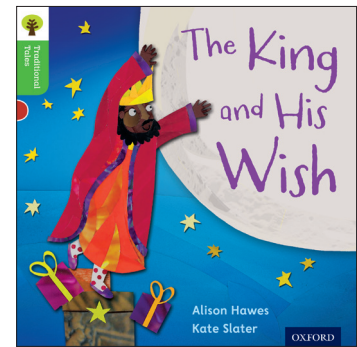


The King and His Wish

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Teaching notes written by Thelma Page

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 a traditional Caribbean tale from the Dominican Republic called, 'The King Who Wanted to Touch the Moon'.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Read the back cover blurb and ask: *What do you think the King's wish might be?*
- 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 48 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: *What do you think the King is trying to do?*
- Pause at page 9 where the King is on the top of the pile of boxes. Ask: *What do you think will happen next?*
- At the end of the extended story, ask: *Why did the King fall?*

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 *w-i-sh*. Draw attention to the **ng** grapheme in *King* and *bang*.
- Support the children with the words *he, me, you, all*, 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

- Talk to the children about the setting of the story. Ask: *What do you notice about the sky? Why do you think it is set at night?* Encourage the children to talk about how the King is trying to reach the moon which appears in the sky at night.
- Talk about what happened in the story. Look again at pages 10 and 11 and ask: *Why did the people think that the King would fall? Why do you think they still gave him the big red box?*
- Ask: *What do you think the King learned from the events in the story?*

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 more information about the storytelling techniques used in the video.

Drama

- As a class, talk about the story. Use the story map available on www.oxfordprimary.co.uk/tradtales to talk about the main events. Ask the children to think about the King and what happened to him in the story.
- Encourage the children to work in small groups and to talk about building the tower for the King. Ask the children to mime fetching and piling up the boxes; as the tower progresses they may have to climb an imaginary ladder to place their boxes. In each group they should also mime the King stacking the boxes and stretching up towards the moon, climbing to the top of the tower and then toppling over and falling.

Writing

- Use the story map available on www.oxfordprimary.co.uk/tradtales to talk about the main events in the story. Provide each child with a zig-zag book of four pages and ask them to pick the four events they think were most important. Ask them to draw a picture for each of the four events to retell the story.
- When the children have a sequence of pictures ask them to add speech bubbles to show what the characters were saying. Help them to write in simple sentences and encourage them to use their phonics skills to spell words correctly.
- When the children have completed their versions of the story, look at them together as a class and talk about the similarities and differences in the retellings of the story.

Links to the wider curriculum

Science/Mathematics

- Investigate towers. Use wooden bricks, interlocking bricks, small cubes, empty boxes. Make predictions **and** find out how many of each type of unit you can add to a tower before it falls over. Record your findings by colouring a block graph.

ICT

- Experiment with a charts programme. Select bar charts, pie charts and histograms to show the different numbers of units in each tower in the activity above. Print and display your graphs.

Art and design

- Provide pictures of skyscrapers and towers from library books and from the internet to give children ideas. Ask them to work in twos or threes to design and build a

tower from drinking straws or rolled up newspapers. Provide masking tape for joints.

Music

- Notice that tuned instruments give higher and lower notes. Use percussion such as chime bars or xylophones to create a climbing sequence. Decide which instrument will provide the best 'Bang!' at the end.

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

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The King and His Wish (Oxford Level 2) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Is able to read some words from the YR high frequency word list. (READ) [ORCS Standard 1, 6]
- Can talk about the main points/key events in a text. (R) [ORCS Standard 1, 8]
- Can retell familiar stories with growing confidence. (R) [ORCS Standard 1, 12]
- Is beginning to make predictions based on titles, text, blurb and/or illustrations. (D) [ORCS Standard 1, 21]

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 3	Sounds practised: w (as in wish), x (as in box), th (as in that)

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 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 and I use what I learn to invent my own, sharing these with others in imaginative ways (LIT 0-09b / LIT 0-31a)
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 enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a) 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	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)

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 express what they like and dislike (YR_OracSpea.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 recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters) – orally blend combinations of known letters (YR_ReadStrat.5i) Learners are able to read simple captions and texts recognising high-frequency words (YR_ReadStrat.9)
Writing	Learners are able to begin to sequence words, signs or symbols appropriately (YR_WritStru.1)

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

Talking and listening	Pupils can understand short explanations and simple discussions (L1_com_talk.1iii) Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3) Pupils can talk about their experiences (L1_com_talk.4) 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 understand that words are made up of sounds and syllables and that sounds are represented by letters (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)