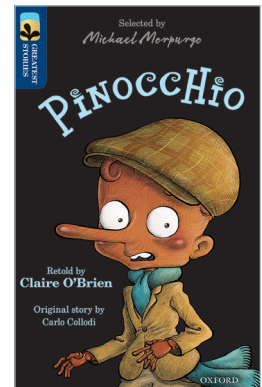# GREATEST STORIES

TreeTops

Pinocchio

Original author: Carlo Collodi
Author: Claire O'Brien
Illustrator: Victor Rivas
Teaching notes author: Gill Howell
Book type: novel

Synopsis

When lonely Geppetto carves a piece of wood into a puppet he is delighted when it can talk and behave like a real boy. But when he sends the puppet to school, naughty Pinocchio gets into all sorts of trouble. During his adventures, he is given lots of opportunities to get out of trouble and behave well, but he refuses to do the right thing. Eventually, after being swallowed by a shark, he is reunited with Geppetto and has learned his lesson, so he becomes a real boy instead of a wooden puppet.

Group or guided reading

Introducing the book

- Ask the children to read the title and look at the cover image. Ask them what they already know about the story. Have they read it or seen a film?
- *(Prediction)* Turn to the back cover and read the blurb. Look at the image on the back cover. Ask the children what the picture shows and what part they think it might play in the story.
- *(Prediction)* Ask the children to speculate on what might happen in the story.

Strategy check

- Remind the children to use the context to work out the meaning of new words then check them in a dictionary, e.g. *tongue* (page 5), *guzzled* (page 6).
- Ask the children to identify prefixes or suffixes in the text and break words down into their root words. Ask them to identify where the spelling of the root has been altered or remains the same, e.g. *happiest* (page 4) *astonishment* (page 4).
- Point out the different ways thoughts and direct speech are written, i.e. thoughts in italics and direct speech inside speech marks. Encourage the children to read both with an expressive tone.
- 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 3–6 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.
- *(Summarization)* Ask the children to summarize what they have learnt about Pinocchio's personality.
- *(Questioning)* Ask the children how Geppetto reacts to Pinocchio's behaviour.
- *(Prediction)* Ask the children to suggest what might happen when Pinocchio goes to school.

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: What chances does Pinocchio have to please Geppetto and do the right thing?
- *(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

- *(Questioning)* Ask the children what tells them how Pinocchio feels when he squashes the grasshopper. What does this tell them about Pinocchio's personality?
- *(Summarization)* Ask them to describe some of the chances Pinocchio has to redeem himself and do the right thing.
- *(Summarization)* Ask the children about the characters that Pinocchio met. Which did they enjoy the most and why?
- *(Summarization)* Ask them which of Pinocchio's adventures were the most exciting or dangerous. Which did they enjoy the most?
- *(Questioning)* Ask the children if they think there is a theme or moral to this story. Can they summarize the theme or moral in one sentence?

Speaking and listening activities

- Discuss the characters from the story and draw up a list of the main ones.
- Ask the children to choose individual or pairs/groups of the characters from the story, apart from Pinocchio and Geppetto, i.e. Fire-Eater the puppet master, the grasshopper, the fox and the cat, the blue-haired fairy, the owl and the crow, the Rabbits of Doom, and so on.
- Ask the children to work out and perform a short role play denoting the character(s) using movements, gestures and words from the story, without saying who they are.
- Ask the other children to guess which character is being portrayed.

Writing activities

- Ask the children to write a book review for Pinocchio, to encourage other children to read the story. Ask them to discuss their ideas with a partner before writing.
- Encourage them to include a short synopsis, their favourite part and a reason why others would enjoy the book.
- Encourage them to add a brief extract to support their review.
- Ask them to swap their review with a partner. Encourage them to read and make suggestions for improvement.

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Pinocchio
Curriculum links and assessment

Links to Oxford Reading Criterion Scale:

• Can read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self-correcting, widening knowledge of vocabulary. (RCS Standard 5, 2)
• Can summarize and explain main points in a text. (RCS Standard 5, 6)
• Can refer to the text to support opinions and predictions. (RCS Standard 5, 7)
• Can use clues from action, description and dialogue to help establish meaning. (RCS Standard 5, 8)
• Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act. (RCS Standard 5, 14)

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

	National Curriculum objectives	Book-related assessment pointers
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Can the children give clues to others in role play by using movement, gestures and language of the characters?
Reading: 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)	Can the children identify root words where the spelling alters when a suffix is added.
Reading: Comprehension	identifying themes and conventions in a wide range of books (Y3/4 ReadComp.1v)	Can the children describe the theme of the story or think of a moral?
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Y3/4 ReadComp.2iii)	Encourage the children to discuss why Pinocchio behaves badly and why he changes in the story, referencing the text.
	identifying main ideas drawn from more than one paragraph and summarizing these (Y3/4 ReadComp.2v)	Can the children summarize the various adventures that happened to Pinocchio.
Writing: Composition	assessing the effectiveness of their own and others' writing and suggesting improvements (Y3/4 WritComp.3i)	Encourage the children to swap their writing with a partner and check it for sense.

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

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking (LIT 2-02a)	Can the children give clues to others in role play by using movement, gestures and language of the characters?
Reading	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression (ENG 2-12a/ENG 3-12a/ENG 4-12a)	Can the children identify root words where the spelling alters when a suffix is added.
	I can: • recognise the relevance of the writer's theme and how this relates to my own and others' experiences • discuss the writer's style and other features appropriate to genre (ENG 2-19a)	Can the children describe the theme of the story or think of a moral?
	To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own (ENG 2-17a)	Encourage the children to discuss why Pinocchio behaves badly and why he changes in the story, referencing the text.

	To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail (LIT 2-16a)	Can the children find evidence in the text to support their answers to questions.
Writing	Throughout the writing process, I can check that my writing makes sense and meets its purpose (LIT 2-23a)	Encourage the children to swap their writing with a partner and check it for sense.

WALES Programme of Study for English in Wales: Year 4

	Objectives	Book-related assessment pointers
Oracy	explore different situations through role play (Y4_OracSpea.6)	Can the children give clues to others in role play by using movement, gestures and language of the characters?
Reading	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 (Y4_ReadStrat.1)	Can the children identify root words where the spelling alters when a suffix is added.
	accurately identify the main points and supporting information in texts (Y4_ReadComp.1)	Can the children describe the theme of the story or think of a moral?
	deduce connections between information, e.g. sequence, importance (Y4_ReadComp.2)	Can the children explain why Pinocchio kept getting into trouble, with reference to the text?
	accurately identify the main points and supporting information in texts (Y4_ReadComp.1)	Can the children find evidence in the text to support their answers to questions.
Writing	proofread their own work and that of others, assessing and identifying ways to improve before editing (Y4_WritMean.6)	Encourage the children to swap their writing with a partner and check it for sense.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 3

	Levels of progression	Book-related assessment pointers
Talking and listening	aintain a role (L3_com_talk.1ii)	Can the children give clues to others in role play by using movement, gestures and language of the characters?
Reading	choose and use reading strategies independently (L3_com_read.2)	Can the children identify root words where the spelling alters when a suffix is added.
	make deductions using information from the text (L3_com_read.4ii)	Can the children describe the theme of the story or think of a moral?
	express opinions and give reasons (L3_com_read.5ii)	Encourage the children to discuss why Pinocchio behaves badly and why he changes in the story, referencing the text.
	recognise, understand and sequence main points (L3_com_read.1i)	Can the children find evidence in the text to support their answers to questions.
Writing	make improvements to their writing (L3_com_writ.1ii)	Encourage the children to swap their writing with a partner and check it for sense.