The Magic Paintbrush

Written by Liz Miles and illustrated by Meilo So
Teaching notes written by Thelma Page
Sounds practised in this book: a-e (as in gave), ea (as in real), o (as in gold)

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 Chinese folk tale. It shows that goodness and kindness are rewarded over greed.

Group/Guided reading

Introducing the story
- Look at the cover of the book and read the title together. Ask: What do you think might be magical about a paintbrush?
- 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 73 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 7. Ask: What do you think Ho might do now?
- At the end of page 13, ask: Can you think of anything else Ho could paint for the people?
- At the end of the extended story, ask: What would you have painted using the magic paintbrush?

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. p-ai-n-t-br-u-sh, j-ai-l. Focus on the alternative spellings for /ai/, in the words hay, paint and gale.
- Support the children with the words looked and people, 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 the children to explain where Ho got the magic paintbrush from and why.
- Ask: Do you think the rich farmer was pleased that Ho painted things for the people? Why do you think this?
- Ask the children why they think the magic paintbrush would work for Ho, but not for the rich farmer.
- Talk about how Ho got rid of the rich farmer. Ask: What do you think happened to the rich farmer?
**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 his voice to add expression by varying his 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**
- Provide a ‘magic’ paintbrush for the class. As a whole-class activity pass the paintbrush around the class, when a child is given the paintbrush, they should hold it and tell the class what they would like to paint using Ho’s magic paintbrush. Ask them to say why they would choose this to become real.
- The rest of the class should listen to the suggestion and discuss whether they think the paintbrush would make that object real or not.

**Writing**
- Retell the story from when Ho was told to paint a golden mountain. If necessary give the children copies of the story map available on www.oxfordprimary.co.uk/tradtales as a prompt and together make a list of the main points on a board. Include: Ho paints the mountain of gold; Ho paints the sea; Ho paints a ship; the rich farmer sails away; Ho paints a gale; the rich farmer does not return.
- Ask the children to use the list to write their own story of what happened to the rich farmer. Ask them to describe what happened and how Ho got rid of him. They may also want to extend their story to include what happened to the farmer when the gale carried him out to sea. Encourage the children to think about the storyteller version and how they could use rich and interesting language in their own story.
- Remind them to begin each sentence with a capital letter and end with a full stop. Ask the children to illustrate their stories.

**Links to the wider curriculum**

**Science/Design and technology**
- Design and make a small boat that will float on water. Give it a sail and see how well it moves if you blow it. Find the best size of sail for your boat.

**Geography/History**
- Find China on a globe or in an atlas. Find interesting facts about China from books in your library.

**Art and design**
- Imagine you had a magic paintbrush. Paint a scene that you would like to come alive. Or, paint your favourite scene from the story.

**Music**
- Listen to traditional Chinese music and copy the sounds with your own instruments.

**PSHE and Citizenship**
- Discuss what happened when the rich farmer took the paintbrush. What did he paint? Did it come to life? Why do you think he couldn’t make things become real?

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

Written by Chris Powling and illustrated by Jeannie Winston
Teaching notes written by Thelma Page
Sounds practised in this book: ear (as in Bear), o (as in cold), e (as in we), ey (as in they)

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 adapted from one of the tales of Brer Rabbit, a rabbit who likes to trick all the other animals he meets. These stories come from African, African-American and Native American cultures.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask: What time of day do you think is shown 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 71 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.
- Pause at the end of page 7. Ask: What do you think Rabbit’s trick might be?
- Stop reading at the end of page 11. Ask: Why do you think the other animals believe Rabbit?
- At the end of the extended story, ask: Do you think that Bear and Fox will trust Rabbit 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 sounding out the phonemes of each word in order, e.g. g-l-ea-m-e-d, s-i-n-k-i-ng. Focus on the alternative spellings for /igh/ in night, daytime and sky.
- Support the children with the words oh, asked, their, called, 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: Which character was the cleverest in this story? Why do you think this?
- Ask the children to explain why/how Fox and Bear thought the moon could be in the pond. Ask: Was it possible to catch the moon in the net? What was it that Fox and Bear did not understand?
- Talk about Rabbit’s trick. Ask: Do you think it was a good trick? Why did Rabbit think it was funny?
**Storytelling and Drama**
- Talk about the story with the children and, using the story map available on www.oxfordprimary.co.uk/tradtales as a prompt, discuss the main events of the story. Tell the children that Rabbit likes to boast about tricks that he plays on people because he likes everyone to know how clever he has been. Tell them that Fox and Bear are cross at being tricked by Rabbit.
- Divide the class into small groups. Ask three children in each group to take on the roles of Rabbit, Fox and Bear. Tell the other children to ask the characters questions about the events in the story, what happened, what they were thinking and how they felt at different points. They might want to extend the questioning to consider what happened after the story.
- The children in the hot-seats as Rabbit, Fox and Bear should respond in role. Encourage the children to swap roles during the activity so that the questioners also have an opportunity to answer questions in role.

