English and Guided Reading
Spring 1 – Week 3

Guided Reading

This half term our English lesson will be focused on Egyptian Cinderella. It is quite a long, detailed story with lots of wonderful vocabulary. In order for the children to get the most out of this story, we have broken it down to a few pages can be read each day and we have suggested some questions to ask your children to aid comprehension.

Guided reading is a great way to support reading development as well as enhancing knowledge of writing. We will include two pages of reading with suggested questions as well as a quick Guided Reading task at the start of each English lesson this week.

Please note: there is no Guided Reading activity set for Thursday as the English lesson consists of a longer piece of writing that will likely take longer than our usual English lesson tasks.

If you are unsure about any of this, please email Miss Sharpe at r.sharpe1@sttommor.bham.sch.uk

Monday

Monday - Guided reading.

Please read through Egyptian Cinderella UP TO PAGE 5 ONLY.

Here are some ideas of questions you can ask your child as you read the story…

Paragraph 1

What do you think coaxed means?

What adjectives can you find?

What does this tell you about the character Rhodopis?

Paragraph 2

Which word means the same as 'jobs'?

What word means the same as friends?

Can you find two adjectives that describe her feet?

What word tells you the master woke up?

Paragraph 3

What punctuation can you see in this paragraph?

What do you think 'declared' means?

Paragraph 4

What adjective describes the slippers?

What were the slippers made off?

Paragraph 5

Why were the Egyptian girls jealous?

How do you know they were jealous?

Paragraph 6

What word means the same as 'said'?

Why do you think the servant girl was eyeing the rose red slippers?

What do you think 'jeered' means?

What punctuation can you spot?

Monday - Guided Reading – quick task…
Can you discuss the words on left and match them to their definition on the right. No need to write this down…

coaxed	jobs that need to be done
chores	friends
companions	To persuade someone to do something.
awakened	to say something
declared	to make fun of someone
jeered	To wake up

Monday

LO: to use adjectives

Discuss with an adult…

Can you add adjectives to expand these noun phrases?

Who can remember what a noun is?

Can you give examples of nouns in the classroom?

Find the nouns in these sentences:

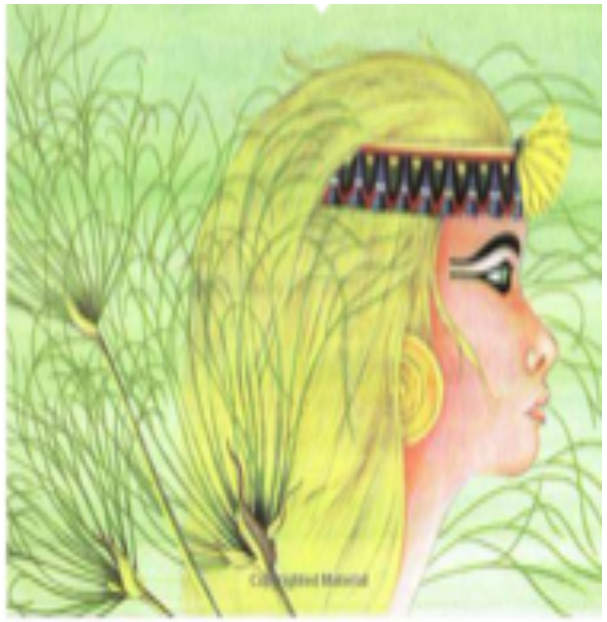
The girl liked to read her book.

The boy liked to play with his ball.

Can we add adjectives to expand these noun phrases?

What impact does adding adjectives have for these sentences?

Think about Rhodopis. What doe she look like? Create a mind mind map full of adjectives that could be used to describe Rhodopis.





Appearance

Tuesday

Tuesday – Guided Reading

Read page 6 and 7. Here's some examples of questions you can ask your child as you read…

Pg. 6

1. What is the name given to the sun?
2. Why did Rhodopis follow the servant girls to the riverbank?
3. Who were the girls going to see?
4. The three servant girls poled their raft. What do you think this means?
5. What words are used to tell you the girls didn't turn around to look at Rhodopis?

