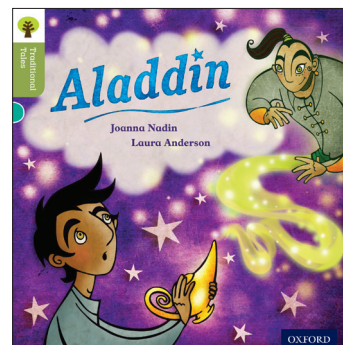


Aladdin

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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.
- Aladdin was one of the *Thousand and One Nights* stories, a set of folk tales from the Middle East collected over many centuries. It has also been a pantomime for over two hundred years.

Group/Guided reading

Introducing the story

- Ask if any of the children know the story of Aladdin. They may have seen a film or a pantomime version. Ask: *What can you remember about the story?*
- Ask if they know any of the characters in the story. Do they know what a genie is?
- Look at the front cover together and read the title. Ask: *What clues can you see about what is going to happen in the story?*
- Look at pages 2 to 3 together, and ask the children to read out phrases that give clues to the character of Aladdin, his mother and his uncle. Ask: *What do you think Aladdin is thinking about his uncle's promise to make him rich?*
- 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.
- Pause after page 7 and ask: *How do you think Aladdin's feelings have changed since he first met his uncle? Which words could you use to describe how he has felt so far in the story?*
- Look at the word *sorcerer* on page 8. Do the children know what this is? Can they think of other words that could be used to describe the sorcerer? For example: wizard, magician, enchanter.

Returning to the story

- Look again at page 8. Ask: *How do you think Aladdin's mother felt when he told her what had happened?*
- Ask: *Why do you think Aladdin didn't tell Yasmin about the lamp and the sorcerer?*
- Ask the children to find examples of the /ai/ phoneme, spelled in different ways, such as **away** (page 2), **strange**, **claiming** (page 3), **rage**, (page 6), **again** (page 9), **came** (page 13).
- Ask the children if they think Aladdin was clever or lucky. Ask: *Did Aladdin make good decisions?*

Storytelling and Drama

- Ask the children to work in groups of four and provide them with copies of the story map available on www.oxfordprimary.co.uk/tradtales. The children should work in their groups to retell the story in their own words. They should work in role as Aladdin, the uncle/sorcerer, the genie and Princess Yasmin. Encourage them to use their voices and facial expressions to show what each character is like and convey how their character is feeling throughout the story. Ask them to think about dialogue between the characters and to use language that conveys thoughts and emotions as well as describing the action.
- In pairs, ask the children to take on the roles of Aladdin and the genie. Tell them to think of alternative wishes that Aladdin could have made. Ask them to think about what else Aladdin might have wished for and how the genie might react. The wishes could be silly, outrageous or serious. They should then swap roles.

Writing

- Look at pages 2, 8, 9 and 10, where we see Aladdin's mother. Tell them that although she does not appear elsewhere in the story, she would know about what was happening or had happened. As a class, talk about Aladdin's mother's thoughts and feelings at different points in the story. For example: How did she feel when Aladdin summoned the genie from the lamp? Was she happy when Aladdin fell in love with Yasmin? What did she think had happened when Yasmin disappeared? Did she worry about Aladdin when he was away searching for Yasmin?
- Together, list the key events of the story in order, e.g. Aladdin goes off with his uncle; he finds the lamp and the genie appears, etc. You may want to provide the children with copies of the story map available on www.oxfordprimary.co.uk/tradtales to prompt the children and for them to make notes on.
- Model writing the story from Aladdin's mother's point of view, using the first person. Use a variety of sentence openings and connectives.
- Ask the children to choose one section of the story and to write in role as Aladdin's mother. Encourage them to describe what happens in the story and how she feels about it.

Links to the wider curriculum

Mathematics and ICT

- Use nets of cuboids to make 3D treasure chests.

Geography

- Find eastern countries on a globe, where the story might be set. Some children might like to learn capital cities or find out about countries whose names have changed.

Art and design

- Create treasure chest collages, using 'real' jewels and fabrics.

Design and technology

- Make simple clay oil lamps.

Music

- Compose 'magical' music to accompany the genie scenes.

PE

- Create a movement sequence to show the sorcerer shrinking away. The 'magical genie' music might be used to accompany this.

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

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Aladdin (Oxford Level 7) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can read aloud, taking into account . ? ! (READ) [ORCS Standard 3, 2]
- Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ) [ORCS Standard 3, 3]
- Can locate some specific information e.g. key events, characters' names or key information in a non-fiction text. (R) [ORCS Standard 3, 6]
- Can make predictions about a text using a range of clues. (D) [ORCS Standard 3, 7]
- Can confidently relate texts to their own experiences. (D) [ORCS Standard 3, 24]

ENGLAND The National Curriculum in England: Year 2

Spoken language	Pupils should be taught to listen and respond appropriately to adults and their peers (SpokLang.1) Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (SpokLang.6) Pupils should be taught to select and use appropriate registers for effective communication (SpokLang.12)
Reading: Word reading	Pupils should be taught to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Y2 ReadWord.2) Pupils should be taught to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2 ReadWord.7)
Reading: Comprehension	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (Y2 ReadComp.1iii) Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2 ReadComp.1vi) Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done (Y2 ReadComp.2iii)
Writing: Composition	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) (Y2 WritComp.1i) Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about (Y2 WritComp.2i) Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary (Y2 WritComp.2ii)

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomess – 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 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 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)
Writing	I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate ideas or create new text (LIT 1-25a) By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others (LIT1-26a) I can convey information, describe events or processes, share my opinions or persuade my reader in different ways (LIT 1-28a / LIT 1-29a)

WALES Foundation Phase Framework: Year 2

Oracy	<p>Learners are able to contribute to discussion, keeping a focus on the topic and taking turns to speak (Y2_OracColl.1)</p> <p>Learners are able to retell narratives or information that they have heard, sequencing events correctly (Y2_OracList.5)</p> <p>Learners are able to express opinions, giving reasons, and provide appropriate answers to questions (Y2_OracSpea.1)</p> <p>Learners are able to speak clearly to a range of audiences (Y2_OracSpea.6)</p> <p>Learners are able to adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7)</p>
Reading	<p>Learners are able to recall and retell narratives and information from texts with some details (Y2_ReadComp.2)</p> <p>Learners are able to draw upon relevant personal experience and prior knowledge to support understanding of texts (Y2_ReadComp.4)</p> <p>Learners are able to express views about information and details in a text (Y2_ReadResp.1)</p> <p>Learners are able to apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: phonic strategies; recognition of HFW; context clues; graphic and syntactic clues; self-correction, including re-reading and reading ahead (Y2_ReadStrat.4i–4v)</p>
Writing	<p>Learners are able to understand and use language appropriate to writing (Y2_WritLang.1)</p> <p>Learners are able to use simple subject-related words appropriately (Y2_WritLang.2)</p> <p>Learners are able to write for different purposes (Y2_WritMean.2)</p> <p>Learners are able to follow a structure in their writing with support (Y2_WritStru.1)</p> <p>Learners are able to organise writing with a beginning, middle and end (Y2_WritStru.4)</p>

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.1i)</p> <p>Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)</p>
Reading	<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 a general vocabulary (L2_com_write.2i)</p> <p>Pupils can show a sense of structure and organisation (L2_com_write.2ii)</p> <p>Pupils can write using a given form (L2_com_write.3)</p>