



The Mean King

Objectives

- Strand 4: Reflect on how working in role helps to explore complex issues.
- Strand 12: Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes.

Differentiation

Support

- Ask less confident learners to plan their story as a bulleted list, extending it at the end into two lists that show their alternative endings.

Extend

- Confident learners can add web links at the end of their stories to background information on legends or traditional tales or to a further reading list.

Cross-curricular activities

Music Unit 9

Animal magic – Exploring descriptive sounds

- Ask the children to experiment with sounds and rhythms to portray characters from *The Mean King*.

How the text works

- Look together at the first screen and ask the children to identify features that are similar to a book. (For example, the title and strapline, *Being mean can be costly*, are similar to a book cover; the question text is similar to back cover blurb.)
- Discuss the meaning of the strapline and ask the children to consider it alongside the title. Can they predict what might happen in the story?
- Read screen 2 together and look at the illustration. Discuss what the illustration adds to the character of the King. Ask the children to consider how the title of the story also influences our view.

- Invite the children to read the text up to the point where they can choose an ending (screen 8). Talk about the setting. Discuss what the text and illustrations tell us and whether the setting is important in the story so far.
- Encourage the children to identify features that suggest this is a 'traditional tale'. (For example, the wealthy and poor; the message.)
- Talk about how the story is different from most books as it allows the reader to choose the ending. Ask the children to recall other stories they have read with alternative endings, and to compare them with this one.
- Hold a class discussion on what the King did next. Encourage the children to give reasons for their views with reference to the King's character and the style of the story. (For example, similar fairy tales usually have a happy ending.)
- Ask the children to explore both endings and to decide which they find the most satisfying, appropriate and believable, and why. Elicit how the sad ending is more dramatic and better suits the strapline.