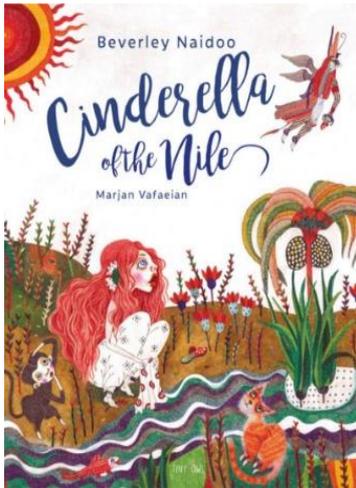# Learning Letter – English

Week beginning 11/05/20

Hello Year 3!

This week we are continuing with *Cinderella of the Nile* by Beverley Naidoo. Keep reading through the book on the powerpoint in google classroom. This week, we will be looking at the similarities and differences between this story and the traditional tale and using it to write your own 'twisted' version of a Cinderella story!

You can complete tasks on paper or online on word documents. Try to complete as much as you can and remember if you get stuck at any point you can still contact us through google classroom, 2email on purple mash or email the Keyworth office.

Happy Home Learning 😊

Lesson	Main Task	Learning Outcomes
Lesson 1	**<u>Learning Question: Can you use imperative verbs to create commands?</u>** Read through from the page where Horus the falcon drops the slipper into the pharaohs hand through to the end of the book. Throughout these pages, gather as many **verbs** as you can! *Remember a verb is a doing word!* You will notice that most of the verbs you collect will be in past tense. Put them into a table and see if you can work out how to change it into present and progressive tense. <table><tr><th>Past Tense</th><th>Present Tense</th><th>Progressive Tense</th></tr><tr><td></td><td></td><td>listening</td></tr><tr><td>flew</td><td></td><td></td></tr><tr><td>declared</td><td></td><td></td></tr><tr><td>looked</td><td></td><td></td></tr><tr><td>played</td><td></td><td></td></tr><tr><td>jostled</td><td></td><td></td></tr></table> Eg. 'flew' is past tense, in present tense it becomes 'fly' and in progressive tense 'flying' Then use the present tense verb to create commands that you would give to Rhodopis to help her get the attention of the Pharaoh. E.g. Jostle for attention as you have just as much right as the sisters to meet the Pharaoh! Slide your foot into the shoe, show him it fits!	-I can identify verbs - I can identify different tenses -I can create commands

Lesson 2	**Learning Question: Can you use conjunctions to compare and contrast?** Think about the similarities and differences between the traditional Cinderella story and this one. Make a table, list or diagram to compare them. E.g. | **Traditional Version**	**Nile Version**	**Both**
Cinderella's father is a widow.	Rhodopis' parents are alive and together.	The main character is mistreated as a servant/slave.
Is trapped in her house with her cruel step-mother and step-sisters.	Is kidnapped and sold into slavery.	Both main characters live happily ever after in the end. | Try to think of as many as possible! Then, using the similarities and differences that you have come up with use conjunctions to write sentences comparing the stories. For example: In the traditional tale, Cinderella loses her shoe at the ball whereas in this version her slipper is stolen by a bird. whereas therefore however in comparison on the other hand yet although while similarly both are similar because the same as in common Use the box of conjunctions above to help you! You should write two paragraphs, the first one comparing the differences in the stories and the second paragraph looking at the similarities.	-I can identify key features of fairy tales and traditional stories -I can use a variety of conjunctions to compare
Lesson 3	**Learning Question: Can you create a character?** You are going to create your own character and setting for your own version of a Cinderella story. Think about where and when you would like your story to be set and use this to come up with the title of your version: 'Cinderella of the _____' For example, you could choose a different country, different river or different location. Such as, Cinderella of Spain, Cinderella of the Amazon, Cinderella of the Desert etc. Once you've come up with your new title and setting, think about your main character. What is their name going to be? Does it have a connection to the character or title?	-I can create expanded noun phrases. -I can use exciting, up-levelled adjectives

You are then going to draw your character and label her/him with expanded noun phrases, adjectives and similes to describe their appearance and personality. *Remember the main characters in all Cinderella stories are good, kind-hearted characters.

