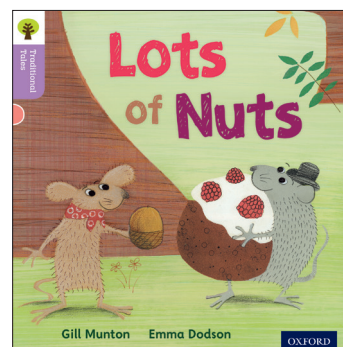


Lots of Nuts

Written by Gill Munton and illustrated by Emma Dodson

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 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 Town Mouse and the Country Mouse'. The moral of the tale is that it is better to have a little in safety than abundance in danger, or to be happy with what you have. The story is circular as the country mouse returns back, happily, to where he started.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask: *Do you think both the mice like nuts?*
- 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 37 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 that Tim likes living in town?*
- Pause at page 7 where Tim is scared by the dog. Ask: *How do you think Tim is feeling now? What does he think about the dog?*
- At the end of the extended story, ask: *What do you think Tim learned from his visit to town? Where do you think it would be best for Tim to live?*

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 *b-a-g*, *b-a-ck*. Draw attention to the **ff** grapheme in *huff*, *off* and *ruff*.
- Support the children with the word *the*, explaining that it is a tricky word, but also very common and useful. If a word is too difficult, simply read the word for them.
- As they read, point out the exclamation marks and encourage the children to read these sentences with expression.



Returning to the story

- Talk about what happened in the story. Ask: *Why did Tom and Tim go to Tom's home in town?*
- Ask: *What happened when the dog came into the kitchen? How did Tim and Tom feel at this point in the story?*
- Look at pages 10 and 11 again and ask: *How do you think Tim feels at the end of the story? What do you think happened to Tom?*
- Talk about the characters of Tim and Tom. Ask the children to think of words to describe each mouse.

Storytelling and Drama

- Tell the children that you are one of the other animals that live in the wood with Tim, e.g. the deer, the hedgehog or a rabbit. Tell them that you are very pleased that Tim has come back to live in the wood again and that you want to hear all about his adventures in town.
- Provide the children with copies of the story map available on www.oxfordprimary.co.uk/tradtales as a reference. Ask them to work in pairs to talk about what happened in the story and how Tim felt at each point.
- Gather the class back together and ask them to tell you what happened from Tim's point of view, taking it in turns around the class. If necessary, prompt the children with questions about the events and how Tim might have been feeling.

Writing

- Look again at page 8 of the pupil book. As a class discuss why Tim wants to leave Tom's home in town and go back to his home in the country. Ask the children to imagine that Tom wants Tim to stay. What do they think he might have said to persuade Tom to stay in town?
- Take suggestions from the class for both reasons why Tom thinks Tim should stay in town, and reasons why Tim wants to go back to his home in the country. Act as scribe to make lists of their suggestions on the board. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Ask the children to draw a picture of either Tim or Tom. Help each child to write a simple sentence in a speech bubble to show one of the arguments that the class suggested in the group discussion. Alternatively, the children could write key words in the speech bubble if this is more appropriate.

Links to the wider curriculum

Science

- Find out about mice. Ask children to investigate their habitats and what they like to eat.
- Talk about the differences between nuts and buns. Talk about how they are grown or made, ask: *Would you find a bun growing on a tree?*

Geography

- Talk about the two settings of the story – the town and the country. Talk about the similarities and differences between the two.

Art and design/Design and technology

- Ask the children to design a house for Tim, or a house for Tom.

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

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Lots of Nuts (Oxford Level 1+) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ) [ORCS Standard 1, 5]
- Is able to read some words from the YR high frequency word list. (READ) [ORCS Standard 1, 6]
- Can read words with some vowel digraphs e.g. /ai/ /ee/ /igh/ /oa/ /oo/. (READ) [ORCS Standard 1, 19]

ENGLAND The National Curriculum in England: Reception

EYFS	The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.
Letters and Sounds Phase 2	Sounds practised: a (as in bag), t (as in Tom), m (as in am), o (as in lots)

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

Listening and talking	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen (LIT 0-02a / ENG 0-03a) I listen or watch for useful or interesting information and I use this to make choices or learn new things (LIT 0-04a)
Reading	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write (ENG 0-12a / LIT 0-13a / LIT 0-21a) 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) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
Writing	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)

WALES Foundation Phase Framework: Reception

Oracy	Learners are able to exchange ideas in one-to-one and small group discussions (YR_OracColl.1) Learners are able to show that they have listened to others (YR_OracList.1)
Reading	Learners are able to identify information from a text using visual features and words (YR_ReadComp.2) Learners are able to follow texts read to them and respond appropriately (YR_ReadResp.2) Learners are able to read simple words such as consonant-vowel-consonant words (YR_ReadStrat.8) Learners are able to read simple captions and texts recognising high-frequency words (YR_ReadStrat.9) Learners are able to show an awareness of full stops when reading (YR_ReadStrat.10)
Writing	Learners are able to convey meaning through pictures and mark making (YR_WritMean.3) Learners are able to contribute to a form modelled by the teacher (YR_WritStru.2)

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

Talking and listening	Pupils can listen for information (L1_com_talk.1i) Pupils can understand short explanations and simple discussions (L1_com_talk.1iii) Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)
Reading	Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1) Pupils can use reading strategies (L1_com_read.2i) Pupils can read and understand familiar words, signs and symbols in the environment (L1_com_read.3i) Pupils can use visual clues to locate information (L1_com_read.3ii) Pupils can talk about what they read and answer questions (L1_com_read.5)
Writing	Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)