

The Egyptian Cinderella

by Shirley Climo - Week 1

THE EGYPTIAN CINDERELLA

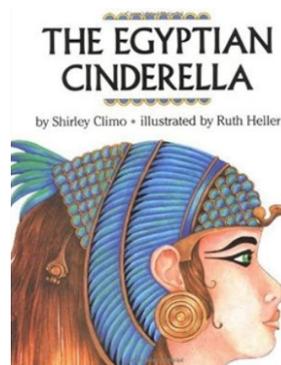
by Shirley Climo • illustrated by Ruth Hell



Task	Learning Objective	Activity / Success Criteria
1	WALT: Recall the features of a well-known traditional tale and use them to make predictions about a different version.	<p>BEFORE YOU LOOK AT THE BOOK...</p> <p>Can you remember the story of Cinderella? Discuss the key characters and main features of the story.</p> <p>Draw a spider diagram to show this. Write Cinderella in the middle and surround it with anything you can remember that links to the story.</p>  <p>Look at the table in the Resource A.</p> <p>Did you pick out the important features? Complete Column 1.</p> <p>Now, make predictions about how these features might be included in an Egyptian version of the story. Complete Column 2.</p> <p>Now read the story. There is a version on YouTube here: https://www.youtube.com/watch?v=rxC4mO09RA</p> <p>Finally, having become familiar with the story, complete Column 3.</p> <p>Final note: Some people believe that Egyptian version of the story is the oldest on the world.</p>
2	WALT: use comparative conjunctions	<p>What does it mean to compare two things? Rehearse orally some simple comparison sentences with everyday objects. For example:</p> <ul style="list-style-type: none"> • This pencil is sharp but this one is blunt. • A horse has hooves but a dog has paws. • A knife is for cutting food but a spoon is for scooping food. <p>Discuss how comparative conjunctions are used to join the two parts of the sentence together. You can use words <i>like but, whereas, while</i> and <i>although</i>. Some fit better than others, depending on the sentence. You can also use two sentences, with the second sentence starting with a comparative opener. eg <i>In contrast, By contrast, On the other hand</i>. A zebra has striped fur. In contrast, a leopard has spotted fur.</p> <p>Focus on the section of the text where Rhodopis is described alongside the other Egyptian girls (Page 2). Highlight the parts that describe Rhodopis in one colour and the other girls in another colour.</p> <p>Now re-write some of these comparative sentences, experimenting with a variety of comparative conjunctions and openers as above. When you have done all you can with descriptions from the book, write some comparative sentences (or pairs of sentences) of your own.</p> <p>In the lesson today, I have: (Everyone start at Red, then do Green and Purple in addition as appropriate).</p> <p>[] written some comparative sentences about Rhodopis and the Egyptian servants, using the conjunctions <i>but, while, whereas</i>.</p> <p>[] written some pairs of comparative sentences, starting the second sentence with openers such as <i>In contrast, By contrast</i> and <i>On the other hand</i>.</p> <p>[] written some comparative sentences (or pairs of sentences) about my own choice of topic, using the comparative words and phrases above.</p>

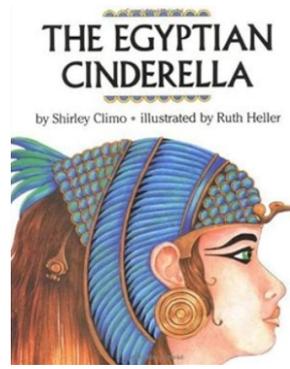
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3	WALT: infer how a character is feeling at different parts of the story and to use feelings vocabulary.	<p>Discuss the meaning of the words in Resource B. Look them up in a dictionary if necessary. Try to use each one in a sentence (orally).</p> <p>Complete the pictures for the feelings diary (Resource C). Now, using some of the vocabulary you've just been discussing, write at least one sentence to accompany each picture.</p> <p>In English today, I have:</p> <p><input type="checkbox"/> written a sentence for each picture, beginning each sentence with 'When'. eg When Rhodopis was kidnapped by pirates, she felt....</p> <p><input type="checkbox"/> picked out other 3 other parts of the story myself and written a sentence to say how Rhodopis felt at each point.</p> <p>Extra challenge needed?</p> <p>Try to vary your sentence structure so that they don't all belong with 'When...'. For example, you could use 'At the moment that Rhodopis was...'</p>
4	Big Write: WALT: write a diary entry for Rhodopis	<p>Building on our work from last week, you're going to write a diary entry for the day that Rhodopis saw her slipper being stolen by Horus.</p> <p>I have:</p> <p><input type="checkbox"/> used a suitable 'diary starter'</p> <p><input type="checkbox"/> used CL and FS and made sure my sentences make sense to the reader.</p> <p><input type="checkbox"/> mostly written in the past tense</p> <p><input type="checkbox"/> written in the first person (I or We instead of She or They).</p> <p><input type="checkbox"/> written in chronological order</p> <p><input type="checkbox"/> included some feelings / emotions / personal thoughts</p> <p><input type="checkbox"/> included some feelings / emotions / personal thoughts using Show not Tell.</p> <p><input type="checkbox"/> used basic time phrases (<i>time adverbials</i>)</p> <p><input type="checkbox"/> used more interesting time adverbials</p> <p><input type="checkbox"/> asked questions within the diary entry</p> <p><input type="checkbox"/> used some good vocabulary (eg in descriptions or as verbs) to add interest.</p> <p><input type="checkbox"/> used interesting vocabulary in different places within my writing.</p> <p><input type="checkbox"/> taken risks with my vocabulary, challenging myself to use unusual words.</p> <p><input type="checkbox"/> ended with a summary of the day and a look to the future</p>
5	Star Reader Test	<p>We will be taking our Star Reader tests at some point this week to give us new ZPD scores for this half term. These will guide us to choose books of the right level.</p> <p>If you are not back in school when we do it, I will send you information as to how you can do it at home. :)</p>

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<u>Other activities that would be useful:</u>	<u>Don't forget there are also these activities to keep ticking over:</u>
<ul style="list-style-type: none">• Practise the spelling of key words from this text.	<ul style="list-style-type: none">• Weekly spellings (See list in Links Book).
<ul style="list-style-type: none">• Practise handwriting - you could use the key words above!	<ul style="list-style-type: none">• Reading of story books as well as non-fiction texts.