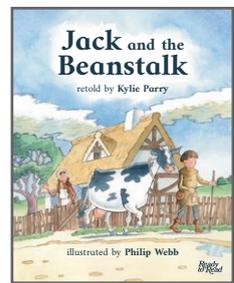


Jack and the Beanstalk

retold by Kylie Parry
illustrated by Philip Webb



Shared reading

Shared reading provides students with opportunities to behave like readers and to engage in rich conversations about texts that they are initially not able to read for themselves. The focus is on engagement, enjoyment, and comprehension.

Shared reading involves multiple readings of a text, led by the teacher, with increasing interaction and participation by students. After many shared reading sessions, students become able to read the small-book versions of the big books with increasing independence and fluency.

Overview

As well as providing a satisfying and engaging reading experience, this retelling of “Jack and the Beanstalk” gives students the opportunity to explore features of fairy tales and provides a stepping stone to further reading.

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Cross-curriculum links

English (levels 1 and 2, processes and strategies) – Selects and reads texts for enjoyment and personal fulfilment.

Related texts

- Other versions of “Jack and the Beanstalk”
- Ready to Read texts with fairy tale elements: *I'm the King of the Mountain*, *The Hole in the King's Sock*, *The Three Princesses* (shared); *The Little Red Hen* (Green 1); *The King's Birthday* (Turquoise 1); *Giant Soup*, *Two Tiger Tales* (Purple 1)

Text characteristics

Unlike guided texts, shared reading texts are not levelled. Many of the text characteristics of *Jack and the Beanstalk* are similar to but more complex than those for guided reading.

The storyline, which is likely to be familiar to most students

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions and inferences

Several fairy tale elements, including language (see below), setting, magical elements, a hero and a villain, an adventure, a happy ending

Dialogue between easily identified speakers

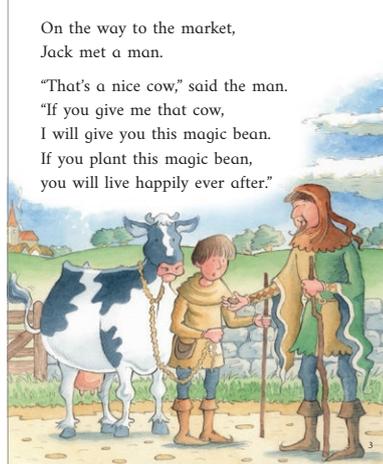
Illustrations that support and extend the meaning but may not exactly match the words and some visual language features (such as increases in print size, text within illustrations, and movement lines) that provide further information



Once upon a time, a boy named Jack lived in a cottage with his mother. They were very poor.

One day, Jack's mother said, "We have no money for food. Take our cow to the market and sell her."

So Jack set off with the cow.



On the way to the market, Jack met a man.

"That's a nice cow," said the man. "If you give me that cow, I will give you this magic bean. If you plant this magic bean, you will live happily ever after."

Shifts in time and place and several characters and events

Some sentences that run over several lines

A range of punctuation, including bold or italic print, speech marks, commas, and exclamation marks to support meaning and phrasing

Interest vocabulary, including fairy tale language and literary phrasing (for example, “Once upon a time”, “set off”, “went home happy”, “up, up, up he went”, “Fee fi fo fum”, “as fast as he could”, “happily ever after”, “never seen again”) and other descriptive language, including noun phrases (for example, “Jack's mother”, “magic bean”, “green light”, “enormous castle”, “huge rumbling noise”, “sleeping, snoring giant”, “golden egg”), exclamations (“Honk! Honk!”, “Help!”, “Crash!”), and vivid verbs (for example, “bundled”, “crept”, “curled”, “flapped”, “lumbered”, “roared”, “rumbled”, “scrambled”, “screached”, “snatched”, “snoring”, “swayed and shook”, “thundered”, “yelled”) the meaning of which is supported by the context, the sentence structure, and/or the illustrations

Reading purposes and learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The focus of the first reading of a shared text is on making meaning. The teacher leads the reading, with students invited to join in as they feel confident so that they can focus on responding to and thinking about the content. There will be many opportunities to build comprehension and explore word and text features on subsequent readings.

Select from and adapt the suggestions in this teacher support material according to your students’ strengths, needs, and experiences – their culture, language, and identity (*Reading and Writing Standards for years 1–8, Knowledge of the learner, page 6*).

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours that you want your students to demonstrate after multiple readings of this text and when reading other texts.

A suggested purpose for the initial reading

(What can the students expect to find out or think about as a result of reading this text?)

To find out about Jack and the beanstalk (This purpose may change as the story unfolds.)

