Stage 3

Chicken Licken

Written by Gill Munton and illustrated by Christine Pym
Teaching notes written by Thelma Page

Sounds practised in this book: ee (as in see), oo (as in look), ar (as in farmyard), ow (as in Ow!)

Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.
- This story is based on an English traditional tale that was written down almost two hundred years ago. It has been retold in many versions, and is also known as ‘Chicken Little’ or ‘Henny Penny’.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Draw attention to the rhyming words in the title. Ask the children to identify graphemes that are in both words. Ask: What might happen in this story?
- All the words in this story are decodable for this stage. You can look together at the inside front cover for a list of the high frequency tricky words for this stage used in the book, to help build familiarity with these before children read the story independently.
- Talk about the speech bubbles. Tell the children that they show which character is speaking.

Reading the extended story

- Read the extended story (on page 51 of the Traditional Tales Handbook) to the children. Use the eBook or pupil book to show the images to the children as you read, and pause during the story to ask questions.
- Pause at the end of page 2. Ask: What do you think might have hit Chicken Licken? How would he feel?
- Pause at page 7. Ask: What do Hen Len and Cock Lock think about what Chicken Licken has told them?
- At the end, ask: Why did Chicken Licken make a mistake? Do you think he will do it again?

Reading the story

- Tell the children it’s now their turn to read the story themselves. Remember to give them lots of encouragement and praise as they read.
- Remind children that they need to blend words from left to right and sound out each phoneme in a word. Practise blending a few words by saying the phoneme of each word in order, e.g. ch-i-ck-e-n. Focus on ar in the words barn, farmyard and garden.
- Support the children with the words we, me, they, all, you, explaining that they are tricky words, but also very common and useful. If a word is too difficult, simply read the word for them.

Returning to the story

- Ask: Who did Chicken Licken run to tell that the sun had fallen? Encourage the children to tell you the different characters in the order that Chicken Licken told.
- Ask: Why didn’t Duck Luck believe Chicken Licken’s story? Do you think he was wise?
- Look again at pages 14 and 15. Ask: How do you think Chicken Licken felt at the end of the story? Do you think he was happy to find he had made a mistake?
Storytelling

- Show the class the video of the storyteller performing the story on www.oxfordprimary.co.uk/tradtales.
- Talk about how the storyteller uses rich and imaginative language to describe characters and events in the story.
- Ask the children to think about how the storyteller uses her voice to add expression by varying her tone and the rhythm of the story. Discuss how the storyteller uses facial expressions to show emotions.
- Ask the class to discuss what they particularly enjoyed about the storyteller version of the story.
- Have a look at the storytellers’ notes for information about the storytelling techniques used in the video.

Drama

- Tell the children you are a friend of Chicken Licken, and you have heard from other animals on the farm that the sun fell on Chicken Licken’s head! You are worried about your friend. Ask: Do you know what happened to Chicken Licken?
- Tell the children that you want to know what happened. Ask them to work in pairs, using the story map available on www.oxfordprimary.co.uk/tradtales, to say what happened and explain Chicken Licken’s mistake.
- Then ask the children to tell you what happened, taking it in turns around the class.

Writing

- Talk about what happened in the story together. Use the story map available on www.oxfordprimary.co.uk/tradtales as a prompt to talk about the main events. Tell the class that you are going to write a different version of the story together.
- Tell the children to imagine that Duck Luck didn’t realise it was a nut that had fallen on Chicken Licken. Ask them to think of two more characters that Chicken Licken could have run to tell, such as Goose Loose and Turkey Lurkey.
- Encourage them to use the patterned language to continue writing the story using the new characters. Scribe the children’s sentences, asking them to help you with spellings.
- Imagine that in the end they go and tell Farmer Tarmer. What will he say to them? How will he help them to see their mistake? When you have completed your shared story, read it aloud to the class.

Links to the wider curriculum

Science

- Try dropping different items from an outward stretched arm, e.g.: a ball, an apple, a sheet of paper, a feather, a pencil. Which items fall fastest? Which fall more slowly? Why is this?

Geography

- Draw a plan of a farm. Put in a barn, a duck pond, a farmhouse, an orchard, some fields, tracks and a road. Label your plan.

Art and design

- Ask the children to paint their own hen, cockerel or duck, using the style of the bird pictures in the story for inspiration.

