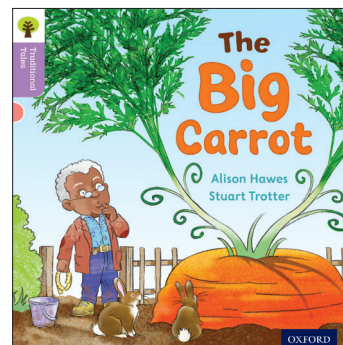


# The Big Carrot

Written by Alison Hawes and illustrated by Stuart Trotter

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 is a simple retelling of a Russian or Slavic traditional tale, called 'The Enormous Turnip'. It is a cumulative type of story in which a growing number of people help an old man to pull up an enormous turnip. In this story, because of phonic restrictions, the turnip has been replaced by a big carrot. The moral of the story is that if you help others, you will be rewarded.

## Group/Guided reading

### Introducing the story

- Look at the cover of the book and read the title together. Ask: *Why might someone want to pull up such a big carrot? What do you think will happen in this story?* Ask if any of the children have heard the story of 'The Enormous Turnip'.
- 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 39 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.
- Stop reading at the end of page 3. Ask: *Do you think that Tom and Ifra will be able to pull up the big carrot? Who else might be able to help them?*
- Pause at page 7 where Kit has joined the group pulling up the big carrot. Ask: *Who do you think might be next to join the group trying to pull up the carrot?*
- At the end of the extended story, ask: *Who finally helped them to pull up the big carrot? Is it who you expected to be able to help?*

### 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 *u-p*, *t-u-g*. Draw attention to the *i* grapheme in *big*, *Ifra*, *Lin* and *Kit*.
- 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.
- Point out the exclamation marks and ask the children to read these sentences with expression.

## Returning to the story

- Ask: *How was Tom trying to get the big carrot out of the ground? What else could he have tried?*
- Look again at page 6 and ask: *What do you think Lin is thinking and saying here?*
- Ask: *What happened to the group trying to pull up the big carrot when it finally came out of the ground?*
- Talk about the end of the story after they have pulled up the big carrot and ask: *Do you think that Tom was grateful for everyone's help? Would he have managed to pull up the big carrot on his own?*

## Storytelling

- Show the class the video of the storyteller performing the story on [www.oxfordprimary.co.uk/tradtales](http://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 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 more information about the storytelling techniques used in the video.

## Drama

- Using the story map available on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales) for reference, talk about what happened in the story and ask the children for ideas for another vegetable to be pulled up out of the ground. It could be a radish, a potato or a beetroot!
- Ask a selection of children to come up, one at a time, to act out helping to try and tug the chosen vegetable out of the ground as you tell the story. Ask those children not acting in role to decide what each child should be as they join the back of the group to pull up the vegetable – they can be people or animals, small or big, strong or less powerful.
- How many children will it take to pull your vegetable out of the earth? Maybe it won't come up! Ask the children for their ideas for how the story should progress. In your version of the story, who will finally help to pull up the vegetable?

## Writing

- Ask the children to draw a picture of the big carrot or another enormous vegetable. Encourage them to draw a little person looking up at the vegetable, to show how big it is.
- Help the children to write a simple sentence for their picture, describing what it shows. The sentence could act as a starting point for a story; encourage the children to think about how the story about pulling up the big carrot started. Ask them to write their name on their work.

## Links to the wider curriculum

### Science

- Sow some carrot seeds to grow your own carrots. Observe how they grow and make a record of how they develop.

### Mathematics

- Investigate size. Compare the size of big blocks with tiny blocks. Think about how big an elephant is, compared with a cat, or a mouse.

### Design and technology

- Make your own vegetable soup, asking the children to choose which vegetables to use.

### 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 Big Carrot (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 recognize language patterns in stories, poems and other texts, e.g. repeated phrases, rhyme, alliteration. (A) [ORCS Standard 1, 14]

## ENGLAND The National Curriculum in England: Reception

<b>EYFS</b>	The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.
<b>Letters and Sounds Phase 2</b>	Sounds practised: a (as in can), t (as in tug), i (as in big), o (as in Tom)

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

<b>Listening and talking</b>	I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes (LIT 0-01b / LIT 0-11b) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c) I listen or watch for useful or interesting information and I use this to make choices or learn new things (LIT 0-04a) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-09a)
<b>Reading</b>	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)
<b>Writing</b>	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways (LIT 0-09b / LIT 0-31a) 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

<b>Oracy</b>	Learners are able to show that they have listened to others (YR_OracList.1) Learners are able to express what they like and dislike (YR_OracSpea.1) Learners are able to contribute to role-play activities using relevant language (YR_OracSpea.7)
<b>Reading</b>	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)
<b>Writing</b>	Learners are able to orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.4) Learners are able to convey meaning through pictures and mark making (YR_WritMean.3)

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

<b>Talking and listening</b>	Pupils can listen for information (L1_com_talk.1i) Pupils can take on the role of someone else (L1_com_talk.1ii) Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)
<b>Reading</b>	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)
<b>Writing</b>	Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)