

The Moon in the Pond

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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 adapted from one of the tales of Brer Rabbit, a rabbit who likes to trick all the other animals he meets. These stories come from African, African-American and Native American cultures.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask: *What time of day do you think is shown on the 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 71 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.
- Pause at the end of page 7. Ask: *What do you think Rabbit's trick might be?*
- Stop reading at the end of page 11. Ask: *Why do you think the other animals believe Rabbit?*
- At the end of the extended story, ask: *Do you think that Bear and Fox will trust Rabbit again?*

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. *g-l-e-a-m-e-d*, *s-i-n-k-i-ng*. Focus on the alternative spellings for /igh/ in *night*, *daytime* and *sky*.
- Support the children with the words *oh*, *asked*, *their*, *called*, 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: *Which character was the cleverest in this story? Why do you think this?*
- Ask the children to explain why/how Fox and Bear thought the moon could be in the pond. Ask: *Was it possible to catch the moon in the net? What was it that Fox and Bear did not understand?*
- Talk about Rabbit's trick. Ask: *Do you think it was a good trick? Why did Rabbit think it was funny?*

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. Tell the children that Rabbit likes to boast about tricks that he plays on people because he likes everyone to know how clever he has been. Tell them that Fox and Bear are cross at being tricked by Rabbit.
- Divide the class into small groups. Ask three children in each group to take on the roles of Rabbit, Fox and Bear. Tell the other children to ask the characters questions about the events in the story, what happened, what they were thinking and how they felt at different points. They might want to extend the questioning to consider what happened after the story.
- The children in the hot-seats as Rabbit, Fox and Bear should respond in role. Encourage the children to swap roles during the activity so that the questioners also have an opportunity to answer questions in role.

Writing

- Choose four key points from the story, e.g. the beginning by the pool, fishing for the moon, Fox and Bear soaking wet, Rabbit laughing and the moon high in the sky.
- Using the story map available on www.oxfordprimary.co.uk/tradtales as a prompt, ask the children to consider these four events and discuss what happened in the story. Tell the children that they are going to retell the story, and that you want them to change one thing in their retelling from the original, for example they could write about the sun instead of the moon, change the trickster character to a different animal or change the ending.
- Give the children paper divided into four sections. Ask them to draw the four events and add speech bubbles to show what the characters are saying or thinking. If appropriate they could also write the narrative of the story beneath the illustrations using simple sentences and descriptions.
- Ask the children to read their new stories to the class and discuss the differences between the new versions and the original.

Links to the wider curriculum

Science

- Find out about the moon. Find photographs of the moon's craters on the internet and in books. Find out why the moon seems to change shape.

Mathematics

- Play a fishing game using the game designed below. Play in a group of three or four. Write a number on each fish. Take turns to catch a fish. When you have three or four each, add the numbers to see who has the highest total.

History

- Look at books that show the moon landings. Find out how long ago men walked on the moon.

Art and design/Design and technology

- Design and make a fishing game using paper fish. Put a paper clip on each fish. Make

rods with magnets to pick up the fish. The children could design and make a fish tank for the fish.

PSHE and Citizenship

- Talk about tricks and practical jokes. Let children talk about their own experiences. Was Rabbit's trick fun or unkind? Talk about the difference between having fun, and being unkind.

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

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The Moon in the Pond (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: ear (as in Bear), o (as in cold), e (as in we), ey (as in they)
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 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) 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 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 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 express a view about the information in a text (Y1_ReadResp.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 look for clues in the text to understand information (Y1_ReadStrat.12)
Writing	Learners are able sequence content correctly (Y1_WritStru.1) Learners are able 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> <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> <p>Pupils can write using a given form (L2_com_writ.3)</p>