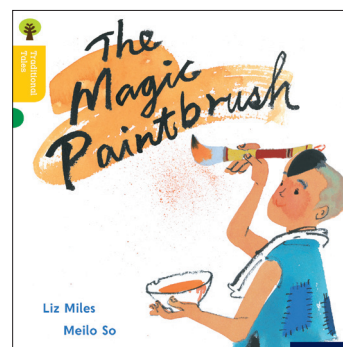


The Magic Paintbrush

Written by Liz Miles and illustrated by Meilo So

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 a Chinese folk tale. It shows that goodness and kindness are rewarded over greed.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask: *What do you think might be magical about a paintbrush?*
- 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 73 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 7. Ask: *What do you think Ho might do now?*
- At the end of page 13, ask: *Can you think of anything else Ho could paint for the people?*
- At the end of the extended story, ask: *What would you have painted using the magic paintbrush?*

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. *p-ai-n-t-b-r-u-sh*, *j-ai-l*. Focus on the alternative spellings for /ai/, in the words *hay*, *paint* and *gale*.
- Support the children with the words *looked* and *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.

Returning to the story

- Ask the children to explain where Ho got the magic paintbrush from and why.
- Ask: *Do you think the rich farmer was pleased that Ho painted things for the people? Why do you think this?*
- Ask the children why they think the magic paintbrush would work for Ho, but not for the rich farmer.
- Talk about how Ho got rid of the rich farmer. Ask: *What do you think happened to the rich farmer?*

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 in the story.
- Ask the children to think about how the storyteller uses his voice to add expression by varying his 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 information about the storytelling techniques used in the video.

Drama

- Provide a 'magic' paintbrush for the class. As a whole-class activity pass the paintbrush around the class, when a child is given the paintbrush, they should hold it and tell the class what they would like to paint using Ho's magic paintbrush. Ask them to say why they would choose this to become real.
- The rest of the class should listen to the suggestion and discuss whether they think the paintbrush would make that object real or not.

Writing

- Retell the story from when Ho was told to paint a golden mountain. If necessary give the children copies of the story map available on www.oxfordprimary.co.uk/tradtales as a prompt and together make a list of the main points on a board. Include: Ho paints the mountain of gold; Ho paints the sea; Ho paints a ship; the rich farmer sails away; Ho paints a gale; the rich farmer does not return.
- Ask the children to use the list to write their own story of what happened to the rich farmer. Ask them to describe what happened and how Ho got rid of him. They may also want to extend their story to include what happened to the farmer when the gale carried him out to sea. Encourage the children to think about the storyteller version and how they could use rich and interesting language in their own story.
- Remind them to begin each sentence with a capital letter and end with a full stop. Ask the children to illustrate their stories.

Links to the wider curriculum

Science/Design and technology

- Design and make a small boat that will float on water. Give it a sail and see how well it moves if you blow it. Find the best size of sail for your boat.

Geography/History

- Find China on a globe or in an atlas. Find interesting facts about China from books in your library.

Art and design

- Imagine you had a magic paintbrush. Paint a scene that you would like to come alive. Or, paint your favourite scene from the story.

Music

- Listen to traditional Chinese music and copy the sounds with your own instruments.

PSHE and Citizenship

- Discuss what happened when the rich farmer took the paintbrush. What did he paint? Did it come to life? Why do you think he couldn't make things become real?

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

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The Magic Paintbrush (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: a-e (as in gave), ea (as in real), o (as in gold)
Spoken language	Pupils should be taught to listen and respond appropriately to adults and their peers (SpokLang.1) 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 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 participate in discussion about what is read to them, taking turns and listening to what others say (Y1 ReadComp.3)
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	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)
Reading	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) 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 listen to others, with growing attention, usually responding appropriately (Y1_OracList.1) Learners are able to speak audibly, conveying meaning to listeners beyond their friendship group (Y1_OracSpea.6)
Reading	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 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)
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 listen for information (L1_com_talk.1)</p> <p>Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)</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 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 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 ask questions to seek clarification that develops understanding (L2_com_read.5i)</p> <p>Pupils can express opinions (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> <p>Pupils can write using a given form (L2_com_writ.3)</p>