Stage 4

Tom, Dad and Colin

Written by Jan Burchett and Sara Vogler and illustrated by Tony Ross
Teaching notes written by Thelma Page

This book practises initial and final blends, for example: spl (as in splash), st (as in rest)

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 Aesop’s fable ‘The Man, the Boy and the Donkey’, written in Greece long ago. The message is that you cannot please everyone all of the time.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask: Which name do you think belongs to each character? What do you think the donkey is called?

- 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 64 of the Traditional Tales Handbook) to the children. Use the eBook or the 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 4. Ask: Do you think that it is fair that his dad is having a ride while Tom has to walk?

- Pause at page 11. Ask: Do you think Tom and Dad carrying Colin is a sensible thing to do? Why do you think that? What do you think might happen next?

- At the end, ask: How do you think Tom and Dad feel? What do you think they have learned from this?

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 blend words from left to right and sound out each phoneme in a word, for example d-ow-n. Focus on ow, in the words down, town.

- Support the children with the words said, have, so, were, little, when, 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 did Dad get off Colin’s back? Look back at pages 5 and 6 to check.

- Talk about what happened in the story. Ask: Why did Tom and Dad end up carrying Colin? How do you think Colin felt about this?

- Ask: Why did Tom and Dad feel foolish when they arrived at Little Town? Do you think Dad and Tom will do as other people say next time? What might they do differently in the future?
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.
- Ask the children to think about how the storyteller uses their voice to add expression by varying their 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 more information about the storytelling techniques used in the video.

Drama

- After the children have read the story, tell them that you live in Little Town and that you are friends with the cat that followed Tom, Dad and Colin on their journey. Tell the children that they are going to take the role of the cat. Say: I came to the market and saw a man, a boy and a donkey in the pond. I can’t imagine how they got there! Do you know?
- Tell the children that you want to know what happened and how Tom, Dad and Colin ended up in the pond. Give the children a copy of the story map available on www.oxfordprimary.co.uk/tradtales to share and encourage them to look at the illustrations in the book to see how the cat felt throughout the story. Ask them to work in pairs using the map to say what happened and how Tom, Dad and Colin got wet.
- Then ask the children to tell you what happened, taking it in turns around the class. Ask questions as the children tell you what happened to encourage them to elaborate on the details of the story and what they, as the cat, thought about the events.

Writing

- Together, make a detailed list of the main events of the story. Ask the children to each choose one event and draw a picture to illustrate it, e.g. Dad on the donkey, Tom walking, meeting the man on the bench.
- When the children have all drawn a picture, ask them to write a sentence about it. Remind them to begin the sentence with a capital letter and end with a full stop. Ask them to use their sentence to tell the story of the event shown in their picture.
- Arrange the pictures in order to retell the whole story and use them as a story frieze in the classroom.

Links to the wider curriculum

Science

- Find out about loads. Use a folded sheet of stiff card to cut out a donkey that will stand up with the fold along its back. Fix the legs to the sides of a cereal box to stabilise it. Hang plastic bags across its back and try filling them with different materials: straw, conkers, pebbles. When does the card begin to bend?

Mathematics

- Notice the distances on the signpost in the pictures. Use a long strip of paper that can be divided equally into 8. Mark where 8, 7, 6, 5 etc. should be on the strip. Draw a small picture to show what is happening at each milepost.

Art and design

- Design and make a ‘Pin the Tail on the Donkey’ game.

Music

- Listen to parts of The Carnival of the Animals by Saint-Saëns. Use the different speeds and rhythms to move like different animals.

PSHE and Citizenship

- Talk about what happened in the story. Ask: Should we always do as others say? Who do you trust to tell you what to do?

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

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Hans in Luck

Written by Paeony Lewis and illustrated by Andrés Martínez Ricci
Teaching notes written by Thelma Page
This book practises final blends, for example: lk (as in milk), nd (as in pond)

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 a tale told for many years in Germany and written down by the Brothers Grimm around two hundred years ago. This is a funny, traditional tale with a difference. Instead of gaining riches and power, or overcoming tragedy, Hans finds life much easier with nothing.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Talk about the front cover and where Hans could be. Ask the children what they think he might have in his pack.
- 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 60 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 do you think Hans is thinking here? What might he do?
- Pause at page 9. Ask: Do you think Hans has made a good deal? Is he doing the right thing?
- At the end of the story, ask: Do you think that Hans made good decisions? Did he have good luck?

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 to blend words from left to right and sound out each phoneme in a word. Practise blending a few words by sounding out the phonemes of each word in order, e.g. f-a-r-m-e-r, s-i-l-v-er. Focus on blending adjacent consonants in words such as milk.
- Support the children with the words said, have, like, so, there, some, little, out, what, 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 did Hans exchange the cow for a chicken? Was this a good deal?
- Look back at page 13 and ask: How would the rocks help Hans to make buns?
- Talk about what happened in the story. Ask: Why did Hans tell his mum that he had had good luck?
  What do you think she will say when he tells her about his journey?
Storytelling and Drama

- After the children have read the story, talk about what happened as a class. Give the children copies of the story map available on www.oxfordprimary.co.uk/tradtales for reference and make a list of the characters in the story and the main events.

