</td>
<td>pumpkin turns into carriage, dress made by magic, mice turn into horses</td>
</tr>
<tr>
<td>character who helps “Cinderella”</td>
<td>Nadie</td>
<td>fairy godmother</td>
</tr>
<tr>
<td>“Cinderella” marries hero</td>
<td>marries Invisible One</td>
<td>marries prince</td>
</tr>
</tbody>
</table>
Trustworthiness

• Discuss with students what it means to be trustworthy. Explain that someone who is trustworthy is honest, reliable, doesn’t lie or cheat, has the courage to do the right thing, and is loyal to friends and family. Ask students to evaluate whether Rough-Face Girl’s sisters were trustworthy and to explain their reasoning. Then ask whether they would say that Rough-Face Girl was trustworthy and tell why they think this.

• Invite students to think about a time when they have been trustworthy. Maybe they were honest even though it was hard to tell the truth, or perhaps they didn’t cheat on a test when they had the chance. Ask them to summarize the events and tell exactly what it was they did that showed they were trustworthy. Put students in pairs to brainstorm what events or actions would make them believe someone was trustworthy. Invite them to share their responses.

Respect

• Point out the qualities of someone who is respectful: treats others as he or she would want to be treated, is tolerant of differences, uses good manners, is considerate of the feelings of others, and is able to deal with anger and insults in a positive, peaceful way.

• Ask students to work with a partner and decide which characters in Rough-Face Girl were respectful and which were not. Ask students to share their ideas. Encourage students to question the evaluations of the other pairs and to justify their responses by referring to examples from the script. Ask students if they think respect is something that needs to be earned or whether everyone deserves to be treated with respect.

Demonstrate Trustworthiness/Respect

• Ask students to work in groups of two or three to prepare skits that demonstrate the character traits of trustworthiness and respect. Provide the following scenario. Say: You are in class when a student begins talking to one of your friends very rudely. This student gets angry at your friend and makes fun of him or her because your friend is different in some way. What would you do? Create a skit that demonstrates the use of trustworthiness and respect.

• Ask groups to share their skits with the class.

• If time allows, ask groups to change roles or provide other scenarios.