

Cinderella Gets on the Prince's Nerves

KS2 Cinderella - Lesson 5

Evidence-Based Learning

Using simple stories to develop advanced learning skills

An extensive review of educational research has identified the 8 key **Evidence-Based Learning (EBL)** skills

Five of these EBL skills are developed in this lesson through the story of *Cinderella*

Collaboration

Thinking Skills

Peer Assessment

Independent Learning

Self-Regulation



Simple stories are one of the easiest way to deliver EBL skills

Activities in this lesson include:

learning about the features of a recount, when to use the first/third person and fronted adverbials, how to write a diary entry and writing a diary entry.

Our EBL resources will develop all eight key thinking and learning skills

Our EBL resources will develop the eight key thinking and learning skills identified by extensive educational research as necessary for developing the highest levels of thinking and learning.

The ideal vehicle with which to develop these eight key skills are simple stories because once pupils know a story well, it is possible for them to think about and manipulate that story in increasingly complex ways.



Our EBL resources will also develop teaching skills

This lesson also contains
an overview of EBL
plus
a five-minute evidence-based
teacher CPD activity

What is Evidence-Based Teaching and Learning?

Evidence-based learning and teaching is a way to conceptualise how to take decisions to improve learning and teaching based on concrete evidence. (1)

Evidence-based teaching and learning is based on the principle that teachers should use research to make informed decisions with regards to learning. (2)

(1) *Evidence-based approaches to learning and teaching 2020*
European University Association – eua.eu

(2) *Top Tips For Implementing Evidence-Based Teaching Practices 2020*
blog.insidegovernment.co.uk

Our EBL resources are based on a wide ranging review of educational research papers from the last 50 years.

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A different emoticon is used for each of the eight EBL skills to reinforce for pupils which skill they are currently learning.

The proven route to success in the classroom

for pupils



for teachers



Teaching Unit

A **recount** retells an event **after** it has happened.

If you were **Cinderella**...



and you wrote an **account** about the night that you went to the ball, in the **time order** that things happened

this **account** would be a **recount**

Recounts **retell** an event



in the **time order** that it happened



Recounts can tell us **these** things about an event:

- **What** happened
- **Where** it happened
- **When** it happened
- **Who** was there

If the person writing the recount is **in** the recount, then the recount will be written in the **first person**, using words such as: *me, my, I* and *mine* or *we* and *our*.

The fairy godmother said:



I will make you a dress and a coach with **my** magic wand, so that you can go to the ball.

If the person writing the recount is **not** in the recount, then the recount will be written by someone else.

This means that it will be written in the **third person**, using the **names** of the people in the recount and **pronouns** such as: *he, she, their* and *they*:

Cinderella's stepsisters said that Cinderella could NOT go to the ball as she had nothing to wear.

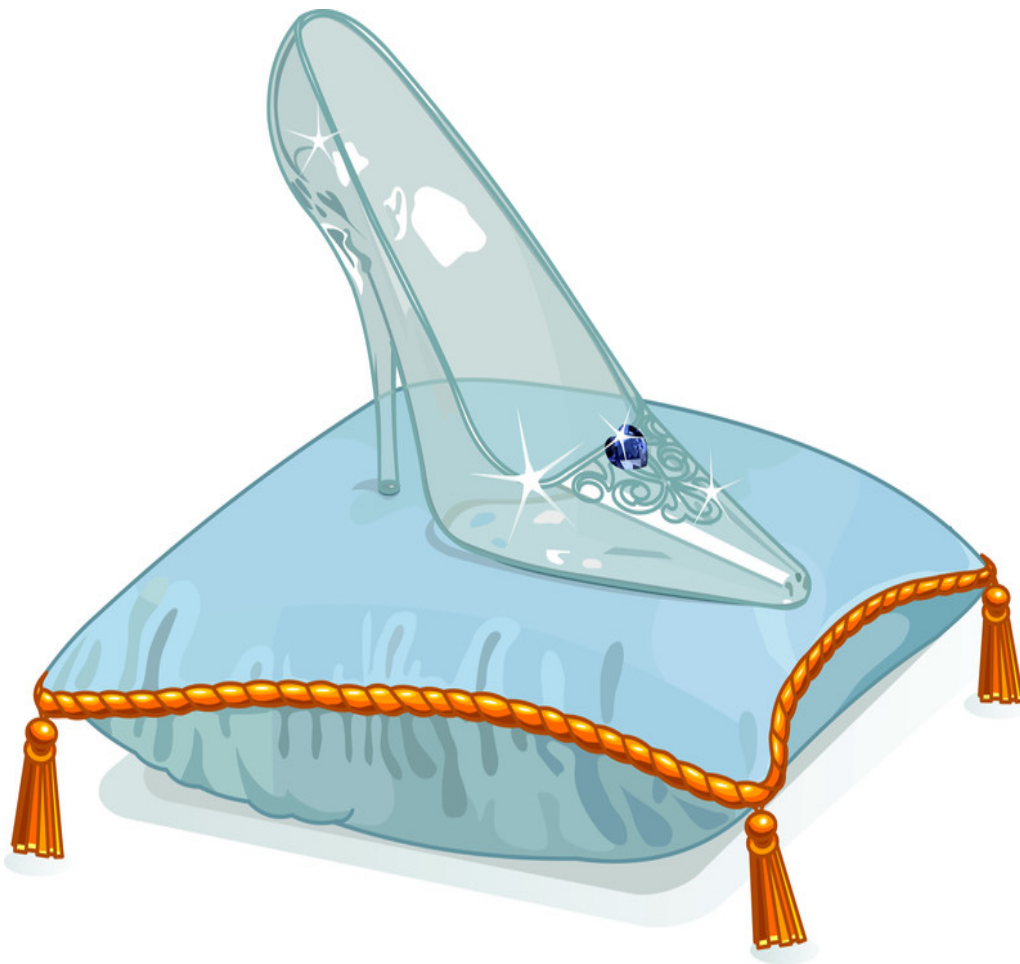
They said that **they** were going to the ball as **they** DID have something to wear.



