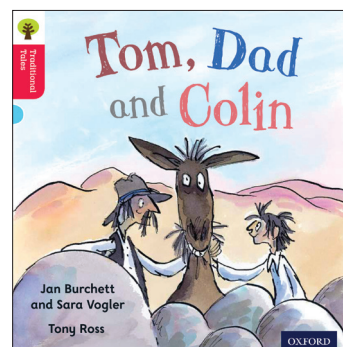


Tom, Dad and Colin

Written by Jan Burchett and Sara Vogler and illustrated by Tony Ross

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 Aesop's fable 'The Man, the Boy and the Donkey', written in Greece long ago. The message is that you cannot please everyone all of the time.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask: *Which name do you think belongs to each character? What do you think the donkey is called?*
- 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 64 of the *Traditional Tales Handbook*) to the children. Use the eBook or the pupil book to show the images to the children as you read, and pause during the story to ask questions.
- Pause at the end of page 4. Ask: *Do you think that it is fair that his dad is having a ride while Tom has to walk?*
- Pause at page 11. Ask: *Do you think Tom and Dad carrying Colin is a sensible thing to do? Why do you think that? What do you think might happen next?*
- At the end, ask: *How do you think Tom and Dad feel? What do you think they have learned from this?*

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 blend words from left to right and sound out each phoneme in a word, for example *d-ow-n*. Focus on **ow**, in the words *down*, *town*.
- Support the children with the words *said*, *have*, *so*, *were*, *little*, *when*, 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 Dad get off Colin's back?* Look back at pages 5 and 6 to check.
- Talk about what happened in the story. Ask: *Why did Tom and Dad end up carrying Colin? How do you think Colin felt about this?*
- Ask: *Why did Tom and Dad feel foolish when they arrived at Little Town? Do you think Dad and Tom will do as other people say next time? What might they do differently in the future?*

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.
- Ask the children to think about how the storyteller uses their voice to add expression by varying their 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

- After the children have read the story, tell them that you live in Little Town and that you are friends with the cat that followed Tom, Dad and Colin on their journey. Tell the children that they are going to take the role of the cat. Say: *I came to the market and saw a man, a boy and a donkey in the pond. I can't imagine how they got there! Do you know?*
- Tell the children that you want to know what happened and how Tom, Dad and Colin ended up in the pond. Give the children a copy of the story map available on www.oxfordprimary.co.uk/tradtales to share and encourage them to look at the illustrations in the book to see how the cat felt throughout the story. Ask them to work in pairs using the map to say what happened and how Tom, Dad and Colin got wet.
- Then ask the children to tell you what happened, taking it in turns around the class. Ask questions as the children tell you what happened to encourage them to elaborate on the details of the story and what they, as the cat, thought about the events.

Writing

- Together, make a detailed list of the main events of the story. Ask the children to each choose one event and draw a picture to illustrate it, e.g. Dad on the donkey, Tom walking, meeting the man on the bench.
- When the children have all drawn a picture, ask them to write a sentence about it. Remind them to begin the sentence with a capital letter and end with a full stop. Ask them to use their sentence to tell the story of the event shown in their picture.
- Arrange the pictures in order to retell the whole story and use them as a story frieze in the classroom.

Links to the wider curriculum

Science

- Find out about loads. Use a folded sheet of stiff card to cut out a donkey that will stand up with the fold along its back. Fix the legs to the sides of a cereal box to stabilise it. Hang plastic bags across its back and try filling them with different materials: straw, conkers, pebbles. When does the card begin to bend?

Mathematics

- Notice the distances on the signpost in the pictures. Use a long strip of paper that can be divided equally into 8. Mark where 8, 7, 6, 5 etc. should be on the strip. Draw a small picture to show what is happening at each milepost.

Art and design

- Design and make a 'Pin the Tail on the Donkey' game.

Music

- Listen to parts of *The Carnival of the Animals* by Saint-Saëns. Use the different speeds and rhythms to move like different animals.

PSHE and Citizenship

- Talk about what happened in the story. Ask: *Should we always do as others say? Who do you trust to tell you what to do?*

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

Oxford
OWL

For teachers

Helping you with free eBooks, inspirational resources, advice and support

For parents

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk

Tom, Dad and Colin (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

Letters and Sounds Phase 4/5	Sounds practised: initial and final blends, for example: spl (as in splash), st (as in rest)
Spoken language	Pupils should be taught to listen and respond appropriately to adults and their peers (SpokLang.1) Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (SpokLang.5) Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (SpokLang.6)
Reading: Word reading	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)
Reading: Comprehension	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)
Writing: Composition	Pupils should be taught to write sentences by sequencing sentences to form short narratives (Y1 WritComp.1iii)

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

Listening and talking	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) I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others (LIT 1-06a)
Reading	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)
Writing	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

Oracy	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 retell narratives or information that they have heard using simple connectives (Y1_OracList.7) Learners are able to include some detail and some relevant vocabulary to extend their ideas or accounts (Y1_OracSpea.3)
--------------	---

Reading	<p>Learners are able to retell events from a narrative in the right order (Y1_ReadComp.1)</p> <p>Learners are able to express a view about the information in a text (Y1_ReadResp.1)</p> <p>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)</p> <p>Learners are able to look for clues in the text to understand information (Y1_ReadStrat.12)</p>
Writing	<p>Learners are able to sequence content correctly (Y1_WritStru.1)</p>

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

Talking and listening	<p>Pupils can listen for information (L1_com_talk.1)</p> <p>Pupils can ask and answer questions for specific information (L1_com_talk.2)</p> <p>Pupils can identify the main points of conversations and explanations (L2_com_talk.1i)</p> <p>Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)</p> <p>Pupils can talk about events in sequence with supporting detail (L2_com_talk.4)</p>
Reading	<p>Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1)</p> <p>Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p> <p>Pupils can talk about what they read and answer questions (L1_com_read.5)</p> <p>Pupils can understand, recount and sequence events and information (L2_com_read.1)</p> <p>Pupils can use a range of reading strategies (L2_com_read.2)</p> <p>Pupils can express opinions and make predictions (L2_com_read.5ii)</p>
Writing	<p>Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)</p> <p>Pupils can show a sense of structure and organisation (L2_com_writ.2ii)</p>