

TRADITIONAL TALES

Lesson plans



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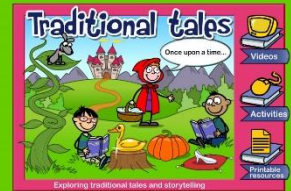
Key Stage 1
Key Stage 2

The best way to experience
Discovery Education Espresso is to try it.

www.discoveryeducation.co.uk/trials

TRADITIONAL TALES

Key Stage 1 - Lesson plan



To access the Traditional tales module featured within this lesson plan, please visit: www.discoveryeducation.co.uk/freeresources

Pre-lesson preparation

Print a selection of words and phrases from Little Red Riding Hood and hide them around the classroom.

You'll also need to print the video screenshots from page 4, which illustrate key parts of the story.

Curriculum objectives

Y1 Word reading – apply phonics knowledge and skills as the route to decode words

Y1 Comprehension – become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Y1 Composition – compose a sentence orally before writing it down

Y1 Composition – sequencing sentences to form short narratives

Y2 Comprehension – discuss the sequence of events in books and how items of information are related

Y2 Composition – become very familiar with and retelling a wider range of stories, fairy tales and traditional tales

Y2 Composition – evaluating their writing with the teacher and other pupils

Introduction / Hook

Hide words and phrases that give clues to the story of Little Red Riding Hood around the classroom. If you have a mobile or tablet available for pupils, print QR codes (page 5) for them to scan and reveal the words. Pupils should hunt for the clues in pairs and stop when they think they've identified the story.

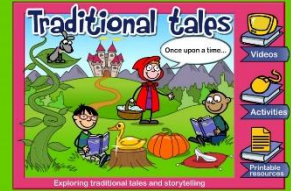
Year 1 – 2

Once pupils have identified the story, do a **Quick write** - give the class one minute to write or draw everything they can remember about it, share with a friend, then write or draw for another minute. Those who don't know the story could predict what it will be about. Skip through the video to 1min 30secs and pause on the image. Pupils should tell a partner about what they think is happening here, what happened just before and what is going to happen next.

Before you play the video, discuss the wolf – what kind of character is he, and how do we know? Think of a suitable action to represent the wolf and watch the video from the beginning, with pupils watching for the wolf and acting when they see him. Pause the video at various points when he appears and ask what he might be thinking, or ask pupils to role-play this.

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Key Stage 1 - Lesson plan



Discuss the ending of the story with the class. What do they think happened to the wolf? Encourage them to share their opinions, giving reasons, and listening to see if they agree with each other.

The video suggests two different possibilities, take a class vote on which the pupils prefer, and as a class write a new ending for the story based on the majority decision.

Using images captured from the video (page 4), sequence the main events in the story and write a sentence to describe each one. Ask for suggestions as to how to start this kind of a story, and using these suggestions – and the new ending the class have written – try retelling the story using different combinations of sentences from different children to see which ones work best.

Additional activities

Take the Little Red Riding Hood quiz in the Activities section to check how much pupils have remembered about the story.

Tell the class that traditional tales can change with time as they are told over and over again. Ask them to share experiences of other times they've heard this story and discuss similarities and differences between those versions and this one.

Create a word cloud using the video transcript (use a free online generator such as worditout.com or wordle.net) and use this to explore the language featured in the story. Ask pupils to find words they recognise, words they don't recognise, names of characters, words to do with the setting, verbs (why do most of them end with '-ed'?) and adjectives, etc. This could be used as a word bank to support them as they are writing their sentences.

If you have tablets, use a free app like Shadow Puppet to retell the story. Pupils can take photographs of each image and then import these photos into the app, where they can sequence and narrate them by adding a voiceover.

Using the 'hide video' button to remove the images, move the video slider back and forth to listen to different parts of the story. Pupils could choose an image to match the part of the story they hear.

There are four stories in this module, so Jack and the Beanstalk, Cinderella or the Golden Goose could be explored in similar ways.

Adapt this lesson for Foundation Stage by placing objects, rather than words, around the classroom as clues. Provide large laminated versions of the images for pupils to put in order and talk about them to retell the story.