You can borrow expanded noun phrases and similes from the book and any that you may have come up with from last weeks lessons!

*As an extra challenge you could draw and label the setting of your story as well!

| Lesson 4 | **Learning Question: Can you sequence events and structure a story?**

You should now have the new title, main character and setting for your version of the Cinderella story. Now, you need to plan it! You can either create your own plan or use the document on google classroom to help you plan it.

First, map out the 6 key events that happen in 'Cinderella of the Nile'. You are then going to use this to help you plan your version. | -I can identify the key events in a story.

-I can use fronted adverbials *with a comma |

1. Your character is kidnapped from their home.	2. They are sold as a slave. The master is kind but there are 3 wicked slaves who also work there. They are cruel to your character.	3. Your master gives your character a gift, that could only fit them.
4. The gift is stolen and arrives into the hands of an a prince/princess/king/ queen/ pharaoh who is looking for a bride or groom.	5. The royal character must find the person who the object belongs to. They search and search and the wicked characters try to fit the object on to.	6. Finally, your Cinderella character steps forward/is found and tries on the object. It fits perfectly and they marry and live happily ever after!

Use the 6 key events to plan your version of the story. Remember you can change parts but the key elements of a traditional fairy tale have to remain the same!

To create your plan, you are going to write simple sentences using fronted adverbials to explain what is going to happen at each point in the story. You could also draw a picture to match each scene!

For my example story, I have created 'Cinderella of the Sea'. Look at my work below to help you plan yours.

1. Your character is kidnapped from their home.	2. They are sold as a slave. The master is kind but there are 3 wicked slaves who also work there. They are cruel to your character.	3. Your master gives your character a gift, that could only fit them.
Long ago, lived a beautiful girl named Coralie. Unfortunately, she was kidnapped from her island home.	As the sun rose, she found herself stranded on a pirate ship being forced to work.	Thankfully, the kind captain took pity on her. He made her an exquisite ring out of coral and pearls from the ocean.
4. The gift is stolen and arrives into the hands of a royal character who is looking for a bride or groom.	5. The royal character must find the person who the object belongs to. They search and search and the wicked characters try to fit the object on to.	6. Finally, your Cinderella character is found and tries on the object. It fits perfectly and they marry and live happily ever after!
Without warning, a seagull swoops down and snatches the ring from the ship and flies it to the prince on the mainland. Coralie and the captain sail after the bird.	As the afternoon sun shone, the prince searches for the girl that the ring belongs to. The malicious sister slaves try to squeeze the ring on but it doesn't fit.	In the distance, he spots a stunning girl on a ship approaching the shore. Coralie tries on the ring and it fits perfectly. They live happily ever after.

Lesson 5	**<u>Learning Question: Can you write a story?</u>**	-I can use fronted adverbials.
	Using your plan and any descriptive language you have gathered from other lessons; you are now going to write your own version of Cinderella! You should include fronted adverbials (gathered in your plan) and lots of descriptive language.	-I can use descriptive language (expanded noun phrases, similes and interesting adjectives)
	Go through each section in your plan and take your time to describe and explain each part of the story. Add detail to any characters you to introduce. Don't feel like you have to write it all in one go! Remember in school a story like this might take us a few days to write so take your time if you need to!	
	Here is an example of how I have used my plan to start the first part of my story!	
	Long ago, when pirates freely roamed the seas there lived a beautiful girl on a remote island. She had bright, emerald green eyes and flowing, golden hair that when the sun shone showed glimmers of rosy pink. Her parents named her Coralie because it was often said that her strawberry coloured hair matched the exquisite coral in the sea that surrounded their island. Every day, Coralie went down to the bay to catch fish for her family and collect water for the village. Unfortunately, word of her unique beauty had travelled across the seas and a band of malicious pirates realised there was money to be made selling a girl as precious as that...	
	Enjoy and I really look forward to reading your versions!	