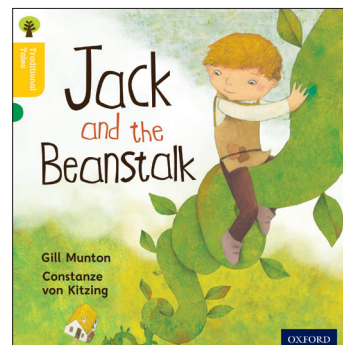


Jack and the Beanstalk

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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 History of Jack and the Beanstalk' which was first published about two hundred years ago. It is an old English folk tale.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask: *What is a beanstalk? What is Jack doing on the front 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 69 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: *Do you think Jack's mum will be pleased with the beans?*
- Pause at the end of page 7. Ask: *What do you think Jack will find at the top of the beanstalk?* If the children know the story and want to tell you more, let them tell you what they already know.
- At the end of the extended story, ask: *Do you think that Jack was brave?*

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. *m-ar-k-e-t*, *th-r-ew*. Focus on **ay**, in the words *day*, *pay*, *away* and *play*.
- Support the children with the words *oh* and *asked*, 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 Jack and his mum decide to sell their cow? Why was Jack's mum angry with him for selling the cow for five beans?*
- Ask the children: *Do you think the giantess was a good or a bad character? Why do you think that?*

- Ask the children to list the things that Jack took from the giant.
- Talk about the ending, ask: *Do you think Jack did the right thing to sell the cow for five beans after all?*

Storytelling and Drama

- Talk about the story with the children and, using the story map available on www.oxfordprimary.co.uk/tradtales as a prompt, discuss the main events of the story. Look again at pages 20 and 21 and talk about the characters of Jack and the giant and discuss how they are feeling at this point in the story.
- Ask the children what they think might have happened if the giant had caught Jack. As a class, talk about the possible outcomes of the story if this had happened.
- Ask the children to work in pairs and to take the roles of the giant and Jack. Tell the children to imagine that the giant caught Jack before he reached the top of the beanstalk and accused him of taking his gold coins, his hen that lays golden eggs and the golden harp. They should role-play the conversation between the giant and Jack. Ask: *Would the giant be angry? What could Jack say to explain why he took the things? Would Jack offer to return them? Could Jack outwit the giant?*

Writing

- As a class, talk about the four beans that did not grow. Suggest to the children that one began to grow later. What might be at the top of this beanstalk? Who might live there? What might Jack do there? Discuss the children's ideas.
- Ask the children to draw their imaginary lands at the top of the beanstalk. When they have a detailed picture, ask them to write a story about what Jack did there.
- Remind them to begin each sentence with a capital letter and end with a full stop.
- Ask the children to read their new stories to the class. Create a display of the alternative worlds at the top of the second beanstalk.

Links to the wider curriculum

Science and Music

- Make your own stringed instruments by stretching rubber bands over boxes. Investigate how different sizes of boxes, different thicknesses of rubber bands and different sized holes in the box beneath the strings effect the sound. Play the instruments.

Mathematics

- Measure the height of the giant you have made in the art activity below. You could use a variety of repeated units, and also measure in metres. Show the height with coloured metre strips beside the giant.

Geography

- The giant's land was up in the clouds. Find pictures of different kinds of clouds. Shape cotton wool to make them, then write labels.

Art and design/Design and technology

- Work together to plan and create the tallest giant or giantess possible for the classroom. Paint or add collage for the giant's clothing, face and hair.

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

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Jack and the Beanstalk (Oxford Level 5) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- 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 make plausible predictions about the plot of an unknown story, using the text and other book features. (D) [ORCS Standard 2, 9]
- Can make plausible predictions about characters, using knowledge of the story, own experiences, etc. (D) [ORCS Standard 2, 10]
- With support, can answer simple questions/find information in response to a direct question. (R) [ORCS Standard 2, 12]
- Can express opinions about main events and characters in stories. (E) [ORCS Standard 2, 14]

ENGLAND The National Curriculum in England: Year 1

Letters and Sounds Phase 5	Sounds practised: ay (as in day), al (as in beanstalk), g (as in giant)
Spoken language	Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9) Pupils should be taught to gain, maintain and monitor the interest of the listener(s) (SpokLang.10)
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 drawing on what they already know or on background information and vocabulary provided by the teacher (Y1 ReadComp.2i)
Writing: Composition	Pupils should be taught to write sentences by saying out loud what they are going to write about (Y1 WritComp.1i) Pupils should be taught to write sentences by sequencing sentences to form short narratives (Y1 WritComp.1iii) 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

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)
Reading	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn (ENG 1-03a) I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) 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) Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose (LIT 1-14a)
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience (LIT 1-20a) 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 speak audibly, conveying meaning to listeners beyond their friendship group (Y1_OracSpea.6) Learners are able to adopt a role using appropriate language (Y1_OracSpea.7)
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Reading	<p>Learners are able to retell events from a narrative in the right order (Y1_ReadComp.1)</p> <p>Learners are able to identify information related to the subject of a text (Y1_ReadComp.2)</p> <p>Learners are able to make links between texts read and other information about the topic (Y1_ReadResp.3)</p> <p>Learners are able to apply the following reading strategies with increasing independence: phonic strategies to decode words; recognition of high-frequency words; context clues (Y1_ReadStrat.5i/5ii/5iii)</p>
Writing	<p>Learners are able to talk about what they are going to write (Y1_WritMean.4)</p> <p>Learners are able to sequence content correctly (Y1_WritStru.1)</p> <p>Learners are able to understand different types of writing (Y1_WritStru.5)</p>

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

Talking and listening	<p>Pupils can ask and answer questions for specific information (L1_com_talk.2)</p> <p>Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</p> <p>Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)</p> <p>Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)</p> <p>Pupils can ask and answer questions to develop understanding (L2_com_talk.2ii)</p> <p>Pupils can use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3)</p> <p>Pupils can use body language to show engagement (L2_com_talk.6)</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 read and understand familiar words, signs and symbols in the environment (L1_com_read.3i)</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>
Writing	<p>Pupils can talk about what they are going to write (L1_com_writ.1)</p> <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 talk about what they are going to write and how they will present their writing (L2_com_writ.1)</p> <p>Pupils can show a sense of structure and organisation (L2_com_writ.2ii)</p> <p>Pupils can write using a given form (L2_com_writ.3)</p>