Music

- Use voices to make various animal sounds.

Practise each one, then build them into a farmyard chorus.

PSHE and Citizenship

- Discuss the mistake that Chicken Licken made. What do you do if you are surprised by a loud noise? Talk about ways of dealing with unwanted surprises in a calm way.

For more ideas on how to use this book in the classroom use the Traditional Tales Handbook.
Stage 3

Cook, Pot, Cook!

Written by David Bedford and illustrated by Jimothy Rolovio
Teaching notes written by Thelma Page

Sounds practised in this book: oo (as in food), oo (as in cook), ow (as in town)

Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.

- This story is based on the tale written down by the Brothers Grimm, over two hundred years ago. There are several versions, and it is also known as ‘The Magic Porridge Pot’ and ‘Sweet Porridge’.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask the children to say what they think this story is about. Ask: Do you think there is anything special about the pot on the cover?

- All the words in this story are decodable for this stage. You can look together at the inside front cover for a list of the high frequency tricky words for this stage used in the book, to help build familiarity with these before children read the story independently.

Reading the extended story

- Read the extended story (on page 57 of the Traditional Tales Handbook) to the children. Use the pupil book to show the images to the children as you read, and pause during the story to ask questions.

- Stop reading at the end of page 5. Ask: What has the pot done? Do you think the pot is magical?

- Pause at page 11 where the porridge is spreading across the floor. Ask: What do you think will happen next?

- At the end of the extended story, ask: How do you think Nan feels? Do you think she did anything wrong?

Reading the story

- Tell the children it’s now their turn to read the story themselves. Remember to give them lots of encouragement and praise as they read.

- As they read, encourage the children to sound out the phonemes, for example s-u-p-p-er. Focus on the oo grapheme and draw attention to how it is pronounced in look, cook and took and the alternative pronunciation in food.

- Draw attention to exclamation marks in the story. Practise reading these sentences with expression.

- Support the children with the words all, was, me, her, explaining that they are tricky words, but also very common and useful. If a word is too difficult, simply read the word for them.
Returning to the story

• Ask: Who knew how to stop the pot? Find the page that shows us.
• Talk about what happened in the story. Ask: Why do you think Nan told the pot to cook? How do you think she felt when it did not stop cooking?
• Ask: What do you think the people in the town thought about the porridge going everywhere?
• Look again at page 15. Ask: What do you think will happen to the porridge? Do you think Nan will ever use the pot again?

Storytelling and Drama

• As a class, talk about the events in the story. Provide copies of the story map available on www.oxfordprimary.co.uk/tradtales as a prompt.
• Ask the children to imagine they are Nan. Prompt them to think about how Nan would feel at each point in the story, for example: How did she feel when the pot first cooked for Tess? Why did she decide to make the pot cook? How did she feel when it did not stop cooking? Was she scared when the porridge carried her down the road? What did she think was going to happen? Was she happy at the end or did she worry about the mess?
• As a class retell the story from Nan’s point of view. Encourage the children to think about how Nan felt throughout the story and to show this as they recount what happened. Act as scribe for the children to create Nan’s version of the story using the children’s suggestions and asking them for help in forming sentences and thinking of interesting words.

Writing

• Write a shared story. Ask the children to change the story. Instead of porridge, what might the pot cook?
• Ask them to choose a main character instead of Tess, and another character who tells the pot to start, but cannot stop it.
• Use the children’s suggestions to tell a new story together. When you have created a new story, you could scribe the story and the children could illustrate the main points in it. Make a class book to read.

Links to the wider curriculum

Science

• Do you like porridge? If possible, make some porridge in class. You could use a microwave oven or you could bring in some ready-made, in a food flask. (Please be aware of health and safety issues related to this activity.) Let the children taste it. Is it better sweet or salty?

Art and design

• Design and make a fancy dress wizard’s hat. Decide upon background colour, patterns and decorations. Make and wear your hats.

Music

• Listen to part of ‘The Sorcerer’s Apprentice’ by Dukas, especially the part where the water cannot be stopped. Use the music in a dance lesson. Imagine and show the water moving faster and faster, then dying down and stopping.

PSHE and Citizenship

• Ask the children to describe the problem in this story. Talk about what we can learn from it. Have you ever started something you didn’t know how to stop, e.g. a tap you couldn’t turn off? Encourage children to share their experiences, and add some of your own.

