

Tales of Ancient Egypt

English

Narrative

Year 3

Lesson 3 of 6

Learning Objective	Resources	
To retell traditional fairytales.	Slides Story Cards 3A/3B/3C/3D Worksheet 3A/3B Large paper Cameras (FSD? activity only)	
Teaching Input		
<ul style="list-style-type: none"> Tell the children that they will be retelling their own Egyptian version of a traditional fairy tale. They will need to keep the main events of the traditional version in the story, but can change the setting and characters to fit into an ancient Egyptian setting. What traditional fairy tales do the children know of? What are the main events of these stories? Discuss some of the ideas on the slides. Talk about what information from the story the children need to consider when retelling their stories. Play the children this video to reinforce what they should include when retelling a story https://youtu.be/w33-m8-geuM Choose if you want to create a storyboard or story map as a class/ Demonstrate how to storyboard/ map the story of Cinderella using the slides. 		
Main Activity		
The story that the children are storyboarding in this lesson will be the one that they rewrite in an Egyptian setting. They may like to choose a fairy tale that is not on one of the story cards but that they know well.		
<u>Lower ability: Adult support</u> As a group, read the story of Little Red Riding Hood on Story Card 3A. They work together to create a story map/board on large paper.	<u>Middle ability:</u> In pairs, children choose one of the traditional stories on Story Cards 3A/3B/3C/3D to create a storyboard/map on Worksheet 3A/3B.	<u>Higher ability:</u> Children choose one of the traditional stories on Story Cards 3A/3B/3C/3D to create a storyboard/map on Worksheet 3A/3B. They must annotate/caption each section with important information.
Fancy something different...?		
<ul style="list-style-type: none"> In groups of two or three, the children choose Story Card 3A/3B/3C/3D to act out. Together they work through the whole story and then sit together to discuss four to six freeze frames that they think would best capture the important events in this story. They take it in turns to create the freeze frames and take a photograph of each freeze frame. These can then be printed and arranged into a story map of the traditional fairy tale on large paper or Worksheet 3B. 		
Plenary	Assessment Questions	
Ask the children to come to the front of the class to retell the story they have read using their work from the lesson. Are they able to retell the story clearly and accurately? Ask the other children who read the same story if they think the person retelling it has covered all the important information.	<ul style="list-style-type: none"> Can children retell a story using relevant details? Can children pick out the main events in a traditional fairy tale? Are children able to create a clear story map/board of a traditional fairy tale? 	