Pg. 7

1. In the first sentence, what word tells you Rhodopis was fed up?
2. What adjective is used to describe the paddle?
3. Why did the hippo not like her song?
4. Who can find the word ending in the suffix –ful?

Tuesday – Guided Reading – Quick task

A proper noun is a name of a person, place, day, month etc. These words always need a capital letter at the beginning.

Look at the words below. With an adult, discuss whether each word is a noun or a proper noun.

monkey Greece Rhodopis birds
slippers River Nile Egypt servants

Tuesday

LO; to use subordination and co-ordination

Match the beginning of the sentences (black) to the rest of the sentence (red or blue) so that they all make sense and write them in your book.

Rhodopis was sad	because the servant girls teased her.
Rhodopis was patient	when the servant girls ordered her about.
She always did what the girls told her	and the animals watched her.
She was kind	when she fed the birds.
She sang so beautifully	that the hippo would raise its huge head from the muddy water.
Rhodopis loved to dance	because she was a slave and they were servants.

Wednesday

Wednesday – Guided Reading

Read page 8 and 9. Here's some examples of questions you can ask your child as you read…

Pg 8

1. Can you find 2 verbs in the first sentence?
2. Who can find words ending in the suffix 'ly'?
3. Why did Rhodopis jump up?
3. What is a falcon and what adjective is used to describe it in the text?
4. Why do you think Rhodopis bowed her head and felt a rush of air on the back of her neck?

Pg 9

1. In the first sentence, what word tells you the falcon if flying?
2. Why do you think exclamation marks are used after 'stop' and 'come back'?
3. Who can spot the contraction in the last paragraph?
4. What do you think 'salting the river with her tears' means?

Wednesday – Guided Reading Quick task

Please write and complete the sentences in your book.

I think Rhodopis felt…

I know this because…



Wednesday
LO: to compare to pieces of modelled writing

On the next two slides there are two different examples of a character description. The children need to discuss with you which writing they think is better and why? Here are some questions to help…

- Is the writing interesting to read or listen to?
- Are there lots of adjectives being used?
- Do the sentences sound the same every time?
- Are some sentences longer and some shorter?
- Are there different type of sentences? (A question, an exclamation sentence, a statement, a command)
- Do the text contain conjunctions?
- Do the sentences always start the same way, for example, do they all start with “She is…”

Read the first character description and discuss how it could be improved before reading the next one.

Modelled Writing 1

A long time ago, there lived a maiden called Rhodopis. She was pretty. She was quiet and shy. She lived in Greece. She was stolen by pirates then she was sold as a slave. Rhodopis looked different to the Egyptian servant girls. They had brown eyes. She had green eyes. They had straight hair. She had wavy hair and it was blonde. Their skin glowed copper. She has pale skin that went red in the sun. Rhodopis was given her name because it meant 'rosy-cheeked' in Greek. The Egyptian servant girls used to tease her. This made Rhodopis feel sad. She always did what she told them because she was just a slave. Rhodopis made friends with the animals. She was kind and friendly. The animals liked her. Rhodopis would sing and dance for her animal friends. She was beautiful and she was talented. When Rhodopis got the new slippers she was delighted. She liked dancing in them.

Modelled Writing 2

A long time ago, there lived a beautiful, pretty maiden called Rhodopis. She was a quiet and shy girl but she was kind and loved animals. Rhodopis from Greece but she was stolen from her wonderful home by horrid pirates and taken to Egypt. How could someone do something so awful? In Egypt, she was sold as a slave and had to work all day every day. The other servants were Egyptian girls who were nasty and would tease Rhodopis. They said awful things to her because she looked different. The Egyptian girls had brown eyes but Rhodopis had green eyes. They had straight hair but she had wavy, blonde hair that got tangled in the wind. Their skin glowed copper but her skin was pale and went red in the sun. How different she looks from the other girls! Rhodopis suited her name well because it meant 'rosy-cheeked' in Greek and Rhodopis always had rosy cheeks. When the cruel, wicked servant girls jeered at her it made Rhodopis feel upset and lonely. Why were they so mean and unpleasant? She had no friends or family to talk to. Rhodopis always did what the horrible servants told her to do because they were servants and she was only a slave. Rhodopis made friends with the curious, magnificent animals. The animals liked her because she was so friendly and would sing and dance for them. Her voice and dance moves were so beautiful, the animals couldn't look away. How did she dance like that? How talented she was! When Rhodopis got the new slippers she was delighted. She enjoyed dancing more than ever before with her exquisite new slippers sparkling brightly in the sunlight.