To find out if this is like other stories of Jack and the Beanstalk

Possible learning goals

During the first reading, the students can:

- **make connections** to their prior knowledge (including knowledge of this tale or other fairy tales) to **make predictions and inferences**
- **ask questions** and look for or think about possible answers
- notice some ways the illustrations add to the meaning
- identify (**summarise**) the main elements in the story (who, what, where, when).

Introducing the story

- Adjust your introduction of the story according to your knowledge of your students. You can use this book to build their knowledge of this tale or of fairy tales in general, or to draw on knowledge they already have. Many cultures have fairy tales, so this could be explored with English language learners and connections made with stories from their cultures.

- Read the title and find out what the students know about the story. Use the cover illustration to generate discussion about who, what, where, and when. Encourage the students to ask questions (for example, What is a beanstalk? Why isn’t there a beanstalk on the cover? Why is a cow in the illustration?)
- Expect the students to infer that the illustration on the title page is of the beanstalk. Encourage students who know the story to explain the connection between the beanstalk and the characters. If the story is new, use the title page to encourage wondering. You could use their questions or predictions to help set the initial purpose for reading. Note that this purpose might change as the students find out more about the story.

Reading and discussing the story

- Keep the first reading reasonably brisk to retain momentum. There will be many more opportunities for students to join in with the reading and for exploration of text features and discussion during further readings.
- Pages 2 and 3 – Before reading, encourage the students to discuss the illustrations to help clarify their ideas from the introductory discussion and to speculate about what the man is giving Jack on page 3.
- Use a pointer to track the print as you read. Have students draw on their prior knowledge of fairy tales to predict the opening words. At the end of page 2, stop to check if any of the students’ questions have been answered.
- Page 3 – After reading page 3, encourage the students to share their opinions about what Jack should do. (Some may make a connection between the magic bean and the beanstalk.)
- Pages 4 and 5 – Use intonation to emphasise the contrast between Jack’s happy expectations and his mother’s reaction. Encourage the students to predict what will happen next.
- Pages 6 and 7 – Enjoy the students’ responses to the appearance of the beanstalk. After reading these pages, ask them if it’s a good idea for Jack to climb the beanstalk. *What might happen?*
- Pages 8 and 9 – Discuss the illustrations and what the students think Jack will do. (Unless the students are already familiar with the story, there is no indication yet as to whether the giant is friendly or not.) After reading, expect the students to predict that Jack is going to be in danger!
- Pages 10 to 12 – Enjoy the giant’s fearsome dialogue together. Keep up the dramatic momentum by reading to the end of the story without stopping.

- Encourage the students to speculate about what it will mean for Jack and his mother to “live happily ever after”. They might also like to share their ideas about the fate of the giant. You could briefly discuss any differences they have noticed from other versions of this tale.
- Make the audio version available for students to listen to and enjoy. Students can build their comprehension and fluency by listening to the text and reading along as they become more confident. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Support the students in using the text and illustrations on the cover and pages 2–5 and 12 to compare the situation of Jack and his mother at the beginning and end of the story. *What does it mean for them to be “very poor”? How will their lives change now that they have the magic goose?* The students could draw pictures showing the changes.
- Support the students to identify how this version of the story is the same as or different from other versions they know.

Subsequent readings

You can return to this story many times to build students’ understandings and explore different purposes. Subsequent readings of the big book may be with a group of students who have similar learning needs rather than with the whole class. Note that there is some overlap in the following suggestions. **Select from and adapt** them according to your students’ responses and needs. You might also like to refer to the chart of fairy tale elements that is included in the TSM for the shared book *The Three Princesses*.

Suggested reading purpose

To think about what happens in this story

To think about what makes this story a fairy tale

Learning goals

Over a number of sessions, the students can:

- identify (**summarise**) main elements in the story (who, what, where, when; the beginning, middle, and end)
- **summarise** the main events on each page
- **make connections** to their prior knowledge to notice and discuss some fairy tale elements.

Choose one of the suggestions below for each session.

