

Traditional fairy tales

► Exploring characters and events in traditional stories

Unit 6

Prince Cinders

Prince Cinders was not much of a prince. He was small, spotty, scruffy and skinny.

He had three big hairy brothers who were always teasing him about his looks.

They spent their time going to the Palace Ball where they met other princes and princesses.

They made poor Prince Cinders stay behind and clean up after them.

When his work was done he would sit by the fire and wish he was big and hairy like his brothers.

One Saturday night, when he was washing the socks, a dirty fairy fell down the chimney ...

From *Prince Cinders*, Bobette Cole



Talk

- Is Prince Cinders good-looking?
- How many brothers does Prince Cinders have?
- Where did Prince Cinders' brothers go?
- What fell down the chimney?



What is Prince Cinders like?

- What does he look like?
- Is he happy?
- What would he like to do?



- Which fairy tale is this story like?
- Why do you think this?



Extracts

Prince Cinders
Babette Cole
Cinderella

Planning

Traditional stories and fairy tales

Objectives

Renewed Primary Literacy Framework Year 1

- 3 *Group discussion and interaction*
 - Take turns to speak, listen to others' suggestions and talk about what they are going to do.
- 4 *Drama*
 - Explore familiar themes and characters through improvisation and role-play.
- 7 *Understanding and interpreting texts*
 - Identify the main events and characters in stories, and find specific information in simple texts.
- 8 *Engaging with and responding to texts*
 - Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

Assessment focuses

- AF4** Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- L1** Shows some awareness of simple text features.
- L2** Shows some awareness of use of features of organisation, e.g. beginning and ending of story.
- AF7** Relate texts to their social, cultural and historical contexts and literary traditions
- L1** Distinguishes a few basic features of stories.
- L2** Shows some awareness that books are set in different times and places.
- Scottish Curriculum for Excellence: Literacy**
- Listening and talking**
- Tools for listening and talking (first level)*
- Explores how pace, gesture, expression, emphasis and choice of words are used to engage others.
- Reading**
- Enjoyment and choice (first level)*
- Explains preference for certain texts and authors.

TEACH

This unit encourages children to explore their understanding of traditional stories, looking at characters, plot and events.



Reading

- With the children look carefully at the picture story in the Pupil Book.
- You could then read the extended extract from *Prince Cinders* to the children, either in groups or as a class.
- The extract can be shown on the whiteboard or photocopied so the children can follow the text as it is being read and discussed.
- Discuss the following terms in the context of the extract.

Setting Where does this part of the story take place?

Character Who is involved? Who is/are the main character/s?

Event What happens?

TALK



Discussion

- Read through the extract with the class or in groups.
- Introduce the voice of the story as the 'narrator'.

- Discuss the setting, character and events in relationship to this extract.
- Answer the questions.
- Is Prince Cinders good-looking?
No, Prince Cinders isn't good looking.

- How many brothers does Prince Cinders have?
Prince Cinders has three brothers.

- Where did Prince Cinders' brothers go?
Prince Cinders' brothers enjoyed going to the Palace Ball.

- What fell down the chimney?

A soot-covered fairy fell down the chimney!

- This section asks the children to look more closely at Prince Cinders' character and his role in the extract. What does Prince Cinders look like? Is he happy? Discuss why. What would he like to do? Encourage the children to listen to the extract again and look carefully at the artwork for clues. Encourage the children to feel empathetic with Prince Cinders. Would they feel the same in the same situation?

- **PCM6a** can be used to support this activity. It requires the children to

PCM

brainstorm words that describe Prince Cinders.

Ask the less able children to focus on the pictures in the Pupil Book to give them ideas for words. Hot-seating can be used as an aid.

- Can the children make the link between this story and the more traditional story of *Cinderella*?

ICT