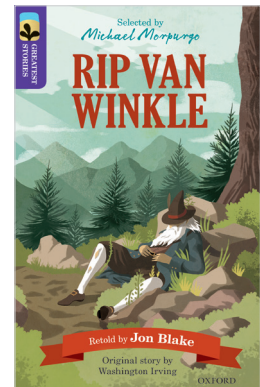


Oxford Level II

Rip Van Winkle

Original author: Washington Irving
Author: Jon Blake
Illustrator: Pep Boatella
Teaching notes author: Abigail Steel
Book type: novel



Synopsis

Rip Van Winkle is a retelling of a classic American story set in 1775. After a mysterious encounter on a walk in the mountains, Rip Van Winkle falls asleep for twenty years! When he awakes he must come to terms with a very different world.

Group or guided reading

Introducing the book

- (*Prediction*) Ask the children to look at the title and cover of the book. Ask them what they think the story might be about.
- Ask the children if they have ever heard of the story *Rip Van Winkle* before. Discuss any prior knowledge of America.
- Direct the children to look at the introduction (page 3). Read the introduction to the children and discuss. Ask them to think about this context when they are reading the story.
- Direct the children to look at the *Letter from the Author* (page 2). Ask the children: How old was Jon Blake when he knew that he wanted to be a writer?

Strategy check

- Remind the children to use the context to work out the meaning of words then check them in a dictionary, e.g. *dutifully* (page 8), *whining* (page 8), *echoing* (page 14), *seizes* (page 16).
- Ask the children to test out different pronunciations for the same letter e.g. the 'g' in *village* (page 7). Compare to the words *get* and *glum* (page 8) where the 'g' has a hard /g/ sound. Challenge the children to find other words with same pronunciation as *village* in the story, for example, *cabbage* (page 8).
- 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 Chapters One and Two (pages 4–11) 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*) As the children read, pause occasionally and ask recall questions to check their understanding of the story.

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 do you think Rip feels as he realizes that the world is different after he wakes up?
- *(Summarization)* At the end of a section or chapter, encourage the children to summarize that section.
- *(Clarification)* Encourage them to reread any sentences which 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)* With the children, turn back to page 5 and re-read this page. Ask the children to discuss why Rip's farm is in a mess. What is his life like?
- *(Questioning)* With the children, turn back to page 18. Ask the children why Rip drinks the potion. Was he enchanted or greedy?
- *(Summarization)* Invite the children to say which part of the story they enjoyed most and why.
- *(Clarification)* Discuss the content of page 30. What does Boon mean when he says that Hendrick Hudson comes back? How do the children explain what happened to Rip?
- Discuss the ending of the story. Does it leave any unanswered questions in the children's minds?
- Use the chapters to discuss grouping and organising information in a story. Support the children in summarizing what happens in each chapter throughout the story.

Speaking and listening activities

- Divide the children into small groups. Ask them to re-enact the scene where Rip falls asleep and improvise his reactions on waking. Encourage the children to use facial expressions and arm movements to show Rip's wonder and confusion at the new world.
- Ask the children to practise being storytellers by orally retelling the story to another group or groups of children from a younger class.
- Hot seat Rip Van Winkle. Ask the children to think of one or two questions to ask Rip about his experience. An adult then assumes the role of Rip and allows children to interview them.

Writing activities

- Ask children to write an extension to the story describing what happens when Rip goes home with his daughter to start afresh.
- Ask children to write a diary entry as a towns person or Rip's daughter describing what happened from their perspective. Encourage children to focus on showing different viewpoints of the story.
- Ask children to write a newspaper article announcing to the town Rip's amazing return after twenty years away. Use facts from the story to include what, where, when, why, who and how details.