- Select six children to act in role as Hans, the man with the horse, the farmer, the man with the chicken, the miller and Hans’ mum. Ask the class to think about what each of these people would think about the deals made in the story. Ask the characters to line up in the order that Hans meets them along the road and place Hans at the beginning and his mum at the end. Encourage the rest of the children to ask each of the characters questions about the story, what they saw, who they met, whether they were pleased with the result of the deals, etc.

- At appropriate moments you may want to ask children to swap roles so that as many children as possible have the opportunity to answer questions in role.

- Once you have completed the hot-seat exercise, ask the children to discuss who they think had the best luck and why.

Writing

- Work together to make a list of all the things Hans had: silver, horse, cow, chicken, mill rocks.

- Ask children to draw their own story map with arrows showing the order of the exchanges, from silver to rocks, then Hans meeting his mum. They can include any additional details that they may want to beyond the events shown on the story map in the book.

- Ask them to write key words under each picture or, if appropriate, a short sentence or caption.

- Once they have completed their story maps, ask the children to work in small groups and take it in turns to retell the story using their own story maps as guides.

Links to the wider curriculum

Science

- Hans thought his bundle was too heavy. Work together to find out the best way to move a heavy load without wheels. Fill a box with a variety of items and ask the children to investigate whether it is best to push it or pull it.

Mathematics/Design and technology

- Design and make a bundle like Hans’. Carry different objects in your bundle. Compare them and then put them in order of weight by estimation. Are the biggest objects always heaviest? Weigh them and see if you were right.

History

- Look at the way the people dressed in the story and the way we dress now. Talk about things that are the same, and things that are different. Copy a drawing of a person from this story, and draw the same person in modern clothes. Display the pictures side by side.

- Look at the patterns in the design on the back cover. Provide a background of squares, diamonds or triangles for children to create their own designs.

For more ideas on how to use this book in the classroom use the Traditional Tales Handbook.
Stage 4

The Foolish Fox

Written by Alison Hawes and illustrated by Matte Stephens
Teaching notes written by Thelma Page

This book practises initial and final blends, for example: cr (as in cross), xt (as in next)

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 a simplified retelling of a traditional tale from Argentina. Versions of this story can be found in other parts of the world. It warns the reader to be careful who you trust.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask: Where do you think this story might be set? As you look at the cover together focus on the parts that suggest the setting is a farm.
- 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 66 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: Why do you think the sheep ask if they can keep the top part or the bottom part of the food? What do you think they mean?
- Pause at the bottom of page 10. Ask: What do you think the sheep will do this time?
- At the end of the extended story, ask: Why did Fox begin to farm the land himself?

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 sounding out the phonemes of each word in order, e.g. f-o-o-l-i-sh, f-a-r-m-i-ng. Focus on blending adjacent consonants in words such as land and trick.
- Support the children with the words said, like, so, some, were, when, 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: What did the sheep plant the first year? What did they plant the second year? Look back at pages 6 and 11 to check.
- Talk about what happened in the story. Ask: How did the sheep trick Fox? What else could the sheep have planted if they wanted to keep the bottom half of the food? (e.g. carrots, potatoes)
- Ask: How could Fox have made sure he had half of the food?
Storytelling and Drama

• After the children have read the story, tell them that you are a cat that owns the farm next door to Fox. You are a hardworking farmer, but you have heard that your neighbour has been tricked out of his crops by a group of sheep. Tell the children that you are worried, as you don’t want to be tricked in the same way.

• Inform the children that you want to know what happened and how the sheep tricked Fox. Tell them that you also want their advice on how you can be aware of the sheep and avoid losing your own crops.

• Then ask the children to tell you what happened, taking it in turns around the class. Ask questions as the children tell you what happened to encourage them to elaborate on the details of the story and how they think you could outwit the sheep if they came to work on your farm. You might want to draw up a list of suggestions on the board or annotate a copy of the story map with suggestions on what you could do differently from Fox.

Writing

• Use the story map available on www.oxfordprimary.co.uk/tradtales to talk about the main points in the story. Look again at pages 6 to 8 and 11 to 13 and discuss how the sheep tricked Fox each time.

• Ask the children to think about how Fox would be feeling when he realises he has been tricked by the sheep. Ask the children to work in pairs to make a list of all the words they can think of to describe how Fox is feeling. Bring the class back together and make a class list of the words that the children have thought of.

• Tell the children to use the list of suggestions and to work independently to write two sentences to describe how Fox is feeling. If appropriate, you may want to encourage them to write in the first person as though they are Fox. When they have completed their sentences, ask them to share them with the class.

