

Story Cards

Traditional Tales

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Story Cards

I N T R O D U C T I O N

About the series

Story Cards is an exciting and innovative series of books and cards aimed at developing and enriching the storytelling and story-writing skills of children at Key Stages 1 and 2.

There are two books and card packs for Key Stage 1:

Traditional Tales

Fantasy

and four books and card packs for Key Stage 2:

Myths and Legends

Science Fiction

Fantasy

Traditional Tales

Each book and accompanying card pack aims to:

- support teachers by providing a wealth of interesting ideas for storytelling and story-writing lessons;
- reduce teachers' preparation time through the provision of differentiated activities and photocopiable resources;
- stimulate children's interest and enjoyment in storytelling and story-writing;
- develop children's speaking and writing skills through stimulating and purposeful activities that are fun to do.

Each book has an accompanying **CD-Rom** that contains all the graphic images contained in the corresponding card pack. These images can be saved on a computer and/or printed off. This is an excellent additional resource because it enables the teacher to create her own displays, posters, books and resources using professional-looking graphics.

About each book and card pack

There is one book and an accompanying pack of cards for each story genre (see above) at Key Stages 1 and 2.

Each book contains:

- background information about the writing genre;
- detailed lesson plans for using the cards to develop storytelling and story-writing skills;
- exemplar stories that are differentiated;
- differentiated planning sheets;
- further activities – a wealth of further ideas for using the cards for additional writing tasks as well as speaking and listening games and activities.

Each lesson plan includes differentiated tasks to take into account children of differing ability levels –

thereby enabling all the children to work towards the intended learning objectives.

At Key Stage 2, the story cards are divided into six categories and these vary for each different story genre. For example, in the *Myths and Legends* pack they are:

- hero;
- quest;
- companion;
- item;
- setting;
- enemy.

Each category consists of six cards. For example, the enemy cards in the *Myths and Legends* pack feature a one-eyed giant, a many-headed beast, a troll, a huge serpent, a dragon and an evil knight.

Thus, by selecting just one card from each of the six categories, a complete story outline is created. By varying the cards used, a different outline can be created each time. The idea of giving the hero a companion and a special item to take on his quest is partly traditional but also, importantly, it allows the children to be more imaginative with their stories.

How to use the book and card pack

It is recommended that the teacher follows the lesson plans first, in order, from Lesson 1 through to Lesson 5. This ensures that the cards are introduced to the children in a structured way and that the teacher achieves confidence in using them as a basis for lesson planning.

After the lessons have been carried out, the children will have gained valuable knowledge about the particular writing genre as well as greater confidence in storytelling and -writing. To extend the life of the cards, the children can be encouraged to create their own cards to add to each category – or even make up their own complete set of cards to keep themselves.

The tasks in the further activities section can be used to extend and follow up the lessons. These activities are fun to do and will encourage the children to develop their speaking, listening and language skills.

About this book

This book forms part of the *Traditional Tales Story Cards* pack. It explains how to use the story cards for storytelling and story-writing activities. The book and card pack is intended for use with children in Key Stage 2. The lesson plans and activities contained in this book are adaptable enough to be used with children across the key stage because suggestions for manageable differentiation are included.

The lesson plans

The book contains five lesson plans. It is suggested that the lessons are followed in order because the intention is to introduce the children to traditional tales and then encourage them to write their own.

Each lesson plan contains:

- **Learning objectives**
This outlines the learning objectives for the lesson.
- **Resources**
This lists the resources needed to carry out the lesson.
- **What to do**
This outlines the lesson in detail.
- **Ideas for differentiation**
This gives suggestions for how the teacher might differentiate the main task in the lesson.
- **Plenary**
This provides suggestions for the plenary session at the end of the lesson.

Exemplar texts

There are three exemplar stories provided in the book:

- Text 1 – Jack and the Beanstalk
- Text 2 – The Seal Wife
- Text 3 – The Three Little Pigs

The texts have been illustrated, making them suitable for the children to read and enjoy. You may like to enlarge them on an OHP or photocopy them for individual use. Text 3 is an example of a 'poor' piece of writing that the children are encouraged to improve.

Comic strip versions of texts 1 and 2 have also been included in order to provide differentiation. The teacher can choose to use these comic strip versions in different ways:

- to support less able children by providing them with a version they can read themselves;
- to use in future lessons to encourage the children to write comic strip versions of their own or well-known stories;

- to demonstrate how stories can be shortened and still retain meaning;
- to use as a model for a playscript;
- to provide ideas for creating picture-book versions of the story.

Planning sheets and additional resources

At the back of the book there are three planning sheets that are used as part of the lessons. The sheets are differentiated.

Further activities

This section of the book contains lots of ideas for the teacher to use the story cards in different ways and to develop the lesson plans further.