Rip Van Winkle

Curriculum links and assessment

Links to Oxford Reading Criterion Scale:

- Can read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, widening knowledge of vocabulary) (RCS Standard 4, 1)
- Can summarize the main points in a text (RCS Standard 4, 3)
- Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) (RCS Standard 4, 4)
- Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts (RCS Standard 4, 7)
- Understands the purpose of a paragraph/chapter (i.e. the way in which the writer uses paragraphs and chapters to group related ideas together) (RCS Standard 4, 8)

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

	National Curriculum objectives	Book-related assessment pointers
Spoken language	ask relevant questions to extend their understanding and knowledge (SpokLang.2)	Do the children ask questions about the content or context of the story – for example, about the setting in 1775?
Reading: Word reading	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. (Y3/4 ReadWord.2)	Can the children identify the pronunciation for the letter 'g' in village (page 7), and cabbage (page 5) as a /j/ sound? Can they find others for the same letter, e.g. 'g' in go.
Reading: Comprehension	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (Y3/4 ReadComp.1iv)	Encourage the children to talk about other similar stories they have encountered, for example, stories set in the past or with mysterious events.
	reading books that are structured in different ways and reading for a range of purposes (Y3/4 ReadComp.1ii)	Can the children tell you about other books they have read, and tell you how they were different from Rip Van Winkle e.g. a non-fiction book or different style of story?
Writing: Composition	organising paragraphs around a theme (Y3/4 WritComp.2ii)	In writing tasks, note which children are able to organise and group information appropriate to the genre.

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

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a	Do the children ask questions about the content or context of the story – for example, about the setting in 1775?
Reading	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	Can the children identify the pronunciation for the letter 'g' in village (page 7), and cabbage (page 5) as a /j/ sound?
	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 / LIT 2-11a	Encourage the children to talk about other similar stories they have encountered, for example, stories set in the past or with mysterious events.

Reading	check understanding by asking relevant questions or making relevant comments Y3_OracList.2	Can the children tell you about other books they have read, and tell you how they were different from Rip Van Winkle e.g. a non-fiction book or different style of story?
Writing	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a	In writing tasks, note which children are able to organise and group information appropriate to the genre.

WALES Programme of Study for English in Wales: Year 5

	Objectives	Book-related assessment pointers
Oracy	contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up (Y5_OracColl.1)	Do the children ask questions about the content or context of the story – for example, about the setting in 1775?
Reading	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context Y3_ReadStrat.1	Can the children identify the pronunciation for the letter 'g' in village (page 7), and cabbage (page 5) as a /j/ sound?
	with support, begin to recognise and understand the basic features of continuous and non-continuous texts in terms of language, structure and presentation, e.g. story structure, the layout of a letter Y3_ReadStrat.3	Encourage the children to talk about other similar stories they have encountered, for example, stories set in the past or with mysterious events.
	with support, begin to recognise and understand the basic features of continuous and non-continuous texts in terms of language, structure and presentation, e.g. story structure, the layout of a letter Y3_ReadStrat.3	Are the children able to independently read the text with concentration? Note those who require additional support.
Writing	use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate Y3_WritMean.2	In writing tasks, note which children are able to organise and group information appropriate to the genre.

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

	Levels of progression	Book-related assessment pointers
Talking and listening	• ask and answer questions to develop understanding; L2_com_talk.2ii	Do the children ask questions about the content or context of the story – for example, about the setting in 1775?
Reading	• use a range of reading strategies; L2_com_read.2	Can the children identify the pronunciation for the letter 'g' in village (page 7), and cabbage (page 5) as a /j/ sound?
	• understand, recount and sequence events and information; L2_com_read.1	Encourage the children to talk about other similar stories they have encountered, for example, stories set in the past or with mysterious events.
	• recognise some forms and features of texts*; L2_com_read.4	Can the children tell you about other books they have read, and tell you how they were different from Rip Van Winkle e.g. a non-fiction book or different style of story?
Writing	• show a sense of structure and organisation; L2_com_writ.2ii	In writing tasks, note which children are able to organise and group information appropriate to the genre.