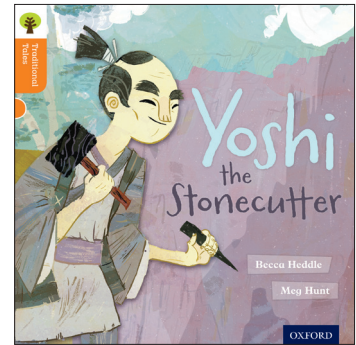


Yoshi the Stonecutter

Written by Becca Heddle and illustrated by Meg Hunt

Teaching notes written by Pam Dowson

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 Japanese story shows how wanting more than we already have is not always a good thing. The story is circular in structure, with Yoshi realising at the end of the story that he wishes to be back where he started.

Group/Guided reading

Introducing the story

- Ask the children if they know what a stonecutter does. Explain that he would use hand tools to cut and carve stone blocks into shapes for building.
- Ask: *Does the name Yoshi give you a clue about where the story might be set?* Tell the children the setting is in Japan. Ask if they know anything about the country.
- Look at the cover of the book and read the title together. Ask: *What do you think is going to happen in the story?*
- Tell the children that Yoshi is a poor man. Ask: *Do you know any other stories where the main characters are poor at the start? What happens to them?*
- After reading pages 2 to 3, ask the children if the mountain spirit reminds them of characters from other stories, e.g. the genie from 'Aladdin', or the Fairy Godmother from 'Cinderella'.
- 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.
- Read the final words on page 5: *Yoshi – a rich man you now shall be*. Talk about the structure of this sentence, which is repeated throughout the story. We might call this 'story language'.
- Ask the children if they know the meaning of the word *wither* on page 13. Can they think of another verb that could be used here? For example: shrivel, dry up or die.

Returning to the story

- Ask how Yoshi might have felt when the spirit granted his first wish (page 5).
- Tell the children that some of the words in this story include the /igh/ phoneme. Encourage them to find the alternative spellings of /igh/, including *ride* (page 7), *dried* (page 10), *sky* (page 13) and *might* (page 14).
- As Yoshi's wishes continued to be granted, ask: *Was Yoshi getting happier all the time? What conclusion did Yoshi reach at the end of the story? Do you think Yoshi is right?*

Storytelling and Drama

- Using copies of the story map available on www.oxfordprimary.co.uk/tradtales as a prompt to remind the children of the main events in the story, ask the children to freeze-frame as Yoshi for each part of the story.
- Ask them to use facial expressions and body shapes to show how Yoshi was feeling.
- For each freeze-frame, choose some children to speak in role as Yoshi, saying what he was thinking and how he was feeling. Afterwards, talk about when Yoshi was happiest and why.

Writing

- Ask the children to imagine that they are Yoshi. Remind them that Yoshi tries being a rich man, a prince, the sun, a cloud and a rock. Ask which one they would like to be. Tell the class that the mountain spirit decided to delay granting Yoshi his next wish and so he had to stay in one of these forms for a while longer.
- Working in pairs or independently, instruct the children to think of a new episode for the story. Tell them to consider what Yoshi could do if he was stuck as a cloud or the sun, for example. How do they think Yoshi would feel about this?
- Model writing in the first person, e.g. 'I didn't feel as powerful as I wanted to be when I was the sun – the clouds kept on getting in my way and however hard I shone I could not clear them. Now I am a cloud, I have decided to rain and rain and rain.'
- The children should write in role as Yoshi telling their new episode in the story. Encourage them to explain how Yoshi feels, as well as telling the events of their new episode.
- You may want to create a new class version of the story, with the new episodes included in which Yoshi has to spend more time considering the power of each of his new roles before the mountain spirit allows him to change his form again.

Links to the wider curriculum

Science

- Link the story to work on the strength of materials. You could also play the game 'Stone, Paper, Scissors' for fun!

Geography

- Find Japan on a globe of the world. Look at maps of Japan and find the mountains and rivers.

Art and design

- Create a collage of Japanese cherry trees, with a large sun in the sky representing Yoshi when he was turned into the sun.

Music

- Listen to traditional Japanese music and find images of the instruments.

PSHE and Citizenship

- Yoshi was always wishing for his life to be different, not realising that he could be happy as he was. Talk about how we can appreciate what we have. Ask the children to describe the good things about their lives.

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

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Yoshi the Stonecutter (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

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 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)
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 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

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) 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) 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)
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 express a view about the information in a text; explore language, information and events in texts (Y1_ReadResp.1/2)</p> <p>Learners are able to apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)</p> <p>Learners are able to read suitable texts with accuracy and fluency; read aloud with attention to full stops and question marks (Y1_ReadStrat.8/9)</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; make eye contact and take turns whilst engaging in conversation (L1_com_talk.2/6)</p> <p>Pupils can follow discussions, make contributions and observe conventions of conversation; ask and answer questions to develop understanding; use body language to show engagement (L2_com_talk.2i/2ii/6)</p>
Reading	<p>Pupils can show understanding of the meaning carried by print, pictures and images; understand that words are made up of sounds and syllables and that sounds are represented by letters; read and understand familiar words, signs and symbols in the environment; talk about what they read and answer questions (L1_com_read.1/2i/3i/5)</p> <p>Pupils can understand, recount and sequence events and information; use a range of reading strategies; ask questions to seek clarification that develops understanding; express opinions (L2_com_read.1/2/5i/5ii)</p>
Writing	<p>Pupils can talk about what they are going to write; express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.1/2)</p> <p>Pupils can talk about what they are going to write and how they will present their writing; show a sense of structure and organisation; write using a given form (L2_com_writ.1/2ii/3)</p>