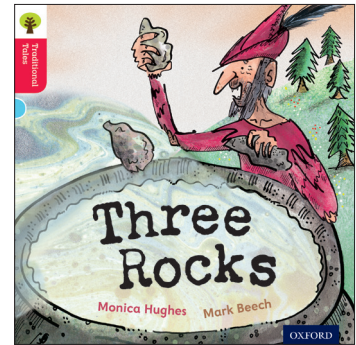


# Three Rocks

Written by Monica Hughes and illustrated by Mark Beech

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 a well-known European folk tale. Known as 'Stone Soup' in France and Portugal, *sopa de pedra* (real stone soup) is served in restaurants in Almeirim. In Scandinavia the story is known as 'Nail Soup', and in Eastern Europe, 'Axe Soup'.

## Group/Guided reading

### Introducing the story

- Look at the cover of the book and read the title together. Ask: *What do you think the man on the cover might be doing with the three rocks?*
- 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 62 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 9. Ask: *What else do you think the man might ask for to go in the soup?*
- Pause at page 14. Ask: *Do you think the villagers realise that they contributed all the ingredients?*
- At the end of the extended story, ask: *Do you think it is a good idea for everyone to share food?*

### 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 sounding out the phonemes of each word in order, e.g. *th-r-ee*, *l-ee-k-s*. Focus on blending adjacent consonants in words such as *winter*, *smells*, *stock*, *turnips*.
- Support the children with the words *said*, *have*, *so*, *some*, *one*, *out*, 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: *Apart from the three rocks, what other ingredients went into the soup?*
- Ask: *Did the man need to put the rocks into the soup? Why did he put them in?*
- Ask: *Why did the children say, "But you all put the food into the pot!" at the end of the story?*
- Ask: *What might the villagers say to the man? Do you think they will be kind to strangers next time?*

## Storytelling and Drama

- After the children have read the story, talk together about the ending. Ask the children to think about how the villagers would have felt when they realised that the man had tricked them.
- Select one child to take on the role of the man who made the soup (or you may want to adopt this role yourself). Tell the other children that they are going to take on the roles of the villagers who contributed food for the soup. Ask the children to think about how they would react to being tricked by the man. For example, would they be angry, happy or amused?
- Tell the children that, in role as villagers, they can question the man about the events of the story. Encourage them to think about what the villagers might learn from the experience and whether they might be grateful to the man in the end as they see the benefits of sharing. The villagers can question a child in role as the man; encourage that child to think about why he tricked the villagers and what he was trying to teach them.

## Writing

- Use the story map available on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales) to talk about the main points in the story. As a class, make a detailed list of the ingredients in the soup.
- Tell the children that, as a class, you are going to make your own soup. Take a large piece of paper and write at the top 'I will add three rocks'. Fold the top of the paper over to cover the sentence and then pass the piece of paper to the first child. Ask them to write down the next item that they would add to the soup; encourage them to be as imaginative in their ingredients as possible. For example, they might want to add ten cherry tomatoes or snow from the top of the highest mountain in the world. Ask each child to think of an ingredient and add it to the list.
- You could also encourage the children to write a full sentence based on the structure 'I will add ...' and to fold over the top of the paper to cover their sentence before passing it on to the next child. Alternatively, you might want to give each child a piece of paper to write their ingredient on and to bring in a cooking pot for them to put their ingredients in. You could also create a class collage of the pieces of paper showing the ingredients.
- When complete read out the list of ingredients and talk about some of the items it includes. Ask: *Would you like to eat such a soup?*

## Links to the wider curriculum

### Science

- How long does it take for hot things to cool down? Provide plastic bottles of warm water, labelled with different colours. Leave them in different places in the classroom and outside. Find out which bottle feels coolest after half an hour, one hour, and two hours.

### History/Art and design

- Look at the houses on the title page. Ask children to draw their own house. Notice similarities and differences.

### Design and technology

- Plan the ingredients for your own favourite soup. It can be a sensible soup or a silly soup. Draw all the things that go into your soup, and the finished bowl of soup.

### PSHE and Citizenship

- Talk about sharing. Imagine a class party where everyone brings food to share. Would it be all right if some people didn't bring anything? Could they still share in the party? What do you think?

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

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# Three Rocks (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: initial and final blends, for example: thr (as in three), nt (as in went)
<b>Spoken language</b>	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 participate in discussion about what is read to them, taking turns and listening to what others say (Y1 ReadComp.3)
<b>Writing: Composition</b>	Pupils should be taught to discuss what they have written with the teacher or other pupils (Y1 WritComp.2)

## 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) To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own (ENG 1-17a)

## 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 adopt a role using appropriate language (Y1_OracSpea.7)
<b>Reading</b>	Learners are able to express a view about the information in a text (Y1_ReadResp.1) Learners are able to explore language, information and events in texts (Y1_ReadResp.2) 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)

## 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 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)
<b>Reading</b>	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 use a range of reading strategies (L2_com_read.2) Pupils can ask questions to seek clarification that develops understanding (L2_com_read.5i) Pupils can express opinions (L2_com_read.5ii)