

Oxford Level 9

# Puss in Boots

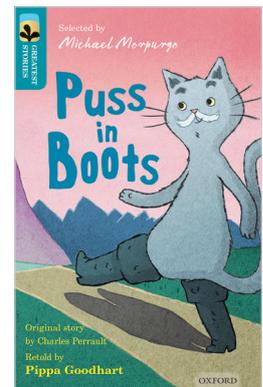
**Original author:** Charles Perrault

**Author:** Pippa Goodhart

**Illustrator:** Thomas Radcliffe

**Teaching notes author:** Gill Howell

**Book type:** novel



## Synopsis

Jack was the youngest son of a miller, but when the miller died he left the mill and a donkey to Jack's two older brothers. To Jack, he left only a cat. At first, Jack was disappointed because he wanted to be rich, but he soon found out that his cunning cat had talents that would make him richer than his wildest dreams.

## Group or guided reading

### Introducing the book

- Look at the cover illustration and read the title together. Ask the children what they already know about *Puss in Boots*. Have they heard of the story before?
- Based on the cover image, ask the children what sort of character they think Puss might be.
- Ask the children to read the back cover blurb. Ensure they are familiar with the terms *wits* and *feline cunning*.
- (*Prediction*) Ask the children to speculate on how Puss could restore someone's fortunes.

### Strategy check

- Ask the children to suggest strategies for working out some of the longer words, e.g. *marvellous* and *marquis* (page 10), *partridges* (page 13) *harvesting* (page 22).
- Ask the children, as they are reading, to identify any examples of onomatopoeia in the story, e.g. *knock knocked* (page 9), *splash* (page 16), *purr* (page 31).
- When children are unsure of the meaning of words, remind them to use the context to work them out and then check them with a dictionary.
- If children encounter words they find challenging, encourage them to use their phonic skills to decode them. If necessary, read the word for the child.

### During reading

- Ask the children to read pages 3–8 aloud and help them where necessary. Praise and encourage them as they read.
- If the children meet words where the meaning is unclear, remind them to read the whole sentence to try to work out the meaning from the context.
- (*Questioning*) Ask the children if they think the action of the older brothers was fair. They should give a reason for their opinion.

- Ask them if they can think of any ways in which a cat could have been useful in the mill.
- *(Prediction)* Encourage the children to give their opinion on whether Puss will be able to make Jack rich. How do they think he might do this?
- *(Summarization, Prediction)* Ask the children how Jack reacted when Puss gave him a rabbit to cook. Encourage them to speculate on what Puss might do with the other two rabbits.

## Independent reading

- *(Questioning)* Ask the children to continue to read the book independently. Explain that you want them to think about the following question while they are reading: How does Puss show you that he is cunning?
- As they read, ask them to notice words with the suffix *-ly* and identify the root word. Ask them to say how the suffix changes the word class of the root word.
- Encourage the children to use expressive voices when they read onomatopoeic words and phrases.
- *(Summarization)* At the end of a section or chapter, encourage the children to summarize that section.
- *(Clarification)* Encourage them to reread any sentences that they find difficult to understand.
- *(Clarification)* As the children read the text, check that they are dealing with difficult vocabulary.

## Returning and responding to the book

- *(Summarization)* Discuss the personalities of the main characters in the story. Ask the children which character has the strongest personality. Ask them to give a reason for their opinion.
- Ask the children to give an example from the story of how Puss showed that he was cunning.
- *(Summarization)* Encourage the children to summarize Puss's different character traits.
- *(Summarization)* Invite the children to say what they enjoyed most about the story and why.

## Speaking and listening activities

- Divide the children into small groups. Ask them to choose a scene from the story and perform it as a freeze frame. Allow them time to plan. Ask the other groups to guess which scene it is and what happens next.
- Ask volunteers to sit in the hot seat in different roles of characters from the story, e.g. Jack, Puss or the King. Encourage the other children to ask the character questions about the story. Encourage them to pose questions to draw out the characters' feelings and motives.
- Encourage the children, in small groups, to discuss the story, what they liked/disliked or what puzzled them. Are there any unanswered questions about the story? Ask each group to share the result of their discussion with the other groups.
- Ask the children to work in pairs. Ask one to take the role of Jack as the Marquis of Carabas. Ask the other to take the role of a newspaper reporter and interview the Marquis. Remind them that Jack is not really a Marquis.

## Writing activities

- Based on their role-play interviews from Speaking and Listening, ask the children to write a newspaper article about the Marquis of Carabas.
- Ask them to work with a partner and make notes from the role play to use in the article. Encourage them to discuss words and phrases to use.
- Encourage them to create a catchy headline for the article.
- Ask them to swap their draft articles with a partner for editing. Encourage the editors to give positive feedback.
- Ask the children to then polish their own article for publication.