For more ideas on how to use this book in the classroom use the Traditional Tales Handbook.
Stage 3

Right for Me

Written by Gill Munton and illustrated by Ilaria Falorsi
Teaching notes written by Thelma Page

Sounds practised in this book: igh (as in right), oo (as in good), air (as in chair)

Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.
- This story is based on ‘Goldilocks and the Three Bears’. It is an English folk tale and was written down almost two hundred years ago. It is also known as ‘The Three Bears’ or, sometimes, just as ‘Goldilocks’.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask the children to say what they think this story is about. If they recognise the story, let them tell you what they remember about it.
- All the words in this story are decodable for this stage. You can look together at the inside front cover for a list of the high frequency tricky words for this stage used in the book, to help build familiarity with these before children read the story independently.
- Talk about the speech bubbles. Tell the children they show that a character is speaking.

Reading the extended story

- Read the extended story (on page 51 of the Traditional Tales Handbook) to the children. Use the pupil book to show the images to the children as you read, and pause during the story to ask questions.
- Stop reading at the end of page 7. Ask: Should she be eating the porridge? What might happen next?
- Pause at page 12 when the bears return. Ask: What do you think they will say?
- At the end of the extended story, ask: How do you think the bears feel? What do you think might happen next?

Reading the story

- Tell the children it’s now their turn to read the story themselves. Remember to give them lots of encouragement and praise as they read.
- Remind children that they need to blend words from left to right and sound out each phoneme in a word. Practise blending a few words by saying the phoneme of each word in order, e.g. d-i-sh, r-i-gh-t. Notice that chair has the grapheme air in it. This may be a new spelling pattern, so make sure that children can sound out and blend this word.
- Support the children with the words they, me, my, explaining that they are tricky words, but also very common and useful. If a word is too difficult, simply read the word for them.
Returning to the story

- Ask: Whose food was tasted, but not eaten? Whose food was eaten? Find the page that shows us.
- Talk about what happened in the story. Ask: Whose belongings did the girl find were right for her? Whose bed did she choose and why?
- Ask: What do you think the bears thought when they came home and saw the porridge bowls and then the chairs?
- Look again at page 15. Ask: What do you think the bears said to the girl when they found her? What do you think she would say to them?

Storytelling and Drama

- Make some large simple drawings of the key points of the story, including: the bears’ house in the wood, the three porridge bowls, the three chairs and the three beds. Put these up on the wall. Make a cut-out drawing of Goldilocks and each of the three bears.
- Tell the children that you have forgotten what happened in the story. Using the cut out of Goldilocks, move her through the pictures of the story on the wall. Ask the children to tell you what happened in the story and direct you to where Goldilocks should move to next.
- Once the story has reached the point where Goldilocks is asleep, give the cut outs of the three bears to three children in the class and ask them to continue the story, moving their cut outs to different locations as they retell the story.

Writing

- Provide the children with copies of the story map available on www.oxfordprimary.co.uk/tradtales. Ask them to choose four parts of the story that they think are the most important in telling the story, e.g. going into the house, eating porridge, going to sleep, bears returning.
- Give each of the children a large sheet of paper that has been folded in half and half again to give four areas. Ask them to illustrate the four main parts of the story, leaving space for speech bubbles.
- Ask them to add speech bubbles and write a sentence in each section to show what the characters are saying and what is happening in the story. Display all the completed picture stories.

Links to the wider curriculum

Science, Geography and ICT

- Ask the children to find out about real bears, using books and the internet. Ask them to find pictures of black bears, grizzly bears and polar bears. Find out the parts of the world where they live. Find out what they eat. Show them how to save the best pictures they find. Take turns to show pictures to the rest of the class and explain what they have found out.

Art and Design/Mathematics

- Work with a partner to make a bed to fit a toy. Measure the toy to make sure the bed you make is the right size. Draw your bed before you begin to make it. Use empty boxes to make the bed. Measure the boxes to find out which one is the right size.

Music

- Experiment with instruments to create sounds for different parts of the story.

PSHE and Citizenship

- Have a general discussion about what the girl did. Talk about the rules you have at school and in the classroom. Talk about what is allowed, and what is not allowed.

