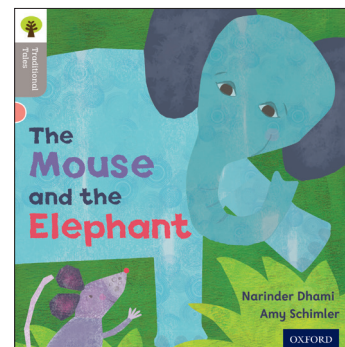


The Mouse and the Elephant

Written by Narinder Dhama and illustrated by Amy Schimler

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 a tale from the Panchatantra, a collection of Indian fables which were first told, and then written down many hundreds of years ago. No one knows exactly how old the stories are. The legend goes that a wise man called Vishnu was asked to teach a king's sons all about life, and he told them these animal stories. The moral of this story is that big is not always best!

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 30 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 how the mouse is feeling. Ask: *Do you think the elephant will help the mouse?*
- Pause at page 8 where the elephant is trapped in the net. Ask: *Who do you think might be able to help the elephant?*
- At the end of the extended story, ask: *Why do you think the mouse helped the elephant to escape? Do you think they like each other? How do you feel when you've made a friend?*

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 pages 6 and 7 and talk about what is happening in the picture. Ask: *What do you think might happen to the elephant?*
- Look at pages 8 and 9 and talk about what has happened to the elephant. Ask: *What can the mouse do to help the elephant?*

Returning to the story

- Talk about what happened in the story. Ask: *How do you think the elephant felt when he was trapped in the net?*
- Draw attention to the other animals visible on pages 8 and 9. Ask: *Do you think the other animals could have helped the elephant if they had wanted to?* Talk about how the mouse was able to help the elephant because of his size and his sharp teeth.
- Talk about the end of the story and ask: *What do you think happened next? Do you think the mouse and the elephant would stay friends and help each other in the future?*

Storytelling and Drama

- Talk about the characters of the mouse and the elephant. Show the children page 5 again and talk about the contrast between the elephant and the mouse.
- Ask the children to work in pairs. Ask one child in each pair to be the elephant and one to be the mouse. Working in role, ask them to describe themselves to each other. Encourage them to think of interesting and exciting words to describe themselves (enormous, tiny, powerful, weak etc.).
- Ask the children to come back together and share their adjectives. Write the list of words on the board for the children.

Writing

- Using the story map available on www.oxfordprimary.co.uk/tradtales as a prompt, ask the children to draw their favourite scene from the story. Tell them they can use colours from the book to colour in their illustration or they can decide to use their own.
- Ask: *What is happening in your scene?* Encourage the children to write a word to go with their picture, and help them to do this. Ask them to look at the word list created earlier and to choose a word and copy it next to their picture, or to try to think of an exciting word to include that describes a character or the action in their scene. Ask them to write their name on their work.

Links to the wider curriculum

Science

- Discuss other animals of contrasting size. What is the biggest animal they can think of? What is the smallest?

Mathematics

- Weigh lots of different things of contrasting shapes, sizes and weights. Ask: *Are big things always heavier than little things?*

Geography

- This story comes from India. Find where India is, on a globe or in an atlas. Find out about the landscape and climate in India and talk about the jungle setting for the

story. Explain that there are jungles in India, but also towns and cities, too.

PSHE and Citizenship

- Discuss the importance of helping others and of returning favours.

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

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The Mouse and the Elephant (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]
- Can gain simple meaning from texts using illustrations, when not yet able to read the text itself. (D) [ORCS Pre-Reading Standard, 7]
- Shows curiosity about content of texts. (D) [ORCS Pre-Reading Standard, 9]
- Is beginning to draw on the knowledge of familiar stories/story structures to make predictions about unfamiliar stories. (D) [ORCS Pre-Reading Standard, 15]

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

EYFS

The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Early Level

Listening and talking	<p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c)</p> <p>I listen or watch for useful or interesting information and I use this to make choices or learn new things (LIT 0-04a)</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>
Reading	<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>
Writing	<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

Oracy	<p>Learners are able to listen and respond with growing attention and concentration (N_OracList.1)</p> <p>Learners are able to imitate real-life and make believe experiences within role play (N_OracSpea.7)</p>
Reading	<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>
Writing	<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

Talking and listening	<p>Pupils can listen for information (L1_com_talk.1i)</p> <p>Pupils can take on the role of someone else (L1_com_talk.1ii)</p> <p>Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</p>
Reading	<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>
Writing	<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>