

**Genre:** Traditional story; play

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**Illustrator:** Deborah Jones

## Key Teaching Objectives

### Lesson 1

**Y5 Strand 4: 3** Use and recognise the impact of theatrical effects in drama

**Y5 Strand 7: 1** Make notes on and use evidence from across a text to explain events or ideas

**Y5 Strand 7: 5** Explore how writers use language for comic and dramatic effects

**Y5 Strand 8: 2** Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts

## At a Glance

**Lesson 1:** Focus on Villain Character

**Lesson 2:** Focus on Humour

In this extract from the Aladdin stories, Aladdin, the cheekiest boy in the world, does his best to woo the beautiful princess Tigerlily with his friendliness, kindness and braveness (not to mention his jokes). Meanwhile, the sly Malafigo tries to inveigle his way into the Twanky Washing Inc. empire.

The story of Aladdin comes from the book *The Arabian Nights*, which also includes the Ali Baba and Sinbad stories. The children may well be familiar with the story. As pantomime is often children's first experience of theatre, they may also be familiar with its conventions and stock characters. Widow Twanky is the typical dame, and Malafigo, the obligatory villain.

The script is full of humorous word play for children to explore and, as it is an extract, it gives the children an opportunity to practise predicting what might happen next.

## Think

Pages 2–3

Ensure the children understand the meaning of the word 'extract'. Find out what they already know about Aladdin and talk about the many different versions – in books, films and plays. Look at the cast list together. Point out that this is a pantomime. What might the children expect of this kind of play?

## Read and Respond

Pages 4–15

Allocate parts to the children and read up to the end of Scene One, then pause and check the children's understanding.

The following questions can be used as prompts:

- What evidence is there that Wishy-Washy is a good friend to Aladdin? *He warns Aladdin that his mother is coming, helps him to hide and then pretends that he hasn't seen him.*
- Why is Widow Twanky "steamed up"? *Her glasses are steamed up and she's angry at Aladdin's laziness.*
- What does Aladdin do with the orange? *He gives it to Wishy-Washy to thank him for covering for him, but then takes it back to give to the princess to show he is generous.*
- Why do you think the princess and Ly-Chi are in disguise? *They don't want to be recognised in the market.*
- Do you think Aladdin has managed to impress the princess? Why? *She does think he's funny; she's intrigued.*
- How does Malafigo deceive Aladdin? *He convinces him he is his long lost uncle.*

## Going Deeper

Discuss the features of pantomime and list those found in the play so far, including: story based on traditional tale, dame character, jokes, actors addressing the audience directly, audience participation.

## Challenge

How might Wishy-Washy's name suggest his character? Talk about what his voice might sound like and how he might move.

## Focus on: Villain Character • Pages 13–15

## Reflect

Brainstorm adjectives to describe each character. Discuss how understanding a character can help in reading aloud with expression.

## Challenge

What do you think will happen next? Will Widow Twanky be taken in by Malafigo's lie? What do you think Malafigo's "evil plan" is?

## Follow-up

**PCM 1** Comprehension.

**Challenge** Retell the first part of Scene One (up to Widow Twanky's entrance) from Wishy-Washy's point of view.

## Think

Ask the children to summarise what has happened so far. Write some phrases from the text onto a flipchart. Ask the children to read them aloud and discuss how the punctuation helps them decide how the phrases should be read.

## Read and Respond

Pages 16–23

Allocate parts to the children. Remind them to read with appropriate expression and pace. Read to the end of the play with plenty of expression, and then check the children's understanding.

The following questions can be used as prompts:

- Why do you think Widow Twanky and Aladdin believe Malafigo so easily? *They don't know what the audience knows; he seems so kind and they want to believe him.*
- Do you feel sorry for Wishy-Washy? Why/why not? *Yes. He works hard and gets little reward. He's not family so doesn't get to share in their seemingly good fortune.*
- How did Ly-Chi know where to find Aladdin? *He shouted out where he lived as the girls were leaving the bazaar in Scene One.*
- Why do you think Aladdin is disappointed that the princess comes just to say thank you for the orange and for making her laugh? *He was hoping for something more.*
- What do you think Wishy-Washy means by his last line in the extract? *It's a warning that all may not be as it seems; it sets up the possibility of obstacles in the rest of the play.*

## Going Deeper

Ask the children to pair up and practise reading the dialogue between Malafigo and Widow Twanky on page 18 (ignoring Wishy-Washy's one line). They should think about how they could say the lines expressively to bring out the characters and the humour. Allow time for feedback.

## Challenge

Discuss the typical plot of the cheeky, poor boy falling for the beautiful, rich girl. Do any other stories have a similar plot?

## Focus on: Humour • Pages 4–7

## Reflect

Ask the children for their personal responses to the play.

- Did they like the play?
- Which character/scene did they like best?

## Challenge

What might happen next? Will Aladdin win his bride? Will he get rich?

## Follow-up

PCM 2 Writing.

**Challenge** Write Scene Three as a story in prose format, including both direct and indirect speech.

## Key Teaching Objectives

### Lesson 2

**Y4 Strand 4: 1** Reflect on how working in role helps to explore complex issues

**Y5 Strand 4: 3** Use and recognise the impact of theatrical effects in drama

**Y5 Strand 7: 5** Explore how writers use language for comic and dramatic effects

**Y5 Strand 8: 2** Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts

**Y5 Strand 9: 2** Experiment with different narrative forms and styles to write their own stories

## Further writing

Children can write a diary entry for Malafigo describing how he tricked Aladdin and Widow Twanky, and how he is feeling.