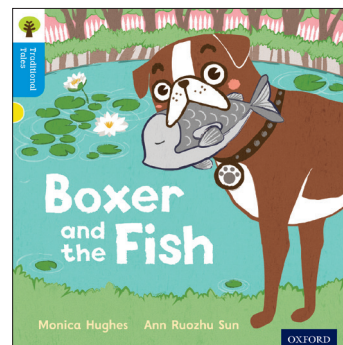


# Boxer and the Fish

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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 the traditional tale 'The Greedy Dog'. It was originally a fable by Aesop. The moral of the story is 'hold on to the good things that you have'.

## Group/Guided reading

### Introducing the story

- Look at the cover of the book and read the title together. Ask the children to say what they think this story is about.
- 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.
- Talk about the speech bubbles. Tell the children they show that a character is speaking.

### Reading the extended story

- Read the extended story (on page 53 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 6. Ask: *What do you think the shopkeeper is saying as he chases after Boxer? How do you think he is feeling?*
- Pause at page 9 when Boxer sees the deep pool. Ask: *What do you think might happen next?*
- At the end of the extended story, ask: *What do you think Boxer will do next time he sees his reflection?*

### 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.
- Remind children that they need to blend words from left to right and sound out each phoneme in a word. Practise blending a few words by saying the phoneme of each word in order, for example, *t-ow-n*, *sh-o-p*. Focus on the **oo** grapheme and draw attention to how it is pronounced in *look*, *good* and *took* and the alternative pronunciation in *food* and *pool*.
- Support the children with the words *was*, *he*, *me*, *my*, 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

- Ask: *Why does Boxer go into town? Do you think he has taken food from shops before?*
- Look at the pictures on pages 12 to 13 where Boxer is looking into the pool. Ask the children to explain what Boxer is thinking and why he drops his fish. Ask: *Was Boxer greedy to try and get the other fish?*

- Look at page 15. Ask: *Why did Boxer say 'No dinner for me!'*? How do you think Boxer feels?
- Ask: *Do you think Boxer has learned anything from what happened?*

## Storytelling and Drama

- Using the story map available on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales) as a prompt, talk about the main events in the story together. Tell the children that you are going to work together to think of an alternative ending to the story.
- Look again at pages 12 and 13 where Boxer drops his fish and ask the children to make suggestions about what might happen next. For example, Boxer might jump into the pool to try and find his fish, a bird might swoop down and take the fish before it hits the water or, having lost his fish, Boxer might decide to go back into town to find something else for his dinner.
- Take suggestions from the children as to what could happen next in the story, ensuring that all the children have a chance to contribute. Act as scribe for the new version of the story and encourage the children to help you think of exciting and interesting words to describe the action.

## Writing

- Talk about the ending of the story. Ask the children to look at page 15 and suggest what Boxer is thinking.
- Encourage the children to use their own ideas of what Boxer would be thinking and help them to frame their ideas in simple sentences, e.g. *I wish I had not dropped my fish.*
- Show the children how to draw a thought bubble and talk about how thought bubbles can be used in books to show what a character is thinking.
- Ask them to draw Boxer, and then draw a large thought bubble. Ask them to write a sentence inside the thought bubble to show what Boxer is thinking.

## Links to the wider curriculum

### Science/Mathematics

- Use mirrors to reflect simple shapes. Place a mirror flat on the table. Place classroom objects such as geometric shapes or toys on the mirror. Talk about the reflected shape. Is it the same? Is it different? Can you draw it?

### Geography

- Retell Boxer's walk in order, naming the features: road, shops, path, park, pool (or pond), home. Use the story map to help you draw the sequence.

### ICT

- Use drawing programs with a reflection option to create and print reflected patterns.

### Art and design

- Make folded painting reflections by painting a pattern on half a piece of paper, folding down the centre and pressing while still wet.

### PSHE and Citizenship

- Talk about what Boxer did. Was it right to take the fish? Was it sensible to try to take the fish he saw as a reflection? Was it fair that he lost the fish at the end? Encourage the children to take turns to give their opinions.

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

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# Boxer and the Fish (Oxford Level 3) curriculum coverage chart

## Links to Oxford Reading Criterion Scale:

- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) [ORCS Standard 1, 3]
- 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/. (D) [ORCS Standard 1, 19]
- 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

<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 3/4</b>	Sounds practised: oo (as in pool), oo (as in took), er (as in dinner)

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

<b>Listening and talking</b>	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c)
<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 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)
<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 take part in activities alongside others, with some interaction (YR_OracColl.2)
<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 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) Learners are able to make meaning from visual features of the text (YR_ReadStrat.13)
<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 make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)
<b>Reading</b>	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)
<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)