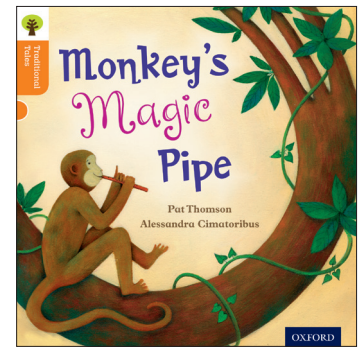


# Monkey's Magic Pipe

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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 based on a South American tale where the smallest, weakest creature triumphs. Here Monkey is the clever problem-solver. Traditionally, when told aloud, pipe music is often used. The repetition, useful to young readers, encourages joining in.

## Group/Guided reading

### Introducing the story

- Talk about the title of the story with the children. Ask: *Does this sound like the monkeys you see in wildlife programmes on television? What is different?*
- Tell the children that the story is set in a faraway forest or a jungle. Ask: *What other animals might we find in this story?*
- Look at the cover of the book and read the title together. Ask: *What do you think is going to happen in the story?*
- Read pages 2 to 5 and ask: *How might Monkey come into the story?* Ask the children if they were surprised to find a monster in the story. Ask: *What are monsters in stories usually like?*
- All the words in this story are decodable. However, we've listed some of the more challenging words on the inside front cover of the book, to help build familiarity with these before children read the story for themselves.

### Reading the story

- Ask the children to read the story. Remember to give them lots of encouragement and praise as they read.
- Look at page 7 and ask the children to find and read the words that describe how Snake and the Monster moved. Ask: *What do you notice about these words?* Talk about how the words *slid* and *pounced* suggest different types of movement. *Slid* suggests slow movement whereas *pounced* suggests sudden and fast movement.
- Read together the first sentence on page 10, *"I shall eat them all," roared the Monster.* Ask the children to say the Monster's words in a roaring voice. Ask: *Can you think of any other words that might be used to describe how the Monster speaks?*
- Now look at the words used on page 17 to describe Parrot dancing, *flapped* and *screeched*. Ask: *Do the words help you to imagine how Parrot danced?* Encourage the children to look for other good descriptive words, e.g. *struggled* and *snapped* (page 19), *Panther sprang* (page 20) and *puffing* and *panting* (page 21).

## Returning to the story

- Ask: *How do you think the animals felt when the Monster trapped them? What would they think was going to happen to them?*
- Tell the children that there are several alternative spellings of /ee/ in the story. Encourage them to identify **eat** (page 3), **teeth** (page 5), **me** (page 6), **Monkey** (page 11) and **pity** (page 14).
- Ask: *What did Monkey do that shows us how clever she was? Was Monkey's pipe really magic?*
- Talk about the Monster. Do the children think he learned anything from what Monkey did?

## Storytelling and Drama

- As a class talk about the Monster's character and create a list of his attributes.
- Ask the children to work in groups and talk about the things that the Monster boasted he was best at, such as *"I am the best at waiting,"* (page 5) and *"I am the best at hunting!"* (page 10). Remind them that the Monster says, *"I must be the best dancer ... because I am the best at everything."* (page 13). In groups, ask them to think of other things that he might boast about being the best at in the jungle.
- Ask the children in their groups to decide on their best Monster boast and to act it out. The children could take on the roles of the characters and create a new story episode based on the Monster's new boast. Encourage them to think about how the other characters might react to the Monster. Ask each group to share their new Monster boast and story episode with the rest of the class.

## Writing

- Talk together about what might happen after the end of the story. How did the Monster find food? Did the other animals stay around or move away? Did Monkey play any more clever tricks?
- Choose one of the children's suggestions and model writing the continuation of the story, e.g. 'The Monster stayed in his cave of bones for three days and nights. He was hungrier than ever. "What shall I do?" he asked himself...'
- Encourage the children to write their own continuation episode in the style of the story, such as having the Monster say new things he is best at, or creating new repeating sentences to go with their ideas.

## Links to the wider curriculum

### Science

- Use books and the internet to find out about different types of monkeys.

### Geography

- Find countries where monkeys live, such as India and Brazil, and learn about their habitat.

### Art and design/Design and technology

- Use old shoe boxes to make a story box, creating a background jungle setting inside the box and simple card puppets for the children to re-enact the story.

### PE

- Using your chosen music, groups of children create a dance sequence representing the animals and the Monster in the story, moving appropriately for each one.

### PSHE and Citizenship

- Talk about how boasting affects how others see you. You could read *Look What I've Got!* by Anthony Browne as an extension to the original story.

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

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# Monkey's Magic Pipe (Oxford Level 6) 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 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]
- Can express opinions about main events and characters in stories. (E) [ORCS Standard 2, 14]

## ENGLAND The National Curriculum in England: Year 1

<b>Spoken language</b>	Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)
<b>Reading:</b> 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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (Y1 ReadWord.8)
<b>Reading:</b> 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)
<b>Writing:</b> 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)

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

<b>Listening and talking</b>	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)
<b>Reading</b>	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) I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear (LIT 1-13a) 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)
<b>Writing</b>	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

<b>Oracy</b>	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)
<b>Reading</b>	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 (Y1_ReadStrat.5i) Learners are able to read suitable texts with accuracy and fluency (Y1_ReadStrat.8) Learners are able to read aloud with attention to full stops and question marks (Y1_ReadStrat.9)

<b>Writing</b>	<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>
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**NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Levels 1 and 2**

<b>Talking and listening</b>	<p>Pupils can ask and answer questions for specific information (L1_com_talk.2)</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>
<b>Reading</b>	<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 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>
<b>Writing</b>	<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>