Go to the next slide to see some annotated key features…

Modelled Writing 2

A long time ago, there lived a beautiful, pretty maiden called Rhodopis. She was a quiet and shy girl but she was kind and loved animals. Rhodopis from Greece but she was stolen from her wonderful home by horrid pirates and taken to Egypt. How could someone do something so awful? In Egypt, she was sold as a slave and had to work all day every day. The other servants were Egyptian girls who were nasty and would tease Rhodopis. They said awful things to her because she looked different. The Egyptian girls had brown eyes but Rhodopis had green eyes. They had straight hair but she had wavy, blonde hair that got tangled in the wind. Their skin glowed copper but her skin was pale and went red in the sun. How different she looks from the other girls! Rhodopis suited her name well because it meant 'rosy-cheeked' in Greek and Rhodopis always had rosy cheeks. When the cruel, wicked servant girls jeered at her it made Rhodopis feel upset and lonely. Why were they so mean and unpleasant? She had no friends or family to talk to. Rhodopis always did what the horrible servants told her to do because they were servants and she was only a slave. Rhodopis made friends with the curious, magnificent animals. The animals liked her because she was so friendly and would sing and dance for them. Her voice and dance moves were so beautiful, the animals couldn't look away. How did she dance like that? How talented she was! When Rhodopis got the new slippers she was delighted. She enjoyed dancing more than ever before with her exquisite new slippers sparkling brightly in the sunlight.

Adjectives Questions Conjunctions Exclamation sentences

Wednesday – Handwriting

Practise your handwriting by copying this sentence. Don't join your letters for this but focus on forming each letter correctly, starting and finishing on the line in your book and making all of your lower case letters the same size.

Rhodopis found friends among the animals.

Thursday

Thursday
LO: to write my own expanded noun phrases

Today, you are going to look at all of the work you have done this week and use it to help you write a character description of Rhodopis.

To start, have a read through the second modelled writing from yesterday to give you some ideas.

Next, have a look at the mind map you created of adjectives to describe Rhodopis – use this to remind yourself of the wonderful vocabulary you have already thought of, that's why you wrote it!

Then, just before you get started, have a look at this Success Criteria. You can use this like a checklist to make sure you've included all the things that make you a great Year 2 writer!

- Capital letters for the beginning of a sentence
- Capital letters for proper nouns
- Full stops, question marks or exclamation marks to show the end of a sentence
- Adjectives to describe
- Conjunctions (and, but, because, if, etc.) to extend sentences and give more detail.

Other things you may wish to use:
- Questions
- Exclamation sentences

Friday

Friday – Guided Reading

Read page 10 and 11. Here's some examples of questions you can ask your child as you read…

Lesson 4 Pg 10

1. What city did the falcon fly to?
2. Look at the word Pharoah- can you see the possessive apostrophe? Why do you think it's there?
3. Did Amasis enjoy sitting on the throne? How do you know?

Pg 11

1. Why did Amasis think the slipper was a scrap of the sun?
2. What did the Pharaoh think when he saw the falcon?
3. Why did every maiden in Egypt need to try the slipper on?
4. Why did Amasis dismiss the court?

Friday - Guided Reading – Quick Task

To make a prediction

You have now read up to page 11 of Egyptian Cinderella. The falcon has just flown to Memphis, where the Pharaoh is having a big party. What do you think will happen next?

Copy and complete the sentence.

I predict …

Friday

Task: Complete this weeks spelling test.

Look at your spellings for next Friday. Can you write a sentence for each one?