Supporting materials

Screenshots – for the retell activity:



Video timecode 0.40



Video timecode 1.30

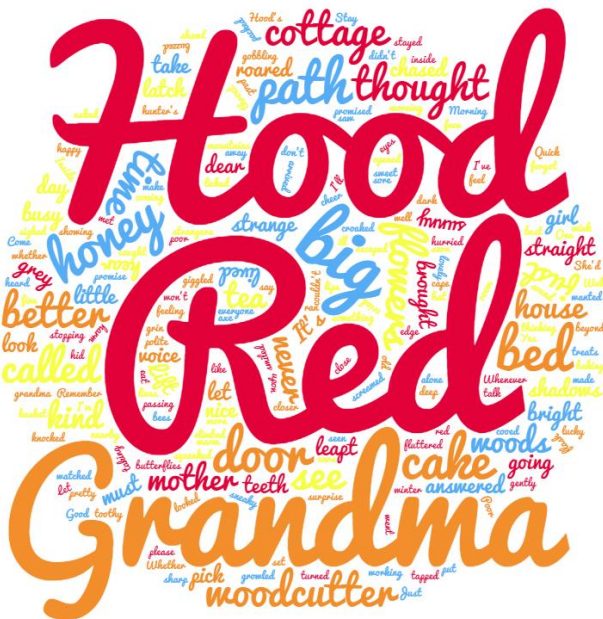


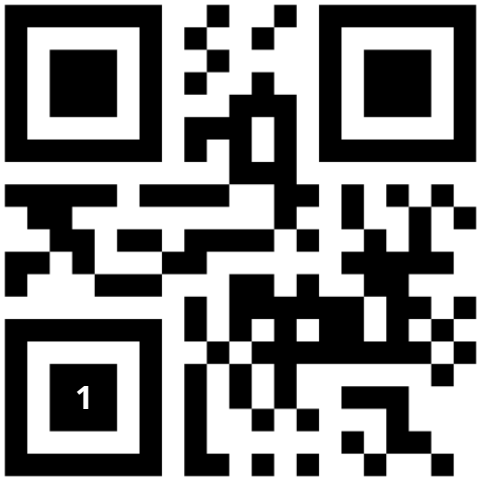
Video timecode 4.10



Video timecode 5.18

Word Cloud example:

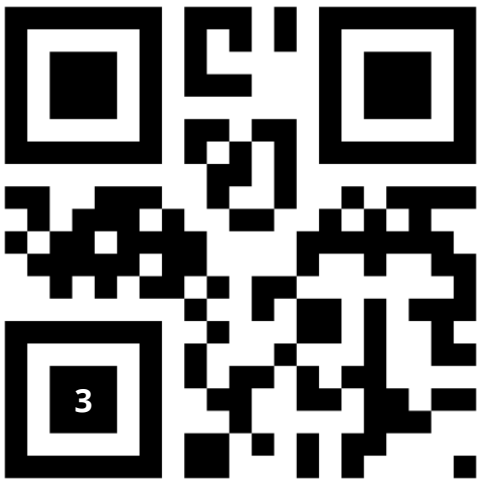




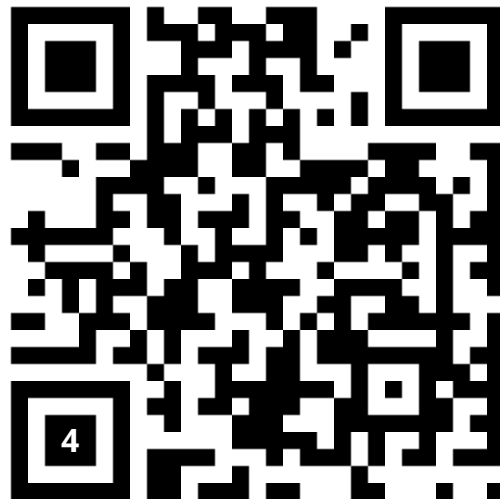
1 - a wolf



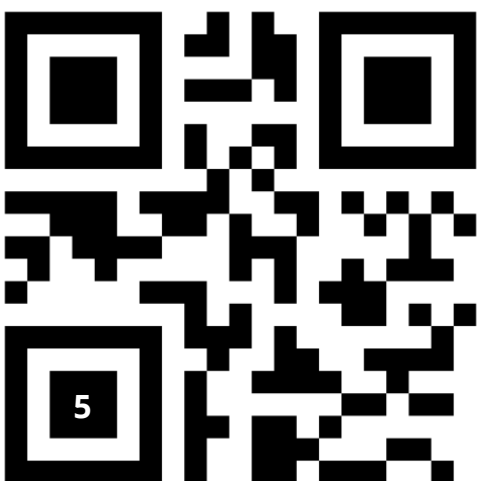
2 - once upon a time



3 - Grandma's house



4 - "Grandma, what big eyes you have!"