Recounts are always written in the **past tense** because they are about events which have **already** happened.

- The past tense uses **past tense** verbs:

Cinderella **lost** one of her glass slippers as she **ran** from the ball when the clock **struck** twelve



<p>Recounts always retell events</p>	
<p>in the time order that they happened</p>	
first	<p>Cinderella could not go to the ball because she had nothing to wear and no way to get to the ball.</p>
next	<p>The fairy godmother used magic to make Cinderella a dress to wear to the ball and a coach to take her there.</p>
then	<p>Cinderella went to the ball and danced with the prince. She ran away when the clock struck twelve.</p>

Recounts

Recounts are texts which tell the reader about something that has happened.

Recounts are similar to **stories**, because they are written in **time order** and they have a beginning, middle and end.

Recounts are written in the **past** tense.



Recounts can be written in the **first** person:

I tried on the glass slipper and it fitted **me**!

Recounts can also be written in the **third** person:

Cinderella tried on the glass slipper and it fitted **her**.

Reminder

Recounts **always** tell us:

what	happened
where	it happened
when	it happened
who	was there



Recounts always **retell** an event:

in the **time order**
that it happened

Just like stories, the events in recounts are written in the **order** in which they happened. This is called time order or chronological order.

We can describe the time that something was done with a single word or a phrase (a group of words):

single words		
first	next	then
later	finally	eventually
phrases		
in the morning	later that day	by midnight
before breakfast	after the ball	at bedtime

A word or a phrase that tells you when (or where or how) something was done is called:

an **adverbial**

When a word or a phrase that tells you when (or where or how) something was done **and** is used at the start of a sentence, it is called:

a **fronted** adverbial

Fronted adverbials are used at the **start** of sentence to tell us **when** (*how* or **where**) something was done.

In the morning , Cinderella could not go to the ball.
<i>Magically</i> , the Fairy Godmother made Cinderella a dress.
In the ballroom , Cinderella danced with the prince.

Collaborative Activity - Writing a Diary Entry

Imagine that Cinderella and the prince were married not long after the ball. It is a now exactly one year after the wedding.

When they got married, they did not know each other very well. However, one year has passed, and now they know each other very well – in fact, they can sometimes be heard arguing all over the castle!

These are the things which **Cinderella** has found out about the prince:

- ☹ He is very untidy.
- ☹ He refuses to help around the house.
- ☹ He likes going out with his friends all the time.
- ☹ He seems to love his pet frog more than her.

These are the things which the prince has found out about Cinderella:

- ☹ She spends hours in the bath.
- ☹ She spends lots of money on clothes and make up.
- ☹ She is late for everything.
- ☹ She buys hundreds of pairs of shoes.

You and your partner are going to write a diary entry from the **prince's** point of view. You are going to write a diary entry about how Cinderella is getting on your nerves.

To help you write this, the next page gives you an example of what **Cinderella's** diary entry might be like.



How to Write a Diary Entry


In a diary entry, the writer does not just describe **what** happened; they also comment on how they **felt** about the things that happened.

Below is a page from Cinderella's diary

Cinderella's diary entry is a **recount**, so Cinderella:

1	Wrote about what happened and where it happened.
2	Told the events in time order .
3	Included details about how she felt , for example: <i>When we first got married I was so happy, but I soon got tired of him making a mess.</i>
4	Used a chatty style to involve the reader and make it enjoyable to read, for example: <i>We had only been married for six months when he bought that dreadful pet frog! THAT frog is going to be moving to the goldfish pond in the palace gardens any day now! The prince will never find it. The pond has about fifty frogs in it and they all look the SAME! Once you have seen one frog you have seen them all.</i>
5	Wrote in the first person and used personal pronouns, for example: <i>Lately he has got more and more untidy. I am not picking up anymore of his clothes off the floor. EV...ER.</i>
6	Summarised the events with a final sentence, for example: <i>At least I am easy to live with!</i>

- Now you are going to be the prince. You are going to write your diary entry about the **things** that Cinderella **does** that are getting on your nerves. This might be her spending all her money on shoes, or her making a mess all over the house, or her long phone calls to Snow White. You can make up anything you like.