It contains:

- ten-minute speaking and listening activities – a collection of exciting ideas for using the story cards in a variety of games and activities;
- notes about storytelling;
- notes about drama;
- art and craft ideas;
- extended writing activities.

Story cards

The story cards consist of:

Main characters

boy
girl
prince
princess
old man
old woman

Villains

wicked stepmother
greedy queen
fierce king
ruthless lord
sly dwarf
monstrous giant

Animals

pig
wolf
horse
bird
bear
frog

Magical items

sack
tree
seeds
stick
key
potion

Tales

find something
lose something
be warned of something
defeat someone
meet someone
wish for something

Settings

cottage
forest
village
castle
palace
river

CD-Rom

The graphics on the accompanying CD-Rom can be used in many different ways:

- to make large posters of each character/place in order to create an effective class display;
- to make a large class book of the stories;
- to make additional story cards;
- to create hanging mobiles for dramatic classroom displays;
- to make stick puppets (by gluing to stiff card) for dramatisation;
- to use as inspiration for the children to create their own characters/places/items.

Traditional tales – Background information

Traditional tales are stories that have been passed on as spoken tales from one generation to the next. They have been told and retold, sometimes with subtle changes woven into the story by the narrator. These stories were eventually written down in their many forms. The genre encompasses several types of story, including fairytales, folk tales and fables. Many of the themes of traditional tales appear across different cultures and numerous versions exist of each one. This is due to the origins of traditional tales being spoken as opposed to being recorded in a written form.

Fairytales encompass an element of magic or enchantment; for example, a prince turning into a frog in 'The Golden Ball', a pumpkin turned into a coach by a fairy godmother in 'Cinderella' and the magic beans that grow into a gigantic beanstalk in 'Jack and the Beanstalk'. Fairytales often begin with 'Once upon a time...' and usually end with everyone living happily ever after. Sometimes these stories also contain magical folk such as fairies or elves; for example, 'The Elves and the Shoemaker'.

Folk tales originate from a particular ethnic people and the oral tradition of these tales tells the story of their history, culture and superstitions. In some cultures these stories are still passed on orally rather than told in a written format. Folk tales usually have a simple plot concerning a theme or message.

Fables often feature a talking animal as the main character. This type of traditional tale teaches the reader a moral or lesson to be learned from their behaviour or actions. The most famous fables are those of Aesop, who is thought to have been a Greek slave who lived about 600BC. Aesop used animals to point out the errors in people's behaviour. His fables were translated into English by Sir Robert L'Estrange. Jean de la Fontaine, a French man, also wrote fables, but Aesop remains the most famous creator of fables and his name is almost synonymous with the genre.

Lesson 1

Learning objective

- To identify the key features of traditional tales.

Resources

- An enlarged copy of either Text 1 (pages 18–21) or Text 2 (pages 24–26)
- The *Traditional Tales Story Cards* pack

What to do

- Tell the children that over the next few lessons they are going to find out about traditional tales in order to write their own. Explain that traditional tales are stories that have been passed on from one generation to the next, originally by storytelling. They often feature talking creatures or animals acting like people. Sometimes there is an element of magic, such as turning one thing into another, and almost anything is possible.
- Many different types of story come under the genre of traditional tales. Do the children know of any? Discuss their ideas and confirm examples such as 'The Three Little Pigs', 'Jack and the Beanstalk' and 'Rumpelstiltskin'. Explain that we sometimes come across different versions of the same story. Other examples of traditional tales are tales from other countries that share the same features and are often basically the same story but with different characters. Say that another type of traditional tale is a fable. This type of story shows the reader that there are consequences for certain types of behaviour and thus fables contain a moral.
- Begin to share the story with the children, pausing to discuss events and key features. Can they easily identify who the main character in the story will be? Ask them if they think the task the main character has to complete will be successful. Finish reading the story and, after discussion, ask them to tell you what they think makes a traditional tale different from other stories. Discuss their ideas and then make a note of the key features of traditional tales; for example, the main character has to complete a task to get his reward, there is often an element of magic that helps the main character and the story usually has a happy ending.
- Explain to the children that in fairytales we often find certain words or phrases used at the beginning and the end of a story, such as 'Once upon a time...' and 'They all lived happily ever after.' These phrases help us to identify a traditional tale. Can they think of examples of phrases that are repeated throughout a story; for example, 'I'll huff and I'll puff and I'll blow your

house down,' and 'Fee, fi, fo, fum'? These sayings are repeated by the characters and this is another feature of traditional tales – phrases, sayings or descriptions used repeatedly for effect.