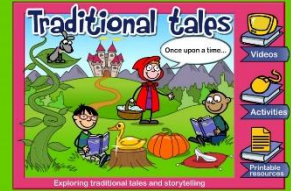


5 - a bright red cape

a wolf
once upon a time
Grandma's house
"Grandma, what big
eyes you have!"
a bright red cape

TRADITIONAL TALES

Key Stage 2 - Lesson plan



To access the Traditional tales module featured within this lesson plan, please visit: www.discoveryeducation.co.uk/freeresources

Pre-lesson preparation

Print one video transcript for each group, from the Traditional tales (Key Stage 1) module.

Curriculum objectives

Y 3 – 4 Comprehension – increasing their familiarity with a wide range of books, including fairy stories, and retelling some of these orally

Y 3 – 4 Comprehension – identifying themes and conventions

Y 3 – 4 Comprehension – discussing words and phrases that capture the reader’s interest and imagination

Y 3 – 4 Comprehension – inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

Y 5 – 6 Comprehension – increasing their familiarity with a wide range of books, including traditional stories

Y 5 – 6 Comprehension – inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

Y 5 – 6 Comprehension – discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Introduction / Hook

Show pupils the front screen of the Traditional tales module and ask which stories they recognise from the clues provided. Use a **Paper chat** activity to help them remember what they already know about the stories — put the titles of the four stories around the room on large pieces of paper, plus a fifth piece of paper with the question: ‘What do these stories have in common?’

Pupils should visit each piece of paper and write as much as they remember, adding notes and additional details to comments made by others.

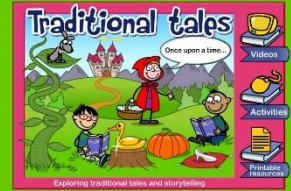
Use the pieces of paper to recap each story, either as a whole class or for older pupils, in small groups. If there is a particular story that is less well-known than others, watch or listen to the video, or print the transcript for pupils to read.

Year 3 – 4

Ask pupils to choose a character from one of the tales, and come up with a **six word story** to describe them. Read stories to the class and try to guess the character. Compare different stories about the same character — encourage pupils to focus on their actions.

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Key Stage 2 - Lesson plan



Choose two characters from the same story, or two characters from different stories, for pupils to compare. Ask them to create a Venn diagram, using words or phrases that could describe one or both characters, focusing on feelings, thoughts and motives. Using printed versions of the video transcripts, challenge them to highlight words or phrases that provide evidence of their chosen character traits. Write a new version of one of the tales, using the printable as a starting point for switching the point of view.

Year 5 – 6

Display a list of crimes that characters from these stories could be charged with. Ask pupils to match the 'crimes' to the characters. Do any crimes apply to more than one character, or across more than one story? What other 'crimes' could these characters be charged with? Take pupil suggestions and add to the list. Some ideas to get them started are — deception, greed, trespassing, theft, excess vanity, fraud. Discuss possible motives and whether or not the 'criminal' behaviour can be justified. Working in groups, ask pupils to choose a character to charge with a crime, and prepare an argument, citing evidence from the story. Swap with another group, who can then prepare a defence.

Watch one of the videos and, similarly to a **Vocabulary scavenger hunt**, ask pupils to clap whenever they hear an example of the author using words and language that makes us feel sympathetic towards the main character. Using printed video transcripts, challenge pupils to highlight these words or phrases. Using the transcript as a starting point, ask pupils to rewrite the story with a different perspective. For example, they could try to make the reader feel sympathy for the giant, or portray Cinderella as a scam artist. Remind them that the events of the story shouldn't change, just the language they use to describe them. Pupils could publish written versions of their stories, or record them as a new voiceover for the video.

Additional activities

Investigate the opening and closing paragraphs of each story, looking for similarities and differences. Identify any unusual language and create a list of examples, encourage pupils to add to this.

If you have access to the full **Discovery Education Espresso** service, extend the range of traditional stories that pupils know using two further Traditional tales modules, which introduce stories from around the world (Lower KS2) and across the British Isles (UKS2).

To access the teaching strategies featured within this lesson plan, please visit: www.discoveryeducation.co.uk/sos.

Here you'll find: Paper chat | Six word story | Vocabulary scavenger hunt