

See inside...

The Egyptian Cinderella

Planning Pack



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A two-week English unit for lower KS2, focusing on the book 'The Egyptian Cinderella'.

Opportunities to develop reading skills

Encouraging talk and text-based discussion

Integrated SPAG objectives

Guided group ideas

The Egyptian Cinderella: Week 1		
Monday - To compare different cultural versions of a traditional story - To predict what might happen in a story	Class Teaching Read Starter - Ask the class to try to recall what they can of the story of Cinderella. Give them a few minutes to tell the story to each other in pairs. Main Input - Display the table from Resource A, containing some of the elements of the familiar Cinderella story. Explain that you are going to be reading a version of Cinderella that is set in Ancient Egypt. Ask pupils to look again at the list from Resource A and to think in pairs about how some of those elements might be modified in an Egyptian version of the story. For example, the fairy godmother might become a goddess or a mythological creature, or the glass slipper might be a Pharaoh's headpiece.	Group Work Mixed ability groups: Give out copies of Resource A and ask pupils to use the middle column of the table to record their ideas about an Egyptian version of the Cinderella story. Once they have completed the middle column, they should work together to act out their new Egyptian version of the story. Each group should then team up with another group and share their ideas. NB: You will need to leave plenty of time to read the story at the end of the lesson. Extra challenge: Pupils could use their imaginations to think of how other traditional stories might look in the setting of Ancient Egypt.
Tuesday - To use comparative conjunctions - To use a thesaurus to improve writing	Class Teaching Word Level Starter - Give out thesaurus and ask pupils to use them to improve the sentence. The servants teased her because her skin was pale, replacing the underlined words with synonyms. Main Input - Reread the Egyptian Cinderella up to the end of page 4. Ask pupils to discuss how Rhodapis might have been feeling at that point and why, encouraging pupils to use some of the synonyms they found in the starter activity. Encourage a copy of the double spread of pages 1-2, asking pupils to highlight the descriptions of Rhodapis in one colour and the descriptions of the servant girls in another colour. Explain that the kind of sentence that follows the structure 'Their skin was... but her hair was...' is called a comparative sentence because it contains a comparative conjunction like 'but', 'whereas', 'although' or 'while'.	Group Work Independent or MA: Challenge children to make comparative sentences about Egyptian goddesses, either using knowledge or using a thesaurus on this website: http://input.com/egy . For example, 'Nephthys has the head of a lioness, whereas Bastet's head is like a protective cat'. Give them time to discuss ideas and then they should write down their sentences. In each sentence they should use a comparative conjunction like 'but', 'while', 'although' or 'whereas'. Extra challenge - higher group: Challenge your higher group to use their thesaurus to stretch their vocabulary within each sentence. Teacher guided - lower group: Work through some examples of comparative sentences together as a class before encouraging pupils to write their own.

10 daily lesson plans

Web links for further information

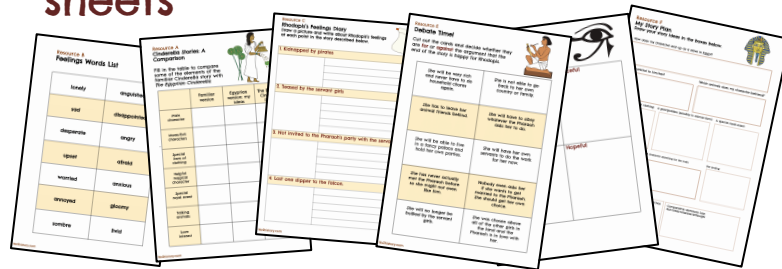
Building on writing techniques throughout the unit

Extension activities

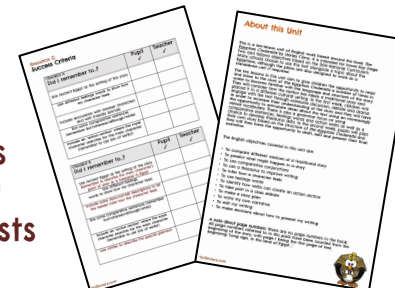
Activities Include:

- Comparing traditional Cinderella stories
- Describing different Egyptian gods and goddesses
- Developing inference skills
- Writing Rhodapis's diary
- Creating text messages from the Pharaoh
- Making a story map
- Acting out Pharaoh's noisy journey
- Joining in a class debate about the ending of the story
- Preparing a drama performance
- Drafting and editing a new story
- Presenting and illustrating a piece of writing

Pupil activity sheets



Pupil Success criteria checklists



Unit overview notes for teachers including National Curriculum objectives