



# Silly Jack and the Beanstalk

**Book Band** Green A

**RR Level** 12

**Genre** Traditional tale

**Length** 16pp (218 words)

**Letters and Sounds** Phase 5

**Year 1, term 3**

**Phonics Bug** Up to Unit 22

**High-frequency words** called, came, saw, asked

## Plot Summary

When Jack sells his cow for a few beans, his mother is furious. But the beans grow into a magic beanstalk, and at the top Jack meets a hungry giant and a hen that lays golden eggs. Jack escapes with the hen, but the giant gives chase. Jack chops down the beanstalk and kills the giant. His mother is pleased.

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p.11 LIT 1–14a (CfE) RS8 (W) R6 (NI)	<b>Reading</b> Becoming very familiar with key stories [...], retelling them and considering their [...] characteristics.	<b>Y1 t3, Range of Texts</b> Know some key stories, fairy stories and traditional tales, and can identify key characteristics [...].
Y1, RC, p.11 ENG 1–03a (CfE) OS10 (W) T&L 1.5 (NI)	<b>Spoken Language</b> Recognising and joining in with predictable phrases.	<b>Y1 t3, Sequencing</b> Retell familiar stories which have been read to them and discussed [...].
Y1, WC, p.14 LIT 1–26a (CfE) WS8 (W) W5 (NI)	<b>Writing</b> Sequencing sentences to form short narratives.	<b>Y1, Text Structure and Purpose</b> Writing about events from their own imagination or [...] reading, the child can write two related sentences.

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

RC = Reading - comprehension, National Curriculum in England (2013)

WC = Writing - composition, National Curriculum in England (2013)

W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)



PCM

**Download cards for other curricula from:**

[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)



## Session 1: Reading

### Before Reading

#### Phonics for Reading

Give each child a copy of the book, and ask them to flip through to find a word that has the long /a/ vowel sound. You could do this as a race, or keep going till everyone has found a word. (Words include *gave* page 3, *laid* page 9, *lay* page 9, *came* page 13.) Share the words. If the children didn't find them all, give them the page numbers and ask them to look again. Write the words on the board and ask the children to underline the letters in each word that give the /a/ sound.

#### Walkthrough



Look together at the front and back covers and encourage the children to make predictions.

- Why do the children think the main character is called Silly Jack?
- What kinds of things might he do in the story?
- Share anything the children already know about the story of *Jack and the Beanstalk*.
- Talk about other traditional tales. What sorts of characters do we normally find in traditional tales?

#### During Reading

While the children read, ask them to think about the main question.

Main question: **Can you find all the clues in the words and the pictures that tell you that this is a traditional tale?**

**(Y1 t3, Range of Texts)**

*Additional prompts to help you sample the children's reading:*

Page 2: Why do you think Jack's mum is cross?

Pages 4–5: What happens on these pages that would never happen in real life?

Page 7: How do you think Jack is feeling on this page?

Pages 8–9: What clues do we get on these pages that this is a traditional tale?

Page 13: Can the children use their decoding skills to read *came*?

Page 15: Do you know any other stories where a giant gets beaten by a small person?

### **After Reading**

Discuss the main question with the group. Go through the story together with the ebook on the whiteboard or a PC, and pick out all the evidence that this is a traditional tale (e.g. magic things happen, there is a giant, there is a hero, there is a magical animal, the giant is defeated in the end, etc.).

As a group, retell the story, using the book to help get things in the right order. Help the children to use time connectives to connect the different things that happen (e.g. First, Then, Next, In the end ...). Ask the children, "Do you think Jack deserved to get the magic hen? Did the giant deserve what happened to him? Why, or why not?"

#### **Quick Finishers**

- | How do you think Jack's mum felt at the end of the story?
- | Do you think life will be different for Jack and his mum now?
- | What silly things does Jack do in this story? Does he do any sensible things?
- | Think of three good words to describe him. Think about how he behaves, as well as what he looks like.



## Session 2: Spoken Language & Writing

### Phonics for Writing

Ask the children to form pairs. Give one child in each pair flashcards with the words 'gave', 'paid' and 'way', and the other child the words 'make', 'tail' and 'stray'. Ask the children to find the pairs of words with matching spelling patterns for the long vowel /a/ sound. If the children are confident, take the flashcards back and read out the words. Ask the children to spell the words orally or on paper.

### Spoken Language

Ask the children to form pairs, and take turns to retell the story to their partner. Ask them to retell it as if they were Silly Jack. ("One day, my mum ..." etc.)

Choose one or two children to retell the story to the whole group in this way. **(Y1 t3, Sequencing)**

### Writing

Ask the children to write a diary entry from the point of view of Silly Jack. They could write about the whole story, or just one part of it. It may help to model this by creating a diary entry as a group, before the children write independently. You can use the PCM to structure their writing. **(Y1, Text Structure and Purpose)**

### Making Links

Grow some beans or other seeds in class, and keep a diary to show what you did and what happened.