

# The Egyptian Cinderella : Narrative : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To infer and explore characters' motives, thoughts and feelings throughout a story.	In this first lesson the children will read and explore the plot, setting and characters in the story of <i>The Egyptian Cinderella</i> . They will discuss different events in the story, focusing on the characters and how they are feeling at a given point. They will begin to justify their ideas using the text to support them.	<ul style="list-style-type: none"> <li>Can children identify how a character is feeling at a given point in the story?</li> <li>Are children able to empathise with a character to give reasons for the character's emotions?</li> <li>Can children use familiar story plots to help them predict what will happen next in a story?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>The Egyptian Cinderella</i> by Shirley Climo</li> <li>Worksheet 1A/1B/1C</li> <li>Extract Cards 1A/1B</li> <li>Character Card 1A (FSD? activity only)</li> <li>Worksheet 1D (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To identify similarities and differences between well-known stories.	Children are challenged to explore the story of <i>The Egyptian Cinderella</i> and compare it directly with a more traditional version of the story. They are asked to state similarities and differences between the two versions and explain their answers.	<ul style="list-style-type: none"> <li>Can children retell a traditional story, including all the main events?</li> <li>Can children identify similarities between two versions of a story?</li> <li>Can children identify differences between two versions of a story?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li><i>The Egyptian Cinderella</i> Storyboard 2A</li> <li>Statement Cards 2A/2B (FSD? activity only)</li> <li>Worksheet 2C (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To retell traditional fairy tales.	Children will discuss how to retell a traditional fairy tale and pick out the main events of a given tale. They are challenged to create a storyboard or freeze frames to highlight the main events of their chosen fairy tale and then use this to retell the story.	<ul style="list-style-type: none"> <li>Can children retell a story using relevant details?</li> <li>Can children pick out the main events in a traditional fairy tale?</li> <li>Are children able to create a clear story map/board of a traditional fairy tale?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Story Cards 3A/3B/3C/3D</li> <li>Worksheet 3A/3B</li> <li>Large paper</li> <li>Cameras (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To plan an alternative version of a traditional fairy tale.	Using their learning from the previous lesson the children will begin to outline their Egyptian version of their chosen fairy tale. They will look at the various clues that were in <i>The Egyptian Cinderella</i> which shows that the story was set in Ancient Egypt e.g. the animals, clothing and geographical features which are mentioned.	<ul style="list-style-type: none"> <li>Can children identify Egyptian aspects of a story?</li> <li>Are children able to amend and change aspects of a story to suit a purpose?</li> <li>Can children plan writing based on an existing story?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Large paper</li> <li>Children's fairy tale storyboards from the previous lesson</li> <li>Story Cards 4A (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To use correctly punctuated fronted adverbials in narrative writing.	Introduce your class to the concept of fronted adverbials and how to punctuate them using commas. Have your class explore adverbs and adverbial phrases before playing with the sentence structure and commenting on how the use of fronted adverbials has affected the sentences.	<ul style="list-style-type: none"> <li>Can children identify fronted adverbials from a text?</li> <li>Are children able to use fronted adverbials to add detail about a verb's manner, frequency, time or place?</li> <li>Can children punctuate fronted adverbials accurately using commas?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fronted Adverbial Booklet</li> <li>Worksheet 5A/5B/5C</li> <li>Sentence Puzzle Pieces (FSD? activity only)</li> <li>Sticky notes (FSD? activity only)</li> <li>Children's plans from the previous lesson</li> </ul>
<b>Lesson 6</b>	To write an alternative version of a traditional fairy tale.	Children will use all their learning, planning and discussions from the previous lessons to create and write their own Egyptian version of a traditional fairy tale. They will have opportunities to edit and improve their work.	<ul style="list-style-type: none"> <li>Can children follow a plan to create a familiar story in a different setting?</li> <li>Are children able to use fronted adverbials to add detail about a verb's manner, frequency, time or place?</li> <li>Can children punctuate fronted adverbials accurately using commas?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Children's plans from the previous lesson</li> <li>Fronted Adverbial Booklet</li> <li>Sticky notes</li> <li>Writing Frame 6A</li> <li>Editing Cards 6A (FSD? activity only)</li> </ul>