Reminders	The Prince's Diary	
<p>You are the prince so you need to write your diary entry in the time order that the events happened</p> <p>e.g. <i>When we got married I thought...</i></p> <p><i>Not long after that...</i></p> <p><i>Then...</i></p> <p><i>Recently...</i></p> <p>You are in this recount so you need to write in the first person</p> <p>e.g. <i>I was so tired of her buying so many new shoes...</i></p>		

Collaborative Peer Assessment Activity

Peer assessment is about checking the quality of other pupils' work. Using peer assessment will help you to learn more. Swap your diary entry with another pair.

Did their diary entry...		yes	no
1	Say who the entry was about?		
2	Say when the events took place?		
3	Say where the events took place?		
4	Write the events of the day in time order?		
5	Talk directly to the reader in a chatty style?		
6	Describe the writer's feelings about the day?		
7	Include at least one fronted adverbial?		
8	Finish with a one sentence summary?		

Was their diary entry...		yes	no
9	Written in the past tense?		
10	Written in the first person?		

Add-up the number of 'yes' ticks they got.	
--	--



If they got 6 or more 'yes' ticks tell them **CONGRATULATIONS** they have written a **RECOUNT**.

- Swap your work back to see how you and your partner did.

Independent Learning Activity

Independent learning is when you teach yourself something new. You can use the peer assessment activity above and turn into a 'how to write a diary entry' page for you to use the next time you need to write a diary entry. Copy this check list.



My check list for writing a diary entry

A diary entry needs to...		✓
1	Say who the entry was about.	
2	Say when the events took place.	
3	Say where the events took place.	
4	Write the events of the day in time order.	
5	Talk directly to the reader in a chatty style.	
6	Describe the writer's feelings about the day.	
7	Include at least one fronted adverbial.	
8	Finish with a one sentence summary.	
9	Written in the past tense (played, watched etc)	
10	Written in the first person (I, me, my etc)	



This check list is a great reminder of how to write a diary entry. You can tick each feature as you use it.

An independent learner is capable of learning on their own.

Self-Regulation Activity

Self-regulated learners use the best strategies for learning so that they learn the most

One of the key features of self-regulation that you needed to do as you worked on this diary entry was:



Keeping going when the work got difficult (this is called perseverance).



Why do you think that keeping going when the work gets difficult will make you a better learner?









This is self-regulation.



Teacher Overview

The first table shows the eight EBL skills identified by research as key to learning. Each skill has its own icon. The second table shows the skills that were developed in *this* lesson and their purpose.

The eight EBL skills proven to maximise learning

			
Collaborative skills	Thinking skills	Peer Assessment skills	Peer Teaching skills
			
Self-Assessment skills	Metacognitive skills	Self-Regulation skills	Independent Learning skills

This lesson has developed these EBL skills

skills	purpose
collaborative skills	to develop the most effective ways of working with peers
thinking skills	to develop and consolidate higher and lower order thinking skills
peer assessment skills	to develop the assessment skills pupils need to give each other valuable feedback so they learn from, and support each other
independent learning skills	to teach themselves something new by summarising and explaining it in their own words
self-regulation skills	to develop the highest levels of thinking with the most productive learning behaviours

Five-Minute CPD for Teachers: Self-Regulation

All eight EBL skills are research-driven.
An example of the research that supports the self-regulation used in this unit is:



High self-regulating learning classrooms benefit both higher and lower achieving pupils

Pupils in high self-regulating learning classrooms demonstrated high levels of on-task behaviour and metacognitive awareness, and communicated attitudes and approaches to learning that focused on educational and personal progress.

Even the low-achieving pupils exhibited high efficacy for learning, believing that they could learn and improve, and did not shy away from the more challenging tasks.

Self-Regulated Learning: A Literature Review
Duckworth, Akerman, MacGregor, Salter and Vorhaus 2009
Institute of Education – University of London – www.learningbenefits.net

Five-Minute Evidence-Based CPD

A good question to ask yourself after using self-regulation is “how can I check the level of self-regulation that exists in my classroom?”

You can use the information above to generate a simple self-regulation check-list.

1	Do most of my pupils show high-levels of on-task behaviour?	y	n
2	Do most of my pupils show metacognitive awareness?	y	n
3	Do most of my pupils believe that they can make progress?	y	n
4	Do most of my pupils believe that they can learn?	y	n
5	Do most of my pupils relish more challenging tasks?	y	n



Action Step

As a result of this check I conclude that my classroom **IS** a self-regulated learning classroom.

As a result of this check I conclude that my classroom is **NOT** a self-regulated learning classroom.