

# Tales of Ancient Egypt

English

Narrative

Year 3

Lesson 1 of 6

## Learning Objective

To infer and explore characters' motives, thoughts and feelings throughout a story.

## Resources

Slides  
***The Egyptian Cinderella* by Shirley Climo**  
 Worksheet 1A/1B/1C  
 Extract Cards 1A/1B  
 Character Card 1A (FSD? activity only)  
 Worksheet 1D (FSD? activity only)

## Teaching Input

- Introduce your class to the story of *The Egyptian Cinderella* by Shirley Climo. Looking at the cover, and the title, what do the children think the story might be? Do they know the traditional tale of Cinderella? What are the key events and characters?
- Begin reading the story to the children, stopping to ask questions as the slides instruct, including stopping to predict what will happen next.
- Ask the children to expand upon their predictions, explaining why they feel it will happen.
- Discuss the predictions together and ask them how likely they think each prediction is. You could write the predictions on sticky notes and place them along the probability scale on the slides.
- When the story is finished, ask the class to name and describe the key characters in the story. How/ why were each of them involved in the story?

## Main Activity

### Lower ability:

Children use the extracts from the story on Worksheet 1A to answer questions on the story.

### Middle ability:

Children use Extract Cards 1A to answer the questions on Worksheet 1B.

### Higher ability:

Children use Extract Cards 1B to answer questions on Worksheet 1C.

## Fancy something different...?

- In groups of about four, give the children a Character Card 1A each.
- Ask the children to role-play as the characters in the story and act along as you read the story again to the class.
- As they act along, pause at key points in the story e.g. the servant girls teasing Rhodopis, Rhodopis's master buying her slippers, the servants rowing to see the Pharaoh, etc.
- Ask the children to stop in a freeze frame at these points in the story and have the children think about how each character is feeling e.g. Rhodopis might feel grateful and cry happy tears when she is given the slippers.
- Carry on until the story finishes and have the children draw one of the freeze frames they were in and explain how their character was feeling at this point in the story on Worksheet 1D.

## Plenary

Look at the line graph on the slides. Explain that the line on the graph is showing Amasis's happiness levels throughout the story. Can they see where he was happiest? What part of the story do they think this is?  
 Can they draw the line for Rhodopis's happiness at each point in the story?

## Assessment Questions

- Can children identify how a character is feeling at a given point in the story?
- Are children able to empathise with a character to give reasons for the character's emotions?
- Can children use familiar story plots to help them predict what will happen next in a story?