



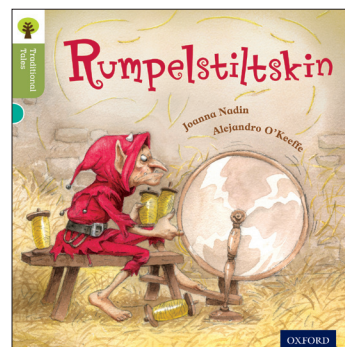
Traditional
Tales

Rumpelstiltskin

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OXFORD



Rumpelstiltskin

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Teaching notes written by Pam Dowson

Information about assessment and curriculum links can be found at the end of these Teaching Notes.

Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.
- The character of Rumpelstiltskin comes from German folklore. 'Rumpelstilts' were small goblins who made noises by rattling sticks or posts. It is a story of the triumph of good over evil.

Group/Guided reading

Introducing the story

- Ask the children if they have heard of Rumpelstiltskin. Practise saying it.
- Look together at the front cover and read the title. Ask: *What kind of character might Rumpelstiltskin be? What is he doing here?*
- Look at pages 2 to 3 together and ask the children to find words and phrases that tell us something about the characters of Lily and her father.
- Ask the children if they know any stories with spinning wheels in them. Do they know what a spinning wheel looks like, or what it is used for?
- Ask: *What do you think is going to happen in the story?*
- All the words in this story are decodable for this stage. Look together at the inside front cover for a list of the more challenging words, to help build familiarity with these before children read the story independently.

Reading the story

- Ask the children to read the story. Remember to give them lots of encouragement and praise as they read.
- Check the children understand what a *bale of straw* and a *turret* are (page 4).
- Tell the children there are many unusual names in the story, for example on pages 18, 20 and 21. Look at them together, noting that they start with capital letters, and work out how to say them. *Achilles* is perhaps the most difficult.



Returning to the story

- Look back at page 6 and ask the children to tell you what decision Lily made at this point. Ask: *What else could Lily have done?*
- Ask the children to identify different ways of spelling /or/ in the story, for example: **daughter** (page 2), **poor** (page 3), **straw** (page 4), **course** (page 5), **forgot** (page 12) and **walk** (page 22).
- Re-read page 14, where Tom is referred to as treasure. Ask: *What other kinds of treasure are in the story? What do you think the King, Lily and Rumpelstiltskin each think of as real treasure?*
- Ask the children what two things happened to help Lily keep Tom and get rid of Rumpelstiltskin. Help them to identify Lily overhearing the goblin on page 24, and when he got his foot stuck on page 30.

Storytelling

- Show the class the video of the storyteller performing the story on www.oxfordprimary.co.uk/tradtales.
- Talk about how the storyteller uses rich and imaginative language to describe characters and events in the story.
- Ask the children to think about how the storyteller uses her voice to add expression by varying her tone and the rhythm of the story. Discuss how the storyteller uses facial expressions to show emotions.
- Ask the class to discuss what they particularly enjoyed about the storyteller version of the story.
- Have a look at the storytellers' notes for more information about the storytelling techniques used in the video.

Drama

- A key part of the story is Lily trying to guess the goblin's name (pages 16 to 21 and 26 to 29). Re-read these sections together.
- In pairs, the children take turns to act in role as Lily and Rumpelstiltskin when Lily is trying to guess his name. They can use the names in the book or think of their own examples of names as guesses. Encourage them to use their voice and facial expressions to add to their characterisation. Ask the children to imagine how Lily would feel when she guesses incorrectly. How might the goblin react to all her guesses? He could be amused, bored, worried, offended, etc.

Writing

- Talk together about the events in the story and ask the class to think about what Lily and the Prince might one day tell Tom about what happened. Ask: *What would they tell him about the characters of his two grandfathers? Would they tell him about Lily being told to spin gold into straw? What would they tell him about the goblin?*
- Model how to retell the story in the past tense, using the pronouns 'we' (for Lily and the Prince), 'you' (for Tom) and 'he' for Rumpelstiltskin. Then list some time connectives the children might use, such as, after that, next, at last, etc.
- Ask the children to write an extension to the story, imagining that Tom is now older and Lily and the Prince decide to tell him about Rumpelstiltskin. Ask them to imagine what Lily and the Prince would say and how Tom might react to the story.