Links to the wider curriculum

Science
• Bring in a collection of vegetables, or use pictures. Sort them into sets: those that grow above the ground, those that grow below the ground. You could also sort by the part of the plant they are: roots (carrots), leaves (cabbages), flowers (broccoli), fruits or fruit pods (runner beans, tomatoes).

Mathematics
• Ask: Are there more wheels on the tractor, trailer and the handcart than can be seen in the pictures? Add together all the wheels that would be on these three vehicles (4 + 4 + 2). Make up some more addition sums by adding wheels on vehicles children know, e.g. a tricycle plus a scooter, a motorbike and a car.

Geography
• If you have a farm near you, find out whether it grows crops or keeps animals. Visit a farm if possible.

Art and design/Design and technology
• Experiment with collage materials to create fields of different crops. Add a farmhouse and a tractor with paint or more collage. Assemble the fields, the house and the tractor to make a farm picture.

PSHE and Citizenship
• Talk about fairness. What would have been a fairer way to share the food in this story?

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

Written by Monica Hughes and illustrated by Mark Beech
Teaching notes written by Thelma Page
This book practises initial and final blends, for example: thr (as in three), nt (as in went)

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 a well-known European folk tale. Known as ‘Stone Soup’ in France and Portugal, sopa de pedra (real stone soup) is served in restaurants in Almeirim. In Scandinavia the story is known as ‘Nail Soup’, and in Eastern Europe, ‘Axe Soup’.

Group/Guided reading

Introducing the story
- Look at the cover of the book and read the title together. Ask: What do you think the man on the cover might be doing with the three rocks?
- 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 62 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 9. Ask: What else do you think the man might ask for to go in the soup?
- Pause at page 14. Ask: Do you think the villagers realise that they contributed all the ingredients?
- At the end of the extended story, ask: Do you think it is a good idea for everyone to share food?

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 sounding out the phonemes of each word in order, e.g. th-r-ee, l-ee-k-s. Focus on blending adjacent consonants in words such as winter, smells, stock, turnips.
- Support the children with the words said, have, so, some, one, out, 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: Apart from the three rocks, what other ingredients went into the soup?
- Ask: Did the man need to put the rocks into the soup? Why did he put them in?
- Ask: Why did the children say, “But you all put the food into the pot!” at the end of the story?
- Ask: What might the villagers say to the man? Do you think they will be kind to strangers next time?
Storytelling and Drama

- After the children have read the story, talk together about the ending. Ask the children to think about how the villagers would have felt when they realised that the man had tricked them.
- Select one child to take on the role of the man who made the soup (or you may want to adopt this role yourself). Tell the other children that they are going to take on the roles of the villagers who contributed food for the soup. Ask the children to think about how they would react to being tricked by the man. For example, would they be angry, happy or amused.
- Tell the children that, in role as villagers, they can question the man about the events of the story. Encourage them to think about what the villagers might learn from the experience and whether they might be grateful to the man in the end as they see the benefits of sharing. The villagers can question a child in role as the man; encourage that child to think about why he tricked the villagers and what he was trying to teach them.

Writing

- Use the story map available on www.oxfordprimary.co.uk/tradtales to talk about the main points in the story. As a class, make a detailed list of the ingredients in the soup.
- Tell the children that, as a class, you are going to make your own soup. Take a large piece of paper and write at the top ‘I will add three rocks’. Fold the top of the paper over to cover the sentence and then pass the piece of paper to the first child. Ask them to write down the next item that they would add to the soup; encourage them to be as imaginative in their ingredients as possible. For example, they might want to add ten cherry tomatoes or snow from the top of the highest mountain in the world. Ask each child to think of an ingredient and add it to the list.
- You could also encourage the children to write a full sentence based on the structure ‘I will add …’ and to fold over the top of the paper to cover their sentence before passing it on to the next child. Alternatively, you might want to give each child a piece of paper to write their ingredient on and to bring in a cooking pot for them to put their ingredients in. You could also create a class collage of the pieces of paper showing the ingredients.
- When complete read out the list of ingredients and talk about some of the items it includes. Ask: Would you like to eat such a soup?

Links to the wider curriculum

Science
- How long does it take for hot things to cool down? Provide plastic bottles of warm water, labelled with different colours. Leave them in different places in the classroom and outside. Find out which bottle feels coolest after half an hour, one hour, and two hours.

History/Art and design
- Look at the houses on the title page. Ask children to draw their own house. Notice similarities and differences.

Design and technology
- Plan the ingredients for your own favourite soup. It can be a sensible soup or a silly soup. Draw all the things that go into your soup, and the finished bowl of soup.

PSHE and Citizenship
- Talk about sharing. Imagine a class party where everyone brings food to share. Would it be all right if some people didn’t bring anything? Could they still share in the party? What do you think?

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