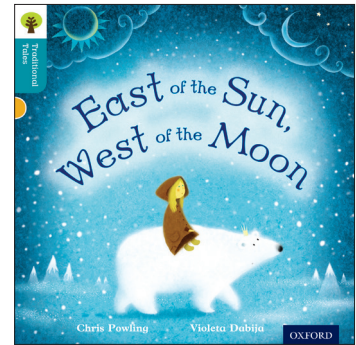


# East of the Sun, West of the Moon



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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 journey story is a Norwegian fairy tale where someone is transformed into an animal. It is a story of love and goodness triumphing over evil magic.

## Group/Guided reading

### Introducing the story

- Look at the cover and ask: *Where might this story be set?*
- Tell the children that the story comes from Norway. Ask: *Do you know anything about Norway?* Talk about Norway's fjord coastline.
- Tell the children that in Norwegian fairy tales there are often trolls. Ask: *What do you know about trolls? Are they usually good or bad characters?*
- Return to the cover and read the title together. Ask: *What do you think might happen in the story?* Read pages 2 to 3. Ask: *What do you think will happen? Would you trust the bear?*
- 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.
- Check that the children understand the meaning of the word *hag* (page 15).
- Re-read pages 18 to 21. Find verbs and adverbs that describe how people spoke, e.g. *hissed* and *asked eagerly* (page 18), *cackled* (page 21). Talk about how these words tell us more about the characters.

### Returning to the story

- Ask: *Why do you think the bear asked to borrow Astrid?*
- Notice the different spellings for the /air/ phoneme, for example: **bear** (page 3), **there** (page 6), **share** (page 8) and **air** (page 19).
- Look again at pages 12 and 13. Ask: *Why was the Prince cross with Astrid? How do you think Astrid felt at this point in the story?*
- Ask: *How did Astrid show that true love can overcome evil? How do you think Long Nose felt when she realised Astrid had beaten her?*



## Storytelling

- Show the class the video of the storyteller performing the story on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales).
- Talk about how the storyteller uses rich and imaginative language to describe characters and events in the story.
- Ask the children to think about how the storyteller uses his voice to add expression by varying his tone and the rhythm of the story. Discuss how the storyteller uses facial expressions to show emotions.
- Ask the class to discuss what they particularly enjoyed about the storyteller version of the story.
- Have a look at the storytellers' notes for more information about the storytelling techniques used in the video.

## Drama

- Ask the children to work in groups of three and to retell the final chapter of the story 'The test' in role. Encourage them take the characters of Astrid, Long Nose and the Prince.
- Tell the children to talk about how each character is feeling in this chapter, for example, Long Nose is angry and frustrated, Astrid is nervous and delighted, and the Prince is confident and triumphant. Encourage the children to think about the storyteller's performance and to use their facial expressions and voices to show the characters' emotions in their retelling.

## Writing

- Recap the main events of the story and ask the children to consider it from the bear/Prince's point of view. You may want to provide copies of the story map available on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales) as a prompt. Work together to create a list of his feelings as the story progresses. In particular, consider how he felt about Astrid and how she helped him.
- Tell the children to imagine that the bear/Prince kept a diary. Model how he might have written in his diary, e.g. "I felt nervous when I asked the poor farmer if I could borrow his daughter today. If only I could explain."
- Ask the children to write in role as the bear/Prince. Remind them to write in the first person. Encourage them to think about the rich and imaginative language the storyteller used in their version of the story, and to use interesting verbs and adverbs to describe the bear/Prince's feelings in his diary entries.

## Links to the wider curriculum

### Mathematics/Science

- Investigate compass points – find the directions of North, South, East and West in your classroom.

### Geography

- Find Norway in an atlas or look at it using an online aerial map. Notice how close it is to the Arctic Circle.

### Art and design

- Refer to pages 18 and 19 to create painted or collaged images of the four winds.

### Music

- Listen to Grieg's 'In the Hall of the Mountain King', from the Peer Gynt suite.

### PSHE and Citizenship

- Astrid received help to find the troll and win her prince because she was unselfish. Talk about how difficult it can be to put others before yourself.

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

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# East of the Sun, West of the Moon (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 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 explain the meaning of interesting 'WOW' words in context, (including words with common prefixes and suffixes). (D) [ORCS Standard 3, 17]
- Can summarise a story, giving the main points clearly in sequence. (R) [ORCS Standard 3, 18]

## ENGLAND The National Curriculum in England: Year 2

<b>Spoken language</b>	<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>
<b>Reading:</b> 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>
<b>Reading:</b> 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 discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2 ReadComp.1vi)</p> <p>Pupils should be taught to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say (Y2 ReadComp.3)</p>
<b>Writing:</b> 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 develop positive attitudes towards and stamina for writing by writing for different purposes (Y2 WritComp.1iv)</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>

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

<b>Listening and talking</b>	<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>
<b>Reading</b>	<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>
<b>Writing</b>	<p>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)</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 convey information, describe events or processes, share my opinions or persuade my reader in different ways (LIT 1-28a / LIT 1-29a)</p>

## WALES Foundation Phase Framework: Year 2

<b>Oracy</b>	Learners are able to share activities and information to complete a task (Y2_OracColl.2) Learners are able to retell narratives or information that they have heard, sequencing events correctly (Y2_OracList.5) Learners are able to adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7)
<b>Reading</b>	Learners are able to recall and retell narratives and information from texts with some details (Y2_ReadComp.2) Learners are able to draw upon relevant personal experience and prior knowledge to support understanding of texts (Y2_ReadComp.4) Learners are able to express views about information and details in a text (Y2_ReadResp.1) 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)
<b>Writing</b>	Learners are able to write for different purposes (Y2_WritMean.2) Learners are able to follow a structure in their writing with support (Y2_WritStru.1) Learners are able to organise writing with a beginning, middle and end (Y2_WritStru.4) Learners are able to use different types of writing appropriate to purpose and reader (Y2_WritStru.5)

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 2

<b>Talking and listening</b>	Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i) Pupils can ask and answer questions to develop understanding (L2_com_talk.2ii)
<b>Reading</b>	Pupils can use a range of reading strategies (L2_com_read.2) Pupils can express opinions and make predictions (L2_com_read.5ii)
<b>Writing</b>	Pupils can express thoughts, feelings and ideas from within their experience using a general vocabulary (L2_com_write.2i) Pupils can show a sense of structure and organisation (L2_com_write.2ii) Pupils can write using a given form (L2_com_write.3)