**WEEK ONE: DAY TWO**

|  |  |
| --- | --- |
| **Big Book Jack and the Beanstalk**  **(20 minutes)** | **First Reading**: On the first reading, the focus should be on enjoying the book and not focusing specifically on sight word recognition or phonics instruction.  **Vocabulary**: Jack, beanstalk, giant, mother, market, poor, old man, money, magic, beans, cross, angry, threw, window, morning, surprised, astonished, grown, reached, sky, climb, castle/giant house, rumbling, hunger, giant woman, wife, footsteps, shaking, blood, Englishman, fe fi fo fum, smell, gold, coins, sack, hen, golden, overjoyed, happy, disappeared, stomped (*or vocabulary appropriate to the version of the book you are using*).  **Comprehension**: predict using title and illustrations, recall details about the characters  Good Writers: Link the chart about what good writers do with the lesson. Did the author follow the list? (illustrations match text etc.)  **Before Reading Activities**  • Describe what is on the front cover. Introduce the title of the book to the children. What is a beanstalk? Do the children think the story is real? Why/not? What might happen in the story? Where is the title? Can we see who wrote the book and drew the pictures? Discuss what “Retold by…” means. Describe the back cover. Can the children find the publishers?  •Do the children know what a fairy tale is? Do they know any other fairy tales? Are fairy tales true/real?  **During Reading Activities** Read the story and focus the children’s attention on each new illustration and ask predictive questions. The flow of the story should not be interrupted but do pause at appropriate moments in the story that allow the children to make predictions.  **After Reading Activities**  • Talk about the predictions that the children made.  • Characters: who are the characters in the book? Who is the main character? Which character did you like the best? Why? Which character did you like the least? Why? What was the job Jack’s mum asked him to do? Can the children remember any words that describe the characters?  • Setting: where is the story set? Where did Jack’s adventure begin? Where was he going? Can the children remember any words that describe the settings?  • Feelings: How might Jack and his mum felt when they had to sell their cow? Can we tell how Jack’s mother felt when she found out that Jack had swopped the family cow for the magic beans? How did she show her feelings? How do you think Jack might have felt? (upset/angry/confused/surprised?). What about the Giant, how did he feel when Jack took his belongings?  •Problem: What was/were the problem(s) in the story and how was it/they) solved?  Reflection Reflect on the feelings of the characters and the events from the story. Divide the children into groups. |

|  |  |
| --- | --- |
| **Drama**  **20 Minutes** | •**Partner Talk:** Children can work pairs to discuss all or some of the following questions.  -What do you think about Jack?  -What did his mum expect him to do?  -What did she want him to bring back from the market? Why?  -What do you think Jack should have done?  -What would you do?  •**Hot Seat**: Facilitator to model “being “ Jack and answering children’s questions about why he swapped the cow for the beans. What did he plan to do with the beans? |

**WEEK ONE: DAY THREE**

|  |  |
| --- | --- |
| **Art**  **Week 1, Day 3**  **20 Minuets** | **Comprehension:** preferences, recall story characters and events, responding to story events using creative art.  **Discussion**: Children to talk in partners and describe to each other their favourite character/part of the story.  **Activity 1:** Children to illustrate favourite character/favourite part of the story. Children may like to add a short caption, “My favourite character is…”    **Activity 2:** Make your own beanstalk, follow the link below for instructions.  [Jack and the Beanstalk: Beanstalk Craft. (dltk-teach.com)](https://www.dltk-teach.com/rhymes/beanstalk/mbeanstalk.htm)  Reflection: Children to share their illustrations with their partner. Each child could then say one thing they like about their partner’s illustration/writing. |

**WEEK TWO: DAY TWO**

|  |  |
| --- | --- |
| **Big Book Jack and the Beanstalk**  **(20 minutes)** | **Second Reading**:  **Vocabulary**: first, next, then, Jack, beanstalk, giant, mother, market, poor, old man, money, magic, beans, cross, angry, threw, window, morning, surprised, astonished, grown, reached, sky, climb, castle/giant house, rumbling, hunger, giant woman, wife, footsteps, shaking, blood, Englishman, fe fi fo fum, smell, gold, coins, sack, hen, golden, overjoyed, happy, disappeared, stomped (*or vocabulary appropriate to the version of the book you are using*).  **Comprehension**: predict using title and illustrations, recall details about the characters, setting and events. Sequence the story events.  Good Writers: Link the chart about what good writers do with the lesson. Did the author follow the list? (illustrations match text etc.)  **Before Reading Activities**  •Talk about the title, author, illustrator, what “retold” means, blurb.  •Do the children remember anything about fairy tales?  • Recall the main characters, settings and sequence of the story.  •Discuss the different voice tones the characters might use.  •Questions:  -What was Jack’s Mother’s reaction when she saw the beans?  -What surprised Jack when he woke up the following morning?  -How do we know the beanstalk was high?  -What did Jack see at the top of the beanstalk?  -How did the giant fall asleep?  -What happened when Jack stole the harp?  **During Reading Activities**  •Encourage the children to join in with repeated phrase “Fe, Fi, Fo, Fum…”, and discuss how the Giant might say this phrase.  •Pause to allow children to ask questions, clarify ideas and contribute to the story.  **After Reading Activities**  The children can discuss some or all of these questions individually, in pairs and/or small groups.  • Characters: Encourage the children to name the characters as they appear in the sequence of the story, who did we meet first, next, then, etc  • Settings: Did the story take place in one or several places? Encourage the children to name each place in order, (using first, next, then etc.)  •Events: Recall each item Jack took from the Giant’s house/castle and what was special about each of them.  •Feelings: Recall how each character might have felt at various points in the story.  •Opinions: Do the children think it was ok for Jack to take the Giant’s belongings? Why/Why not? |