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# Puss in Boots

## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale:

- Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (RCS Standard 3, 12)
- Can read aloud with intonation, taking into account a wider range of punctuation (.?!). (RCS Standard 3, 15)
- Having read a text, can find the answers to questions, both written and oral. (RCS Standard 3, 20)
- Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions. (RCS Standard 3, 23)

### ENGLAND The National Curriculum in England: English Programme of Study, Years 3–4

	National Curriculum objectives	Book-related assessment pointers
<b>Spoken language</b>	ask relevant questions to extend their understanding and knowledge (SpokLang.2)	Ensure the children ask open-ended questions in role play to draw out opinions, feelings and motives.
	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Ensure the children actively participate in group discussions, taking turns to ask and answer questions and give their own opinions.
<b>Reading:</b> word reading	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet (Y3/4 ReadWord.1)	Check that the children understand how the suffix <i>-ly</i> changes an adjective into an adverb, e.g. <i>absolute/absolutely</i> .
<b>Reading:</b> Composition	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Y3/4 ReadComp.2iii)	Check that the children can empathize with Jack's feelings at the beginning of the story.
	predicting what might happen from details stated and implied (Y3/4 ReadComp.2iv)	Are the children able to predict Puss in Boots' success and give reasons for their opinions?
<b>Writing:</b> Composition	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) (Y3/4 WritComp.2i)	Can the children make notes based on a role play and rehearse words and phrases for their writing?
	assessing the effectiveness of their own and others' writing and suggesting improvements (Y3/4 WritComp.3i)	Can the children make notes based on a role play and rehearse words and phrases for their writing?

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

	Experiences and outcomes	Book-related assessment pointers
<b>Listening and talking</b>	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions (LIT 1-07a)	Ensure the children ask open-ended questions in role play to draw out opinions, feelings and motives.
	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)	Ensure the children actively participate in group discussions, taking turns to ask and answer questions and give their own opinions.
<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)	Check that the children understand how the suffix <i>-ly</i> changes an adjective into an adverb, e.g. <i>absolute/absolutely</i> .

<b>Reading</b> (continued)	I can share my thoughts about structure, characters and/or setting, recognize 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)	Encourage the children to give their opinions on the events of the story as they read.
<b>Writing</b>	By considering the type of text I am creating, I can select ideas and relevant information, organize these in a logical sequence and use words which will be interesting and/or useful for others (LIT 1-26a)	Can the children make notes based on role play and rehearse words and phrases for their writing?
	Throughout the writing process, I can check that my writing makes sense (LIT 1-23a)	Encourage the children to give positive feedback and encouragement when editing each other's writing

### WALES Programme of Study for English in Wales: Year 3

	Objectives	Book-related assessment pointers
<b>Oracy</b>	check understanding by asking relevant questions or making relevant comments (Y3_OracList.2)	Ensure the children ask open-ended questions in role play to draw out opinions, feelings and motives.
	keep in role and support others in role play (Y3_OracSpea.7)	Ensure the children actively participate in group discussions, taking turns to ask and answer questions and give their own opinions.
<b>Reading</b>	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organization and prior knowledge of context (Y3_ReadStrat.1)	Check that the children understand how the suffix <i>-ly</i> changes an adjective into an adverb, e.g. <i>absolute/ absolutely</i> .
	with prompting, consider what they read/view, responding orally and in writing to the ideas, language and presentation (Y3_ReadResp.3)	Encourage the children to give their opinions on the events of the story as they read.
<b>Writing</b>	write for different purposes and readers choosing words for variety and interest (Y3_WritMean.1)	Can the children make notes based on role play and rehearse words and phrases for their writing?
	proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit (Y3_WritMean.6)	Encourage the children to give positive feedback and encouragement when editing each other's writing.

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

	Levels of progression	Book-related assessment pointers
<b>Talking and listening</b>	ask and answer questions to develop understanding (L2_com_talk.2ii)	Ensure the children actively participate in group discussions, taking turns to ask and answer questions and give their own opinions.
	take part in role-play, interacting with others (L2_com_talk.1ii)	Ensure the children ask open-ended questions in role play to draw out opinions, feelings and motives.
<b>Reading</b>	use a range of reading strategies (L2_com_read.2)	Check that the children understand how the suffix <i>-ly</i> changes an adjective into an adverb, e.g. <i>absolute/ absolutely</i> .
	express opinions and make predictions (L2_com_read.5ii)	Are the children able to predict Puss in Boots' success and give their reasons for their opinions?
<b>Writing</b>	talk about what they are going to write and how they will present their writing (L2_com_writ.1i)	Can the children make notes based on role play and rehearse words and phrases for their writing?
	make changes in relation to agreed criteria (L2_com_writ.1ii)	Encourage the children to give positive feedback and encouragement when editing each other's writing.