

# My Diary by Fairy Godmother

*Illustrated by Chantal Stewart*

**Level 20**

## Getting ready for reading

Ask the students if they know the story of Cinderella. If so, ask them to retell it. If not, tell it to them.

## Talking through the book

Give each student a copy of the book. Ask: *Who was this book written by? What do you think it will be about?*

## Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the students to support their answers with evidence from the book as they discuss these questions.

*What do Cinderella's sisters tell her to do?*

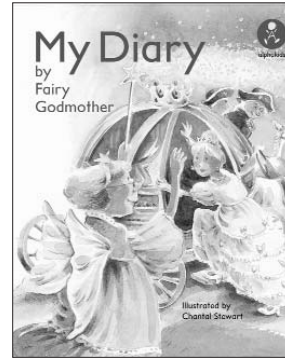
*How does Cinderella feel about her sisters?*

*Would the prince have danced with Cinderella if the fairy godmother had not given her a beautiful dress?*

*Do beautiful girls always get to marry a prince?*

### ***Being a code breaker***

Students could investigate the hard and soft sound represented by the letter 'c' in the book: *Cinderella, Cinders, come, nice, could, prince, clothes, coach, cats, mice, success, danced, princess, clock, excited, course, palace.*



## TEXT FEATURES

- **This book is a narrative written as a diary. It tells the story of Cinderella from the perspective of the fairy godmother.**
- **The text is written in the first person.**
- **Days of the week are used as headings to indicate the passing of time.**
- **Colour illustrations extend the text and carry some of the story.**

### ***Being a text user***

Discuss:

*What features of this book tell you that it is a diary?*

### ***Being a text critic***

Discuss:

*Was My Diary really written by Cinderella's fairy godmother?*

*How is it the same as the Cinderella story shared before reading the book?*

*How is it different?*

*Do people like Cinderella who are treated unfairly end up getting good things in real life?*

## **Literacy learning centres – follow-up activities**

### **T TEXT CENTRE**

Students could make a time line of the events in the story.

### **✍ WRITING CENTRE**

Students could write the next entry in the diary. How will Humpty Dumpty's story end now?

### **🎧 INTERACTIVE LITERACY CENTRE**

Students could work in cooperative groups to retell the story of 'My Diary' as a radio interview with the main characters.

### **😊 WORD CENTRE**

Students could list and sort words with the hard and soft sound represented by the letter 'c' on a chart.

<b>Soft c</b>	<b>Hard c</b>
Cinderella	come
Cinders	could
nice	clothes
prince	coach
mice	cats
success	success
danced	clock
princess	course
excited	
palace	

These words could also be written on sticky labels and sorted by the sound represented by the letter or letter cluster.

### **Keeping track**

Checklists can be used to track the students' responses during guided reading sessions. Their responses show:

- Literal understanding – for example, can they identify what the sisters tell Cinderella to do?
- Interpretive understanding – for example, can they explain why they think that being beautiful is not a guarantee for life-long happiness?