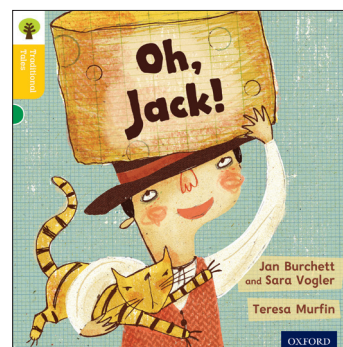


Oh, Jack!

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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 'Lazy Jack', an old English folk tale. The same story occurs in Scottish, Irish and German tales.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask: *Why do you think the title is 'Oh, Jack!'?*
- 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 75 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: *Where do you think Jack will put the cheese to carry it home?*
- When the children have noticed the pattern, ask them to tell you where Jack will carry his payment each time. Ask: *What did Jack's mum tell him to do this time?*
- At the end of the extended story, ask: *Did the story end happily? Do you think Jack's mum was happy with Jack at the end of the story?*

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. *b-r-ow-n*, *g-r-ou-n-d*. Focus on **ou**, in the words *about*, *house* and *ground*.
- Support the children with the words *called*, *Mr*, *Mrs*, *looked*, *oh*, *people*, explaining that they are tricky words, but also very common and useful. If a word is too difficult, simply read the word for them. As they read, help if necessary with *stallholder* (page 9) and *shoulder* (page 17).

Returning to the story

- Ask: *Who gave Jack a cat? How did Jack try to take the cat home?* Praise children for remembering and turn back to pages 12 and 13 to check the answer. Ask: *What did Jack's Mum tell him to do next time?*
- Turn to page 21 and ask: *What made the girl laugh? Why was this lucky for Jack?*



- Ask: *Was Jack always right to do exactly what his mother told him to do? What would you suggest that Jack could do differently next time?*

Storytelling and Drama

- As a class, talk together about the events in the story. Provide copies of the story map available on www.oxfordprimary.co.uk/tradtales for children to refer to as they identify the main events.
- Ask the children to work in pairs and to imagine that they are two people that live in Jack's village. For each of the events in the story one villager will have seen Jack walking down the high street on his way home from his job and should describe what happened to the other person. They should take it in turns to be the villager describing what Jack was doing. The other villager can ask questions and make observations. Tell the children that after describing and discussing each event in the story, they should think of some advice they could give Jack about what to do next time.
- Gather the children back together and ask them to imagine that you are Jack. Go through the events in the order of the story and ask them to offer you advice on what you could do next time.

Writing

- As a class look at the story map available on www.oxfordprimary.co.uk/tradtales and talk about what Jack does in the story. Ask each child to choose one of the episodes in the story and to retell it in their own words. They should write about what job Jack was doing, who paid him and what he was paid with, and how he took his pay home. They should write about what happened to his pay and the reactions of people who saw Jack. They may also want to include what Jack's mother said when he got home.
- Encourage the children to write in full sentences using correct spelling and punctuation. Ask the children to illustrate their part of the story too.
- Once the children have completed their episode, encourage them to read them to the class. You could create a class version of the story on a wall, with the retellings laid out in the sequence of the story.

Links to the wider curriculum

Science

- Investigate how long it takes various foods to melt if left in the sun: chocolate, ice cubes, cheese, butter. Make a prediction and devise a test to see if you are right.

Mathematics

- If Jack had been paid a penny a day for each job, how much money would he have earned (as long as he didn't lose it)? How much would it be if he were paid two pence a day?

Geography

- Draw a map of the town where Jack lives, marking the places that Jack visits in the story.

Art and design/Design and technology

- Jack needs a way to bring home his pay. Work with a partner to discuss and plan a useful cart.

PSHE and Citizenship

- Jack's mum told him '*You don't think.*' We have to think hard when we are near a busy road. Think of some rules for walking near traffic. Talk about the Green Cross Code and make a list of these rules.

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

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Oh, Jack! (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 retell known stories, including significant events/main ideas in sequence. (R) [ORCS Standard 2, 8]
- Can make plausible predictions about the plot of an unknown story, using the text and other book features. (D) [ORCS Standard 2, 9]
- 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 pay), a-e (as in cake), -y (as in happy)
Spoken language	Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)
Reading: Word reading	Pupils should be taught to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (Y1 ReadWord.2) 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 discussing the significance of the title and events (Y1 ReadComp.2iii)
Writing: Composition	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

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 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) To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text (LIT 1-16a)
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 adopt a role using appropriate language (Y1_OracSpea.7)
Reading	Learners are able to retell events from a narrative in the right order (Y1_ReadComp.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 identify simple text features such as titles and pictures to indicate what the text is about (Y1_ReadStrat.11)
Writing	Learners are able to sequence content correctly (Y1_WritStru.1) Learners are able to understand different types of writing (Y1_WritStru.5)

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 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>
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>
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> <p>Pupils can write using a given form (L2_com_writ.3)</p>