For more ideas on how to use this book in the classroom use the Traditional Tales Handbook.
Boxer and the Fish

Written by Monica Hughes and illustrated by Ann Ruozhu Sun
Teaching notes written by Thelma Page

Sounds practised in this book: oo (as in pool), oo (as in took), er (as in dinner)

Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.
- This story is based on the traditional tale ‘The Greedy Dog’. It was originally a fable by Aesop. The moral of the story is ‘hold on to the good things that you have’.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask the children to say what they think this story is about.
- All the words in this story are decodable for this stage. You can look together at the inside front cover for a list of the high frequency tricky words for this stage used in the book, to help build familiarity with these before children read the story independently.
- Talk about the speech bubbles. Tell the children they show that a character is speaking.

Reading the extended story

- Read the extended story (on page 53 of the Traditional Tales Handbook) to the children. Use the pupil book to show the images to the children as you read, and pause during the story to ask questions.
- Stop reading at the end of page 6. Ask: What do you think the shopkeeper is saying as he chases after Boxer? How do you think he is feeling?
- Pause at page 9 when Boxer sees the deep pool. Ask: What do you think might happen next?
- At the end of the extended story, ask: What do you think Boxer will do next time he sees his reflection?

Reading the story

- Tell the children it’s now their turn to read the story themselves. Remember to give them lots of encouragement and praise as they read.
- Remind children that they need to blend words from left to right and sound out each phoneme in a word. Practise blending a few words by saying the phoneme of each word in order, for example, t-ow-n, sh-o-p. Focus on the oo grapheme and draw attention to how it is pronounced in look, good and took and the alternative pronunciation in food and pool.
- Support the children with the words was, he, me, my, explaining that they are tricky words, but also very common and useful. If a word is too difficult, simply read the word for them.
Returning to the story

- Ask: Why does Boxer go into town? Do you think he has taken food from shops before?
- Look at the pictures on pages 12 to 13 where Boxer is looking into the pool. Ask the children to explain what Boxer is thinking and why he drops his fish. Ask: Was Boxer greedy to try and get the other fish?
- Look at page 15. Ask: Why did Boxer say 'No dinner for me!'? How do you think Boxer feels?
- Ask: Do you think Boxer has learned anything from what happened?

Storytelling and Drama

- Using the story map available on www.oxfordprimary.co.uk/tradtales as a prompt, talk about the main events in the story together. Tell the children that you are going to work together to think of an alternative ending to the story.
- Look again at pages 12 and 13 where Boxer drops his fish and ask the children to make suggestions about what might happen next. For example, Boxer might jump into the pool to try and find his fish, a bird might swoop down and take the fish before it hits the water or, having lost his fish, Boxer might decide to go back into town to find something else for his dinner.
- Take suggestions from the children as to what could happen next in the story, ensuring that all the children have a chance to contribute. Act as scribe for the new version of the story and encourage the children to help you think of exciting and interesting words to describe the action.

Writing

- Talk about the ending of the story. Ask the children to look at page 15 and suggest what Boxer is thinking.
- Encourage the children to use their own ideas of what Boxer would be thinking and help them to frame their ideas in simple sentences, e.g. I wish I had not dropped my fish.
- Show the children how to draw a thought bubble and talk about how thought bubbles can be used in books to show what a character is thinking.
- Ask them to draw Boxer, and then draw a large thought bubble. Ask them to write a sentence inside the thought bubble to show what Boxer is thinking.

Links to the wider curriculum

Science/Mathematics
- Use mirrors to reflect simple shapes. Place a mirror flat on the table. Place classroom objects such as geometric shapes or toys on the mirror. Talk about the reflected shape. Is it the same? Is it different? Can you draw it?

Geography
- Retell Boxer's walk in order, naming the features: road, shops, path, park, pool (or pond), home. Use the story map to help you draw the sequence.

ICT
- Use drawing programs with a reflection option to create and print reflected patterns.

Art and design
- Make folded painting reflections by painting a pattern on half a piece of paper, folding down the centre and pressing while still wet.

PSHE and Citizenship
- Talk about what Boxer did. Was it right to take the fish? Was it sensible to try to try to take the fish he saw as a reflection? Was it fair that he lost the fish at the end? Encourage the children to take turns to give their opinions.

For more ideas on how to use this book in the classroom use the Traditional Tales Handbook.