- Introduce the story cards. Explain how the cards represent each of the story components (main character, animal, villain, magical item, setting and tale). Show them some of the cards. For example, look at the tale cards. Explain that each of these cards represents a different story idea. Ask for ideas on how the tales could be developed and what kind of complications could arise.
- Divide the children into groups and give each group one of the villain cards. Ask them to discuss the character on the card so that they can share their ideas with the rest of the class.

Ideas for differentiation

Ability group 1

Ask these children to think of as many different ways as they can in which their villain could hinder or harm the main character. Can they think of special powers or qualities their villain might have and how they could be used?

Ability group 2

Ask these children to think of as many ways as they can to describe their villain and how he or she would cause problems or trouble for the main character. In addition, does he or she have any special powers or magic that would help and can they think of a suitable short description of the villain?

Ability group 3

Ask these children to think of accurate and interesting descriptions of their villain as for the previous group, as well as to try to think of a phrase to be repeated throughout the story to identify them, such as a short description or something the villain says.

Allow enough time for the groups to share their ideas on their villain card. Note: children within each group do not have to agree on one choice of description. The more ideas for each card the better as this will ultimately allow them to produce more individual stories. Invite children from each group to share their thoughts, acting out their villain character.

Plenary

- Ask the children what makes a traditional tale different from other types of story. Can they remember the key features that make up this kind of story? Can they remember the definitions from the beginning of the lesson?

Jack and the Beanstalk

Once upon a time there was a poor woman who had a son called Jack. They lived in a humble cottage on the edge of a village. Their most precious possession was a cow called Buttercup that gave the richest, creamiest milk in all the land. Jack and his mother made some of the milk into butter and cheese to sell at the market.

But one day Buttercup made no milk, not even for Jack and his mother to drink. A few days passed and they had very little food and no money.

Jack's mother said, 'Son, you'll have to take the cow to the market in the village and sell her for as much money as you can.'

So, after tying a rope around Buttercup's neck, Jack set off. He trudged wearily along the dusty road. He hadn't gone far when he met an old man.

'On your way to the market?' asked the old man.

Jack nodded. 'I'm going to sell this cow, Buttercup.'

'Well now,' said the old man. 'I may be able to help you there. I'm looking for a cow just like this one. In exchange, I'll give you these...' and he held open a small bag.

Jack peered inside. 'Beans?' he said. 'Mother said we need money for food.'

'But these are no ordinary beans,' said the man, with a smile. 'They're magic beans.'

Jack thought for a moment. It was still a long way to market and the beans did look

different from other beans and his mother would be proud that he'd brought home something special instead of just money, so he agreed. He took the bag of beans and ran home excitedly.

When his mother saw the beans she was furious. 'What have you done, you silly boy?' she shouted. 'You've sold our cow for a bag of worthless beans!' and she threw them out of the window and sent Jack to bed without any supper.

The next morning, Jack awoke early. When he looked out of the window he saw something amazing that made him forget how hungry he was. An enormous plant had sprung up from the place where his mother had thrown the beans –





a beanstalk. The beanstalk twisted and turned and stretched up into the blue sky, disappearing into the clouds. Its leaves were each almost as big as the window.

Jack wondered where the beanstalk ended, so he began to climb, higher and higher. Soon his head was in the fluffy, white clouds and he could see a path stretching ahead of him. So, leaving the beanstalk behind, he began to walk along the path.

After a while he saw a great castle. Jack realised he was hungry and thought perhaps he could ask for something to eat so he knocked on the huge wooden door.

An ugly old woman appeared. 'Aha,' she said. 'I need a boy to clean the fireplace every day. Come in quickly before my husband sees you or he'll eat you up.' And with that, she grabbed Jack's arm, dragged him inside and closed the door.

As soon as he was inside Jack felt the floor begin to shake. 'Quick,' said the ugly old woman. 'It's my husband, the giant. Hide in this cupboard.' Jack just managed to climb into the cupboard before the whole castle began to tremble.

'Fee, fi, fo, fum,

I smell the blood of an Englishman.

Be he alive or be he dead,

I'll grind his bones to make my bread!' the giant roared.

'Nonsense,' said his wife. 'It's just this ox I've roasted for your breakfast. Now hurry up and eat before it gets cold.'

So the giant sat down and soon finished his breakfast. 'Bring me my magic hen,' he shouted. 'I want to count its golden eggs.'

Jack couldn't resist peeping out of the cupboard. He saw the ugly old woman fetch a hen and set it down before the giant. 'Lay!' the giant commanded and sure enough the hen laid a beautiful golden egg. 'Lay!' he commanded again, and again the hen laid a beautiful egg of pure gold. This went on for a few minutes until the giant began to grow weary. Soon his eyes began to close and loud snores shook the walls.

Seeing his chance, Jack crept out of the cupboard, snatched up the hen and ran out of the castle as fast as his legs would carry him. He ran