**Writing**
- Choose four key points from the story, e.g. the beginning by the pool, fishing for the moon, Fox and Bear soaking wet, Rabbit laughing and the moon high in the sky.
- Using the story map available on www.oxfordprimary.co.uk/tradtales as a prompt, ask the children to consider these four events and discuss what happened in the story. Tell the children that they are going to retell the story, and that you want them to change one thing in their retelling from the original, for example they could write about the sun instead of the moon, change the trickster character to a different animal or change the ending.
- Give the children paper divided into four sections. Ask them to draw the four events and add speech bubbles to show what the characters are saying or thinking. If appropriate they could also write the narrative of the story beneath the illustrations using simple sentences and descriptions.
- Ask the children to read their new stories to the class and discuss the differences between the new versions and the original.

**Links to the wider curriculum**

**Science**
- Find out about the moon. Find photographs of the moon’s craters on the internet and in books. Find out why the moon seems to change shape.

**Mathematics**
- Play a fishing game using the game designed below. Play in a group of three or four. Write a number on each fish. Take turns to catch a fish. When you have three or four each, add the numbers to see who has the highest total.

**History**
- Look at books that show the moon landings. Find out how long ago men walked on the moon.

**Art and design/Design and technology**
- Design and make a fishing game using paper fish. Put a paper clip on each fish. Make rods with magnets to pick up the fish. The children could design and make a fish tank for the fish.

**PSHE and Citizenship**
- Talk about tricks and practical jokes. Let children talk about their own experiences. Was Rabbit’s trick fun or unkind? Talk about the difference between having fun, and being unkind.

For more ideas on how to use this book in the classroom use the Traditional Tales Handbook.
Stage 5

Oh, Jack!

Written by Jan Burchett and Sara Vogler and illustrated by Teresa Murfin
Teaching notes written by Thelma Page

Sounds practised in this book: ay (as in pay), a-e (as in cake), -y (as in happy)

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 ‘Lazy Jack’, an old English folk tale. The same story occurs in Scottish, Irish and German tales.

Group/Guided reading

Introducing the story

• Look at the cover of the book and read the title together. Ask: Why do you think the title is ‘Oh, Jack!’?

• 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 75 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: Where do you think Jack will put the cheese to carry it home?

• When the children have noticed the pattern, ask them to tell you where Jack will carry his payment each time. Ask: What did Jack’s mum tell him to do this time?

• At the end of the extended story, ask: Did the story end happily? Do you think Jack’s mum was happy with Jack at the end of the story?

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. b-r-o-w-n, g-r-o-u-n-d. Focus on ou, in the words about, house and ground.

• Support the children with the words called, Mr, Mrs, looked, oh, people, explaining that they are tricky words, but also very common and useful. If a word is too difficult, simply read the word for them. As they read, help if necessary with stallholder (page 9) and shoulder (page 17).
**Returning to the story**

- Ask: Who gave Jack a cat? How did Jack try to take the cat home? Praise children for remembering and turn back to pages 12 and 13 to check the answer. Ask: What did Jack’s Mum tell him to do next time?
- Turn to page 21 and ask: What made the girl laugh? Why was this lucky for Jack?
- Ask: Was Jack always right to do exactly what his mother told him to do? What would you suggest that Jack could do differently next time?

**Storytelling and Drama**

- As a class, talk together about the events in the story. Provide copies of the story map available on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales) for children to refer to as they identify the main events.
- Ask the children to work in pairs and to imagine that they are two people that live in Jack’s village. For each of the events in the story one villager will have seen Jack walking down the high street on his way home from his job and should describe what happened to the other person. They should take it in turns to be the villager describing what Jack was doing. The other villager can ask questions and make observations. Tell the children that after describing and discussing each event in the story, they should think of some advice they could give Jack about what to do next time.
- Gather the children back together and ask them to imagine that you are Jack. Go through the events in the order of the story and ask them to offer you advice on what you could do next time.

