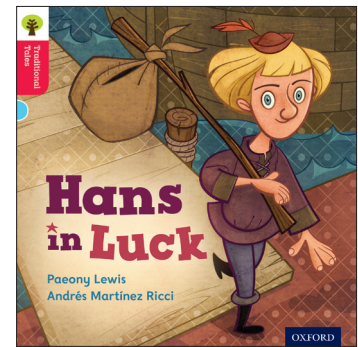


# Hans in Luck

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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 a tale told for many years in Germany and written down by the Brothers Grimm around two hundred years ago. This is a funny, traditional tale with a difference. Instead of gaining riches and power, or overcoming tragedy, Hans finds life much easier with nothing.

## Group/Guided reading

### Introducing the story

- Look at the cover of the book and read the title together. Talk about the front cover and where Hans could be. Ask the children what they think he might have in his pack.
- 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 60 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 Hans is thinking here? What might he do?*
- Pause at page 9. Ask: *Do you think Hans has made a good deal? Is he doing the right thing?*
- At the end of the story, ask: *Do you think that Hans made good decisions? Did he have good luck?*

### 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 to blend words from left to right and sound out each phoneme in a word. Practise blending a few words by sounding out the phonemes of each word in order, e.g. *f-ar-m-er, s-i-l-v-er*. Focus on blending adjacent consonants in words such as *milk*.
- Support the children with the words *said, have, like, so, there, some, little, out, what*, 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 did Hans exchange the cow for a chicken? Was this a good deal?*
- Look back at page 13 and ask: *How would the rocks help Hans to make buns?*
- Talk about what happened in the story. Ask: *Why did Hans tell his mum that he had had good luck? What do you think she will say when he tells her about his journey?*



## Storytelling and Drama

- After the children have read the story, talk about what happened as a class. Give the children copies of the story map available on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales) for reference and make a list of the characters in the story and the main events.
- Select six children to act in role as Hans, the man with the horse, the farmer, the man with the chicken, the miller and Hans' mum. Ask the class to think about what each of these people would think about the deals made in the story. Ask the characters to line up in the order that Hans meets them along the road and place Hans at the beginning and his mum at the end. Encourage the rest of the children to ask each of the characters questions about the story, what they saw, who they met, whether they were pleased with the result of the deals, etc.
- At appropriate moments you may want to ask children to swap roles so that as many children as possible have the opportunity to answer questions in role.
- Once you have completed the hot-seat exercise, ask the children to discuss who they think had the best luck and why.

## Writing

- Work together to make a list of all the things Hans had: silver, horse, cow, chicken, mill rocks.
- Ask children to draw their own story map with arrows showing the order of the exchanges, from silver to rocks, then Hans meeting his mum. They can include any additional details that they may want to beyond the events shown on the story map in the book.
- Ask them to write key words under each picture or, if appropriate, a short sentence or caption.
- Once they have completed their story maps, ask the children to work in small groups and take it in turns to retell the story using their own story maps as guides.

## Links to the wider curriculum

### Science

- Hans thought his bundle was too heavy. Work together to find out the best way to move a heavy load without wheels. Fill a box with a variety of items and ask the children to investigate whether it is best to push it or pull it.

### Mathematics/Design and technology

- Design and make a bundle like Hans'. Carry different objects in your bundle. Compare them and then put them in order of weight by estimation. Are the biggest objects always heaviest? Weigh them and see if you were right.

### History

- Look at the way the people dressed in the story and the way we dress now. Talk about things that are the same, and things that are

different. Copy a drawing of a person from this story, and draw the same person in modern clothes. Display the pictures side by side.

### Art and design

- Look at the patterns in the design on the back cover. Provide a background of squares, diamonds or triangles for children to create their own designs.

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

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# Hans in Luck (Oxford Level 4) curriculum coverage chart

## Links to Oxford Reading Criterion Scale:

- Can read aloud and is beginning to use expression to show awareness of punctuation. (READ) [ORCS Standard 2, 1]
- Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words. (READ) [ORCS Standard 2, 2]
- Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D) [ORCS Standard 2, 7]
- Can locate specific information on a given page in response to a question. (R) [ORCS Standard 2, 21]

## ENGLAND The National Curriculum in England: Year 1

<b>Letters and Sounds Phase 4/5</b>	Sounds practised: final blends, for example: lk (as in milk), nd (as in pond)
<b>Spoken language</b>	Pupils should be taught to ask relevant questions to extend their understanding and knowledge (SpokLang.2) Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)
<b>Reading: Word reading</b>	Pupils should be taught to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (Y1 ReadWord.3) Pupils should be taught to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (Y1 ReadWord.4)
<b>Reading: Comprehension</b>	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (Y1 ReadComp.1iii) Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)
<b>Writing: Composition</b>	Pupils should be taught to write sentences by sequencing sentences to form short narratives (Y1 WritComp.1iii) Pupils should be taught to discuss what they have written with the teacher or other pupils (Y1 WritComp.2) Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher (Y1 WritComp.3)

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

<b>Listening and talking</b>	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a)
<b>Reading</b>	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features (ENG 1-19a) I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors (LIT 1-11a)
<b>Writing</b>	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a)

## WALES Foundation Phase Framework: Year 1

<b>Oracy</b>	Learners are able to contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1) Learners are able to listen to others, with growing attention, usually responding appropriately (Y1_OracList.1) Learners are able to adopt a role using appropriate language (Y1_OracSpea.7)
<b>Reading</b>	Learners are able to retell events from a narrative in the right order (Y1_ReadComp.1) Learners are able to express a view about the information in a text (Y1_ReadResp.1) Learners are able to apply the following reading strategies with increasing independence: phonic strategies to decode words; recognition of high-frequency words (Y1_ReadStrat.5i/5ii) Learners are able to look for clues in the text to understand information (Y1_ReadStrat.12)
<b>Writing</b>	Learners are able to sequence content correctly (Y1_WritStru.1)

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Levels 1 and 2

<b>Talking and listening</b>	Pupils can ask and answer questions for specific information (L1_com_talk.2) Pupils can identify the main points of conversations and explanations (L2_com_talk.1i) Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i) Pupils can ask and answer questions to develop understanding (L2_com_talk.2ii) Pupils can use a general vocabulary to express thoughts, imaginings and opinions (L2_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 understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Pupils can talk about what they read and answer questions (L1_com_read.5) Pupils can understand, recount and sequence events and information (L2_com_read.1) Pupils can use a range of reading strategies (L2_com_read.2) Pupils can express opinions and make predictions (L2_com_read.5ii)
<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) Pupils can show a sense of structure and organisation (L2_com_writ.2ii)