

# The Egyptian Cinderella

by Shirley Climo - Week 3

THE EGYPTIAN  
CINDERELLA

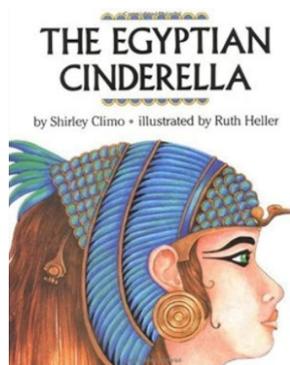
by Shirley Climo • illustrated by Ruth Heil



| Task | Learning Objective                                                | Activity / Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 1    | WALT: punctuate a section of text and use conjunctions with care. | <p>Last week we wrote some action-packed sections of text about doing a frantic search of the school grounds (inspired by the Pharaoh's search for the owner of the slipper).</p> <p>We need to remember that, although our writing sometimes gets exciting, we still need to punctuate it correctly.</p> <p>Look at the writing below. What do we like about it? (good verbs used - colour them in) What don't we like about it? (Main part is one VERY long sentence. Colour all the 'so's and 'then's).</p> <p><i>Miss Rapley couldn't wait to tell Mr Pittaway the exciting news. First she marched down the corridor to his office but he wasn't there so then she dashed across to Miss Julie's office then Miss Julie said that she hadn't seen him so Miss Rapley hurried towards the staffroom thinking that Mr Pittaway might be having a sneaky cup of coffee but he wasn't so then she zoomed out to the playing field but only Mr Price was there so then Miss Rapley rushed back to Class 5 and Mrs Dunn suggested looking in Class One so Miss Rapley sped back down the corridor once again and at last she found Mr Pittaway and gave him the exciting news.</i></p> <p><i>"Mr Pittaway, Mr Pittaway! All the Chromebooks are working!" declared Miss Rapley in delight.</i></p> <p>In today's lesson, I have re-drafted the above text by:</p> <ul style="list-style-type: none"><li>[ ] adding FS and CL in sensible places to break up the very long sentence.</li><li>[ ] using conjunctions sparingly (One per sentence is enough for now).</li><li>[ ] replacing 'so' and 'then' with more considered connectives. (Think 'time phrases!')</li></ul> |
| 2    | WALT: plan our own versions of the Egyptian Cinderella story      | <p>Re-read the story of the Egyptian Cinderella.<br/>Re-cap the elements that we have been studying:</p> <ul style="list-style-type: none"><li>• using comparative conjunctions when describing characters.</li><li>• conveying characters' feelings through the use of feelings adjectives and Show not Tell</li><li>• using powerful verbs in place of 'went'.</li><li>• making sure that sentences do not get too long.</li></ul> <p>Now let's think about how we could change the story to make it our own. Could we have a different main character? We just need to have the same key parts:</p> <ul style="list-style-type: none"><li>• Main character (A) who is treated badly / made to work like a slave</li><li>• Two or more characters (B,C,D) who are the same age but live an easier life and are unkind to Character A.</li><li>• A rich Pharaoh (E) who Characters A-D all want to meet, but only B, C and D do.</li><li>• An intervention from a God /Goddess involving a piece of clothing.</li><li>• An ending which is joyful for Character A but less so for B, C, D.</li></ul> <p>Our stories need to be set in Ancient Egypt.</p> <p>In the lesson today, I have:</p> <ul style="list-style-type: none"><li>[ ] completed a story plan using the template provided.</li></ul>                                                                                                                                                                                                                                                                                                                                                                       |

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| 3 / 4 | WALT: write our own version of the Egyptian Cinderella    | Independent Writing in Blue Books.<br>With access to: story plan from yesterday, word mats etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5     | WALT: re-draft our own version of the Egyptian Cinderella | Using purple pens, children will read through their writing carefully and check for basic errors and spelling.<br>They will then focus on the key elements below, and check they have used them. If not, can they re-draft a section of their writing to add them in?<br><i>Even if they have already included some of the below, there will still be room for improvement in places, particularly in developing Show not Tell.</i> <ul style="list-style-type: none"><li>• using comparative conjunctions when describing characters.</li><li>• conveying characters' feelings through the use of feelings adjectives and Show not Tell</li><li>• using powerful verbs in place of 'went'.</li><li>• making sure that sentences do not get too long.</li></ul> |

| <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"><li>• Practise the spelling of key words from this text.</li></ul>        | <ul style="list-style-type: none"><li>• Weekly spellings (See list in Links Book).</li></ul>           |
| <ul style="list-style-type: none"><li>• Practise handwriting - you could use the key words above!</li></ul> | <ul style="list-style-type: none"><li>• Reading of story books as well as non-fiction texts.</li></ul> |

# Planning Sheet for own version of the Egyptian Cinderella

| Key feature of story                                                                                                                                         | My idea for this feature, with some brief details |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <ul style="list-style-type: none"> <li>Main character (A) who is treated badly / made to work like a slave</li> </ul>                                        |                                                   |
| <ul style="list-style-type: none"> <li>Two or more characters (B,C,D) who are the same age but live an easier life and are unkind to Character A.</li> </ul> |                                                   |
| <ul style="list-style-type: none"> <li>A rich Pharaoh (E) who Characters A-D all want to meet, but only B, C and D do.</li> </ul>                            |                                                   |
| <ul style="list-style-type: none"> <li>An intervention from a God / Goddess involving a piece of clothing.</li> </ul>                                        |                                                   |
| <ul style="list-style-type: none"> <li>An ending which is joyful for Character A but less so for B, C, D.</li> </ul>                                         |                                                   |

| Key writing element                                                                                                                       | How/Where are you going to include this? |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <ul style="list-style-type: none"> <li>use of comparative conjunctions</li> </ul>                                                         |                                          |
| <ul style="list-style-type: none"> <li>conveying characters' feelings through the use of feelings adjectives and Show not Tell</li> </ul> |                                          |
| <ul style="list-style-type: none"> <li>using powerful verbs in place of 'went'.</li> </ul>                                                |                                          |
| <ul style="list-style-type: none"> <li>making sure that sentences do not get too long.</li> </ul>                                         |                                          |