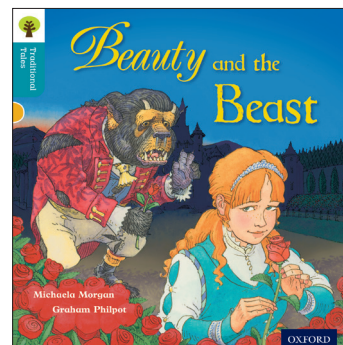


Beauty and the Beast

Written by Michaela Morgan and illustrated by Graham Philpot

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.
- Many versions of this story have been told all over the world, with different types of beast. It teaches the reader not to judge by appearances. It is a journey of kindness overcoming adversity.

Group/Guided reading

Introducing the story

- Ask the children if they have heard of the story, 'Beauty and the Beast'. They may have read it previously or seen a film version. After reading the story, help the children to compare it with different versions.
- Talk about stories where people are transformed into animals. How and why does this happen? If the children talk about magic spells, discuss how these spells can be broken.
- Look at the cover of the book and read the title together. Ask: *Do you think this is a happy or a sad story? Why?*
- Look at pages 2 to 6 where the old woman casts her spell on the Prince. Ask: *Why did the old woman want to teach the Prince a lesson?*
- 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 at page 8. Ask the children to read out the first two sentences, each beginning, *Too late ...* Talk about how the repetition of this powerful sentence starter reinforces the Prince's despair.
- On page 9, check that the children understand what a *merchant* is.
- At page 27, ask the children to explain how Bella gets back to the beast's palace so quickly. If necessary refer back to the beast's instructions on page 23.

Returning to the story

- Turn to pages 16 and 17. Ask: *How do you think Bella's father felt when his daughter went to live with the beast?*
- Find the words **enormous** (page 2), **poor** (page 3), **towards** (page 4), **claws** (page 6), **your** (page 7), **daughters** (page 9), **bought** (page 11), **roar** (page 14), **talk** (page 20) and **water** (page 28). Notice how the /or/ sound is spelled differently in these words.
- Ask: *Do you think the Prince deserved to be turned into a beast? What do you think he learned from the experience?* Remind the children that Bella says they have both learned a lesson (page 31), ask: *What did Bella learn?*

Storytelling and Drama

- In groups of four, ask the children to plan and perform an oral retelling of the story. Provide copies of the story map available on www.oxfordprimary.co.uk/tradtales to help remind the children of the key events in the story.
- In each group one child should act as narrator, to give the narrative and link each section of the story together. The other members of the group take on the roles of Bella, the Prince/beast and Bella's father.
- For each event in the story, the characters say a line and what they are thinking, for example, as Bella arrives at the palace, she might say, "Such a beautiful palace!" and think, "I am frightened, but I must keep Father's promise." If you are using the story map as a prompt, you may want to tell the children to give the characters dialogue and voice their thoughts when each image is reached.
- Encourage them to use their voices and facial expressions to add characterisation to their performance.

Writing

- Together, list some words to describe how the Prince's feelings changed throughout the story. (e.g. grumpy, happy, shock, despair, sorrow.)
- Model how to tell one section of the story from the Prince's point of view, e.g. "I was a contented fellow to begin with, although for some reason people often called me grumpy."
- Ask the children to continue the story, writing from the Prince/beast's point of view. Encourage them to choose vocabulary that describes his feelings, with examples that show them, e.g. "I felt as though the bottom had dropped out of my world."
- As a class, encourage the children to share examples of the Prince/beast's thoughts and feelings from different points of the story.

Links to the wider curriculum

Mathematics

- Use mirrors to investigate symmetry.

Science

- Investigate plants, how they grow and what they need to survive.

History

- Use books or the internet to find out about merchants.

Art and design

- Draw the face of the Prince in close-up. Photocopy several copies for the children to work on, to show the Prince's gradual change into a beast. You could also use an ICT program.

Music

- Compose some music to suggest the Prince changing into a beast, growing bigger and more terrifying.

PSHE and Citizenship

- Bella was frightened by the beast's appearance, but this did not stop her from being kind to him. Discuss what qualities people have that make them good friends.

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

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Beauty and the Beast (Oxford Level 9) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can make predictions about a text using a range of clues. (D) [ORCS Standard 3, 7]
- Can compare similarities and differences between texts in terms of characters, settings and themes. (D/E) [ORCS Standard 3, 8]
- Can provide simple explanations about events or information. (D) [ORCS Standard 3, 9]
- Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,). (READ) [ORCS Standard 3, 15]
- Can read all of the high frequency words, up to and including the Y1/2 high frequency word list (demonstrates fluent and automatic reading of frequently encountered words). (READ) [ORCS Standard 3, 16]
- Can summarise a story, giving the main points clearly in sequence. (R) [ORCS Standard 3, 18]

ENGLAND The National Curriculum in England: Year 2

Spoken language	<p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7)</p> <p>Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)</p> <p>Pupils should be taught to select and use appropriate registers for effective communication (SpokLang.12)</p>
Reading: Word reading	<p>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)</p> <p>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)</p>
Reading: Comprehension	<p>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)</p> <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry (Y2 ReadComp.1v)</p> <p>Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher (Y2 ReadComp.2i)</p> <p>Pupils should be taught to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (Y2 ReadComp.4)</p>
Writing: Composition	<p>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)</p> <p>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)</p> <p>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)</p> <p>Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear (Y2 WritComp.4)</p>

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

Listening and talking	<p>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)</p> <p>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)</p> <p>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more (LIT 1-09a)</p>
Reading	<p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a)</p> <p>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)</p> <p>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)</p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text (LIT 1-16a)</p> <p>Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings (LIT 1-31a)</p>

Writing	<p>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)</p> <p>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 (LIT 1-26a)</p> <p>I can describe and share my experiences and how they made me feel (LIT 1-30a)</p>
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WALES Foundation Phase Framework: Year 2

Oracy	<p>Learners are able to share activities and information to complete a task (Y2_OracColl.2)</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 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 show understanding and express opinions about language, information and events in texts (Y2_ReadResp.2)</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 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 follow and build upon a form modelled by the teacher (Y2_WritStru.2)</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 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>
Reading	<p>Pupils can use visual clues to locate information (L1_com_read.3ii)</p> <p>Pupils can use a range of reading strategies (L2_com_read.2)</p> <p>Pupils can recognise some forms and features of texts (L2_com_read.4)</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>