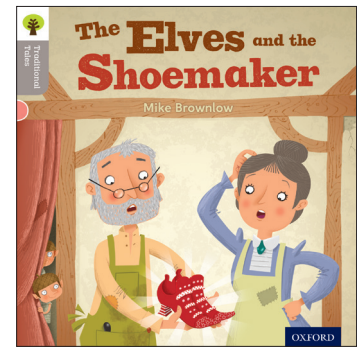


# The Elves and the Shoemaker

Written and illustrated by Mike Brownlow

Teaching notes written by Teresa Heapy

Information about assessment and curriculum links can be found at the end of these Teaching Notes.



## 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 wordless stories, many of which will be familiar to the children, are the perfect introduction to reading and storytelling.
- This story is based on the folk tale by the Brothers Grimm which was written in 1812. Its moral is that kindness to others should be rewarded.

## Group/Guided reading

### Introducing the story

- Look at the cover of the book and read the title to the children. Ask: *What do you think might happen in this story?*
- Wordless stories are a perfect introduction to reading. Children can enjoy reading them with you/in groups or by themselves. They allow children to access traditional tales before they are able to decode any text. They teach key skills including how to hold a book, which way to turn the pages and what key elements make a story, such as character and plot.

### Reading the extended story

- Read the extended story (on page 26 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 3 and talk about all the things the shoemaker needs to make shoes – including lots of leather, which he doesn't have! Ask: *Do you think the shoemaker and his wife have a hard job?*
- Pause at page 9 where the elves appear. Ask: *Who do you think is making the shoes? Why do you think they are helping the shoemaker?*
- At the end of the extended story, ask: *How are the shoemaker and his wife feeling now?*

### Reading the story

- Ask the children to point to the title as you read it to them.
- Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.
- Look at page 4 and talk about what is happening in the picture. Ask: *How do you think the shoemaker and his wife are feeling?*
- Look at page 6 and talk about what is happening in the picture. Ask: *What is the shoemaker doing here?*



## Returning to the story

- Talk about what happened in the story. Ask: *How do you think the shoemaker and his wife felt at the beginning of the story? Have you ever felt sad like that?*
- Ask: *What happened to the shoes that the elves made? How would this help the shoemaker and his wife?*
- Look at pages 10 and 11 again and ask: *Why did the shoemaker and his wife want to make the elves some clothes? Do you think they deserved them?*

## Storytelling and Drama

- Talk about what happens in the story and how the shoemaker and his wife decide to help the elves in return for them making the shoes.
- As a hotseating activity, ask two children to act in role as the shoemaker and his wife and two children to be the elves.
- Encourage the rest of the class to ask the shoemaker, the shoemaker's wife and the two elves questions. They might want to ask about how they felt at certain points in the story, or why the elves wanted to help the shoemaker for instance. The children in the hotseats should answer in their roles. Encourage the children to take turns in the hotseats to give each child an opportunity to answer in role.

## Writing

- Using the story map available on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales) as a prompt, ask the children to draw one event from the story. Remind them to think about what clothes the elves may be wearing, depending on whether their picture comes from the beginning or end of the story. Encourage them to focus on the characters' expressions to show how they might be feeling.
- Encourage the children to write key words to caption their pictures and to explain what is happening, and help them to do this. Ask them to write their name on their work.

## Links to the wider curriculum

### Mathematics

- Ask the children to role-play being in a shop. Encourage them to count out coins or counters to pay for different items.

### Art and design/Design and technology

- Find different pictures of shoes in magazines and ask the children to cut them out. Ask the children to design and draw a pair of shoes for someone special.

### Music

- Make up a song together that the elves might sing as they make the shoes.

### PSHE and Citizenship

- Discuss the importance of helping others.

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

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# The Elves and the Shoemaker (Oxford Level 1) curriculum coverage chart

## Links to Oxford Reading Criterion Scale:

- Can hold books the right way up and turn the pages. (READ) [ORCS Pre-Reading Standard, 1]
- Listens attentively to stories and other texts as they are read aloud (at an age-appropriate interest level). (READ) [ORCS Pre-Reading Standard, 6]
- Shows curiosity about content of texts. (D) [ORCS Pre-Reading Standard, 9]

## ENGLAND The National Curriculum in England: Statutory framework for the early years foundation stage

<b>EYFS</b>	The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.
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## SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Early level

<b>Listening and talking</b>	<p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c)</p> <p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know (LIT 0-07a / LIT 0-16a / ENG 0-17a)</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-09a)</p>
<b>Reading</b>	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know (LIT 0-07a / LIT 0-16a / ENG 0-17a)</p> <p>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things (LIT 0-14a)</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)</p>
<b>Writing</b>	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write (ENG 0-12a / LIT 0-13a / LIT 0-21a)</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)</p>

## WALES Foundation Phase Framework: Nursery

<b>Oracy</b>	<p>Learners are able to ask an appropriate question about something that has been said (N_OracList.9)</p> <p>Learners are able to imitate real-life and make believe experiences within role play (N_OracSpea.7)</p>
<b>Reading</b>	<p>Learners are able to begin to make links to own experiences when listening to or exploring books/texts (N_ReadComp.2)</p> <p>Learners are able to follow picture books and texts read to them and respond appropriately (N_ReadResp.2)</p> <p>Learners are able to make meaning from pictures in books (N_ReadStrat.8)</p>
<b>Writing</b>	<p>Learners are able to communicate by using symbols and pictures (N_WritMean.3)</p> <p>Learners are able to write letters, numbers and/or symbols randomly (N_WritMean.6)</p>

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

<b>Talking and listening</b>	<p>Pupils can take on the role of someone else (L1_com_talk.1ii)</p> <p>Pupils can ask and answer questions for specific information (L1_com_talk.2)</p> <p>Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</p>
<b>Reading</b>	<p>Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1)</p> <p>Pupils can talk about what they read and answer questions (L1_com_read.5)</p>
<b>Writing</b>	<p>Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)</p> <p>Pupils can write personal and familiar words (L1_com_writ.4ii)</p>