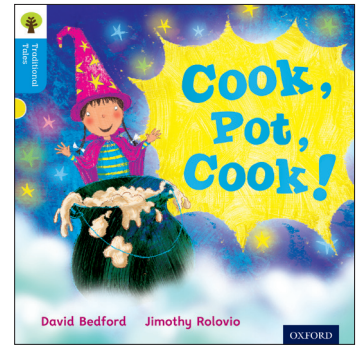


Cook, Pot, Cook!

Written by David Bedford and illustrated by Jimothy Rolovio

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 the tale written down by the Brothers Grimm, over two hundred years ago. There are several versions, and it is also known as 'The Magic Porridge Pot' and 'Sweet Porridge'.

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. Ask: *Do you think there is anything special about the pot on the cover?*
- 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 57 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 has the pot done? Do you think the pot is magical?*
- Pause at page 11 where the porridge is spreading across the floor. Ask: *What do you think will happen next?*
- At the end of the extended story, ask: *How do you think Nan feels? Do you think she did anything wrong?*

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 *s-u-pp-er*. Focus on the **oo** grapheme and draw attention to how it is pronounced in *look*, *cook* and *took* and the alternative pronunciation in *food*.
- Draw attention to exclamation marks in the story. Practise reading these sentences with expression.
- Support the children with the words *all*, *was*, *me*, *her*, 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: *Who knew how to stop the pot?* Find the page that shows us.
- Talk about what happened in the story. Ask: *Why do you think Nan told the pot to cook? How do you think she felt when it did not stop cooking?*



- Ask: *What do you think the people in the town thought about the porridge going everywhere?*
- Look again at page 15. Ask: *What do you think will happen to the porridge? Do you think Nan will ever use the pot again?*

Storytelling and Drama

- As a class, talk about the events in the story. Provide copies of the story map available on www.oxfordprimary.co.uk/tradtales as a prompt.
- Ask the children to imagine they are Nan. Prompt them to think about how Nan would feel at each point in the story, for example: *How did she feel when the pot first cooked for Tess? Why did she decide to make the pot cook? How did she feel when it did not stop cooking? Was she scared when the porridge carried her down the road? What did she think was going to happen? Was she happy at the end or did she worry about the mess?*
- As a class retell the story from Nan's point of view. Encourage the children to think about how Nan felt throughout the story and to show this as they recount what happened. Act as scribe for the children to create Nan's version of the story using the children's suggestions and asking them for help in forming sentences and thinking of interesting words.

Writing

- Write a shared story. Ask the children to change the story. Instead of porridge, what might the pot cook?
- Ask them to choose a main character instead of Tess, and another character who tells the pot to start, but cannot stop it.
- Use the children's suggestions to tell a new story together. When you have created a new story, you could scribe the story and the children could illustrate the main points in it. Make a class book to read.

Links to the wider curriculum

Science

- Do you like porridge? If possible, make some porridge in class. You could use a microwave oven or you could bring in some ready-made, in a food flask. (Please be aware of health and safety issues related to this activity.) Let the children taste it. Is it better sweet or salty?

Art and design

- Design and make a fancy dress wizard's hat. Decide upon background colour, patterns and decorations. Make and wear your hats.

Music

- Listen to part of 'The Sorcerer's Apprentice' by Dukas, especially the part where the water cannot be stopped. Use the music in a dance lesson. Imagine and show the water

moving faster and faster, then dying down and stopping.

PSHE and Citizenship

- Ask the children to describe the problem in this story. Talk about what we can learn from it. Have you ever started something you didn't know how to stop, e.g. a tap you couldn't turn off? Encourage children to share their experiences, and add some of your own.

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

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Cook, Pot, Cook! (Oxford Level 3) 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 main points or key events in a simple text. (R) [ORCS Standard 1, 20]
- Is beginning to make predictions based on titles, text, blurb and/or illustrations. (D) [ORCS Standard 1, 21]
- Knows the function of full stops when reading and shows this in their reading aloud. (READ) [ORCS Standard 1, 23]

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 3/4	Sounds practised: oo (as in food), oo (as in cook), ow (as in town)

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

Listening and talking	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c)
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 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

Oracy	Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2)
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) Learners are able to show an awareness of full stops when reading (YR_ReadStrat.10)
Writing	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 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 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)