**Writing**

- As a class look at the story map available on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales) and talk about what Jack does in the story. Ask each child to choose one of the episodes in the story and to retell it in their own words. They should write about what job Jack was doing, who paid him and what he was paid with, and how he took his pay home. They should write about what happened to his pay and the reactions of people who saw Jack. They may also want to include what Jack’s mother said when he got home.
- Encourage the children to write in full sentences using correct spelling and punctuation. Ask the children to illustrate their part of the story too.
- Once the children have completed their episode, encourage them to read them to the class. You could create a class version of the story on a wall, with the retellings laid out in the sequence of the story.

**Links to the wider curriculum**

**Science**
- Investigate how long it takes various foods to melt if left in the sun: chocolate, ice cubes, cheese, butter. Make a prediction and devise a test to see if you are right.

**Mathematics**
- If Jack had been paid a penny a day for each job, how much money would he have earned (as long as he didn’t lose it)? How much would it be if he were paid two pence a day?

**Geography**
- Draw a map of the town where Jack lives, marking the places that Jack visits in the story.

**Art and design/Design and technology**
- Jack needs a way to bring home his pay. Work with a partner to discuss and plan a useful cart.

**PSHE and Citizenship**
- Jack’s mum told him ‘You don’t think.’ We have to think hard when we are near a busy road. Think of some rules for walking near traffic. Talk about the Green Cross Code and make a list of these rules.

For more ideas on how to use this book in the classroom use the Traditional Tales Handbook.
Stage 5

Jack and the Beanstalk

Written by Gill Munton and illustrated by Constanze von Kitzing
Teaching notes written by Thelma Page

Sounds practised in this book: ay (as in day), al (as in beanstalk), g (as in giant)

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 History of Jack and the Beanstalk’ which was first published about two hundred years ago. It is an old English folk tale.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask: What is a beanstalk? What is Jack doing on the front 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 69 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: Do you think Jack’s mum will be pleased with the beans?

- Pause at the end of page 7. Ask: What do you think Jack will find at the top of the beanstalk? If the children know the story and want to tell you more, let them tell you what they already know.

- At the end of the extended story, ask: Do you think that Jack was brave?

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. m-ar-k-e-t, th-r-ew. Focus on ay, in the words day, pay, away and play.

- Support the children with the words oh and asked, 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 Jack and his mum decide to sell their cow? Why was Jack’s mum angry with him for selling the cow for five beans?
- Ask the children: Do you think the giantess was a good or a bad character? Why do you think that?
- Ask the children to list the things that Jack took from the giant.
- Talk about the ending, ask: Do you think Jack did the right thing to sell the cow for five beans after all?

Storytelling and Drama

- Talk about the story with the children and, using the story map available on www.oxfordprimary.co.uk/tradtales as a prompt, discuss the main events of the story. Look again at pages 20 and 21 and talk about the characters of Jack and the giant and discuss how they are feeling at this point in the story.
- Ask the children what they think might have happened if the giant had caught Jack. As a class, talk about the possible outcomes of the story if this had happened.
- Ask the children to work in pairs and to take the roles of the giant and Jack. Tell the children to imagine that the giant caught Jack before he reached the top of the beanstalk and accused him of taking his gold coins, his hen that lays golden eggs and the golden harp. They should role-play the conversation between the giant and Jack. Ask: Would the giant be angry? What could Jack say to explain why he took the things? Would Jack offer to return them? Could Jack outwit the giant?

Writing

- As a class, talk about the four beans that did not grow. Suggest to the children that one began to grow later. What might be at the top of this beanstalk? Who might live there? What might Jack do there? Discuss the children’s ideas.
- Ask the children to draw their imaginary lands at the top of the beanstalk. When they have a detailed picture, ask them to write a story about what Jack did there.
- Remind them to begin each sentence with a capital letter and end with a full stop.
- Ask the children to read their new stories to the class. Create a display of the alternative worlds at the top of the second beanstalk.

Links to the wider curriculum

Science and Music
- Make your own stringed instruments by stretching rubber bands over boxes. Investigate how different sizes of boxes, different thicknesses of rubber bands and different sized holes in the box beneath the strings effect the sound. Play the instruments.

Mathematics
- Measure the height of the giant you have made in the art activity below. You could use a variety of repeated units, and also measure in metres. Show the height with coloured metre strips beside the giant.

Geography
- The giant’s land was up in the clouds. Find pictures of different kinds of clouds. Shape cotton wool to make them, then write labels.

Art and design/Design and technology
- Work together to plan and create the tallest giant or giantess possible for the classroom. Paint or add collage for the giant’s clothing, face and hair.

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