|  |  |
| --- | --- |
| **Drama**  **20 Minutes** | •**Through the Magic Mirror**: Inform the children that they are going to imagine that they are all going into Jack’s garden to climb the beanstalk. They will then describe what they can see from the top of the beanstalk. To do this, they will need to step through the ‘magic mirror’. The facilitator should model standing up, tracing a rectangular shaped mirror in the air. Wink an eye and step through into Jack’s garden. Once the children have “climbed” the beanstalk, they should take a deep breath – what can they smell? Look left, what can you see? Look right, what can you see? What can they hear? Ask the children to find a “magic” item that they can bring back from their trip.  • **Describing the object** – Once the children are safely back down the beanstalk, it is time to show the group what magic item they brought back from their trip. As the objects are imaginary, the children are going to have to describe their object and what is special about it/what magic can it perform. The facilitator should model the activity first. (EG a shiny magic pot (that can cook delicious things); a multicoloured magic cloak (that makes you invisible); a single silver coin (when rubbed between your hands produces lots of coins), a pair of glittery magic slippers (that fit any size feet and will whisk the wearer off to wherever they wish to travel to. The children could also make suggestions for “magic properties” as a group  Reflection Reflect on the drama activities. How did they help us picture what can be seen at the top of the beanstalk/imagine the “magic” objects? |

**WEEK TWO: DAY THREE**

|  |  |
| --- | --- |
| **Art**  **20 Minutes** | **Comprehension:** Responding to the story through creative art.  **Discussion**: Recap on previous day’s activity “Through the Magic Mirror” and encourage children to share their in ideas with the group.  **Activity:** Children to illustrate detailed pictures of their imaginary magical object and “magic” it can do.  Reflection: Children can share their illustrations with the group explaining their “magical” object. |

**WEEK THREE: DAY TWO**

|  |  |
| --- | --- |
| **Big Book**  **Jack and the Beanstalk**  **20 Minutes** | **Third Reading**  **Vocabulary**: Jack, beanstalk, giant, mother,market, poor, old man, money, magic, beans, cross, angry, threw, window, morning, surprised, astonished, grown, reached, sky, climb, castle/giant house, rumbling, hunger, giant woman, wife, footsteps, shaking, blood, Englishman, fe fi fo fum, smell, gold, coins, sack, hen, golden, overjoyed, happy, disappeared, stomped (*or vocabulary appropriate to the version of the book you are using*).  **Comprehension:** giving a point of view/opinion (Giant Letter),  **Vocabulary: Before Reading Activities:**  Recap on the title, author/illustrator/”retold by”. Recap the sequence of the story, beginning, middle, ending.  **A Letter from the Giant:** (Have the letter in an envelope addressed to Doodle Den children.)  Dear Doodle Den Children  Jack has told everyone his version of events but they’re just not true! I am a good person. It is Jack who has done some things he should not have. First of all, he broke into my house without asking. Then he stole my most prized singing harp! She didn’t want to leave as she shouted “Help Master!” My poor beloved hen, she used to lay golden eggs for me to give to those who were not so well off. When he ran off with them both, it made me really mad and that is why I chased after him. If all that wasn’t bad enough, he/his mum cut down the beanstalk while I was still on it and I really injured my leg! It took me ages to grow another beanstalk tall enough to get me back to my castle. So, Doodle Den children, I need your help catching this boy!  **Alternatively carry on with the big book activities below.**  **Before Reading Activity**  Recap on title, “Retold by…”, blurb, publisher. Remind the children to join in with the reading.  **During Reading Activities:**  The children may know the story well enough to join in with some of the reading. Can they identify any sight vocabulary? Ask the children to put their hands on their heads when they identify the beginning, middle and end of the story.  **After Reading Activities:**  Alternative Ending: Discuss with the children possible alternative endings to the story. Generate a list of the children’s suggestions and the children can then illustrate their ideas in the Art session on day 3. |

|  |  |
| --- | --- |
| **Drama**  **20 Minutes** | **Role Play**  **Based on the big book Jack and the Beanstalk**  **Discussion:** Explain to thechildren that they are going to act out the story in 3 different groups. Each group role playing a different part of the story.  **Activity:** Divide children into 3 groups and provide each group with a copy of the story. Give each group a section of the story to role play, EG Beginning, Middle and Ending. Facilitators support the children to organise themselves and decide on roles. Once they have had time to practice each group will perform their section to the rest of the group.  Reflection: Encourage the children to reflect on what they enjoyed/learned from acting out the story. |

**WEEK THREE: DAY THREE**

|  |  |
| --- | --- |
| **Art**  **20 Minutes** | **Wanted Poster:**  **Discussion:** Explain that the Giant needs help to create a Wanted poster to find Jack. What details/information do we need to include? Children to describe what Jack looks like, eye/hair colour, what was he wearing when last seen? Why is he wanted? Is there a reward to help find him?  **Activity:** Create a WANTED poster for Jack. Draw a detailed image of Jack and perhaps the things that he took from the Giant.  **OR**  **Alternative Ending:**  Using the children’s ideas from the discussion after the third reading, children can illustrate their ideas of how the story could end differently. |