Links to the wider curriculum

Science

- Rumpelstiltskin turned straw into gold. Investigate changes in materials, e.g. water to ice and steam.

Art and design

- Draw a variety of facial expressions for key characters, linked to different parts of the story. Add speech bubbles with appropriate words.

Music

- Compose a piece of music that reminds the children of the tricky, playful goblin, or make up a tune for his song (page 24).

PSHE and Citizenship

- Lily broke her promise to the goblin. Talk about whether it is ever right to break a promise.

For more ideas on how to use this book in the classroom use the *Traditional Tales Handbook*.

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Rumpelstiltskin (Oxford Level 7) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms because of its unfamiliarity but children have got the general gist of the story as a whole). (RCS Grade 2,4)
- Can relate stories/texts to their own experiences, including story settings and incidents. (RCS Grade 2,7)
- Can comment on obvious characteristics and actions of characters in stories. (RCS Grade 2,8)
- Can use a range of phonics strategies to read unknown regular words. (RCS Grade 2,10)
- Can locate some specific information e.g. key events, characters' names etc. or key information on a non-fiction page. (RCS Grade 2,13)
- Can make predictions about a text using a range of clues. (RCS Grade 2,14)

ENGLAND The National Curriculum in England: Year 2

Spoken language	Pupils should be taught to listen and respond appropriately to adults and their peers (SpokLang.1) Pupils should be taught to select and use appropriate registers for effective communication (SpokLang.12)
Reading: Word reading	Pupils should be taught to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Y2 ReadWord.2) Pupils should be taught to read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word (Y2 ReadWord.5)
Reading: Comprehension	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (Y2 ReadComp.1iii) Pupils should be taught to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (Y2 ReadComp.4)
Writing: Composition	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) (Y2 WritComp.1i) Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about (Y2 WritComp.2i)

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First/Second Level

Listening and talking	<p>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn (ENG 1-03a)</p> <p>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)</p>
Reading	<p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a)</p> <p>I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features (ENG 1-19a)</p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text (LIT1-16a)</p>
Writing	<p>I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate ideas or create new text (LIT 1-25a)</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others (LIT1-26a)</p>

WALES Literacy and Numeracy Framework: Year 2

Oracy	<p>Learners are able to retell narrative or information that they have heard, sequencing events correctly (Y2_OracList.2)</p> <p>Learners are able to express opinions, giving reasons, and provide appropriate answers to questions (Y2_OracSpea.1)</p> <p>Learners are able to speak clearly to a range of audiences (Y2_OracSpea.3)</p> <p>Learners are able to adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.4)</p>
Reading	<p>Learners are able to recall and retell narratives and information from texts with some details (Y2_ReadComp.2)</p> <p>Learners are able to express views about information and details in a text (Y2_ReadResp.1)</p> <p>Learners are able to apply the following reading strategies with increasing frequency to a range of familiar and unfamiliar texts: phonic strategies; recognition of HFW; context clues; graphic and syntactic clues; self-correction, including re-reading and reading ahead (Y2_ReadStrat.2i-2v)</p>
Writing	<p>Learners are able to understand and use language appropriate to writing (Y2_WritLang.1)</p> <p>Learners are able to use simple subject-related words accurately (Y2_WritLang.2)</p> <p>Learners are able to write for different purposes (Y2_WritMean.1)</p>

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

Talking and listening	<p>Pupils can listen for information (L1_com_talk.1i)</p> <p>Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)</p>
Reading	<p>Pupils can use a range of reading strategies (L2_com_read.2)</p> <p>Pupils can express opinions and make predictions (L2_com_read.5ii)</p>
Writing	<p>Pupils can express thoughts, feelings and ideas from within their experience using a general vocabulary (L2_com_write.2i)</p> <p>Pupils can write using a given form (L2_com_write.3)</p>