- Reread the story and, together, summarise the main events on each page. Record the summaries on cards. Have the students work in pairs to match the summary cards with copies of illustrations from the story and arrange them in the correct sequence. The discussion between the students provides opportunities to clarify their ideas about the events and the characters.
- Support the students in identifying the beginning, middle, and end of the story. Ask them to describe the problem that Jack and his mother had at the beginning. *What did Jack’s mother think they should do?* Then discuss what happened in the middle of the story. Draw out the idea that many things happened. *How did the story end?* You could create a summary chart or story map and have the students draw pictures and place them in the appropriate sections.
- the setting – support the students to notice information in the text and illustrations that conveys the fairy tale setting (in the distant past and in an unspecified place). Draw out the idea that fairy tales happen in places that aren’t real, which means that anything can happen!
- the characters – ask the students to identify the two main characters. You could introduce and explore the terms “villain” and “hero”. *What do the words and pictures in this story tell you about what the giant is like?* Also make connections to the students’ knowledge of villains in other fairy tales (for example, “Little Red Riding Hood”, “The Three Little Pigs”, “The Billy Goats Gruff”, “Snow White and the Seven Dwarves”). Ask the students to describe the giant, using information from the text and the illustrations (and their own ideas). *Why does the giant want to catch Jack?*
- Explain that Jack is the hero of the story (even though he is much smaller than the giant) because he gets rid of the giant and makes sure that he and his mother will live happily ever after. Help the students notice connections to other stories where the smallest or youngest character is the hero, for example, *I’m the King of the Mountain* and “The Billy Goats Gruff”. The students could create a display of favourite heroes and villains from this tale and others, including characters from film and television.
- magical events – prompt the students to notice and discuss the magical elements (the magic bean, the beanstalk, the castle in the clouds, the goose that lays golden eggs). Draw out the idea that events happen in fairy tales that can’t happen in real life.

- the fairy tale language – expect the students to notice the opening phrase “Once upon a time”. Discuss the idea that fairy tales are stories of “long ago” and of faraway places. As you reread the story, draw attention to other phrases (such as “set off”, “as fast as he could”, “happily ever after”, “never seen again”) and support the students in clarifying the meaning, both by using the context of the story and making connections to their knowledge of other tales. Look for opportunities to use these and other fairy tale phrases in shared writing and classroom conversations and to notice other examples in further reading.

Suggested reading purposes

To explore some of the ways the writer has made this story exciting

To explore how the illustrations help us understand and enjoy the story

Learning goals

Over a number of sessions, the students can:

- **identify** how the writer makes the story sound exciting
- **explore** how the illustrations add to the meaning
- **explore** word meanings.

Choose one of the suggestions below for each rereading of the story.

- Ask the students to listen and look for ways the author makes the story sound exciting and good to read aloud. Have the students reread and discuss the identified sections with you. Examples include:
 - the italicised “*not*” on page 5 to show the mother’s annoyance with Jack’s decision
 - the repetition and increasing text size for “grew” on page 6
 - the repetition in the phrases “Up, up, up he went” and later, “Down, down, down he climbed”
 - the repetition, alliteration, rhyme, and scary ideas in the giant’s “Fee fi fo fum” dialogue.
- Explore how the writer has made Jack’s escape from the giant sound so exciting. Support the students to notice the details that build up the tension such as the giant’s threats, the vivid verbs, the pace of events (including the phrase “as fast as he could”), the use of repetition (“Down, down, down”), the shaking

beanstalk, and the use of exclamation marks.

Encourage the students to reread these pages with you in a dramatic and thrilling way.

- Together, explore how the writer describes the giant. For example, he lives in an “enormous castle” and sits in an “enormous chair”; is very loud (“huge rumbling noise”, “His snores rumbled like thunder”, “roared”, “thundered”); moves heavily (“lumbered”); and threatens Jack (in his dialogue). The students could work together to paint a “giant” picture and add descriptive phrases from the story, as well as ideas from the illustrations and their own ideas about giants.
- Encourage the students to make inferences about Jack, using clues in the text and illustrations. Encourage them to think critically about his decisions to swap the cow for the magic bean, to climb the beanstalk, and to steal the giant’s goose. Support the students in generating words that describe Jack (for example, brave, silly, strong, fast, thoughtless, heroic).
- Explore other descriptive words and phrases that the writer has used to help the reader understand and enjoy the story. For example:
 - the use of noun phrases (for example, “magic bean”, “green light”, “huge rumbling noise”, “sleeping, snoring giant”, “golden egg”) to add detail.
 - the repetition of “enormous” to describe the beanstalk, the castle, and the chair. Enjoy generating synonyms for “enormous” together. You could also explore antonyms (opposites), such as “tiny”, “small”, “microscopic”. You could write the words on cards and have the students arrange them into a cline from biggest to smallest. The discussion and negotiation involved with creating clines helps students learn about degrees of meaning. This activity is particularly supportive for English language learners.
 - descriptive verbs and phrases such as “curled up into the clouds”, “flapped”, “screeched”, “bundled”, “lumbered”, and “scrambled”. Support students to use the illustrations and context to help clarify the meanings. The students could also act them out. Look for opportunities to incorporate some of the verbs into shared writing and encourage the students to use them in their own writing. English language learners will need particular support with irregular verb forms (for example, “gave”, “took”, “threw”, “grew”, “swung”, “crept”, “lay”, “woke”, “ran”).