**Jack and the Beanstalk**

**Richard Walker and Niamh Sharkey**

**Extended Writing in the Foundation Phase-Ruth Price-Roberts**

1. Show the cover of the book to the children(hide the title) and ask/discuss:

**Who** could this person be? Name? Age?

**Where** is he?

**What** is he doing?

**Why** is he sitting there?

**When** has this story been written?

**What** could the story be about?

**What** could the title of the book be?

The purpose of this questioning task is to get the children engaged before opening the book.

1. Listen to the description on pages 5 and 6 of the funny little man that Jack bumped into. Don’t show these pages to the children. Draw an illustration to go with the description/scenario. The children can also include information that they have also heard on previous pages.

*Illustration should include: Jack, Daisy the cow, the tumbledown farmhouse, little man wearing a baggy jacket with big baggy pockets, sunrise, speech bubble “That’s a nice looking cow. Do you fancy doing a swap for her?”*

The purpose of this task is to encourage the children to listen carefully to the vocabulary and

change words into pictures.

1. Look at all of the illustrations. Discuss how they could improve their illustrations? Listen to the story on these pages again and as a whole class discuss key vocabulary that help us paint the pictures in our heads.

e.g. farmhouse→tumbledown, man→funny looking, little,interesting clothes, Which part of the day was it?→sunrise→early morning, How was daisy taken to market?→in tow→on a rope or lead

The purpose of this exercise is to encourage the children to listen out for very interesting and descriptive words and sentences throughout the story.

1. Read the whole story to the children. Write a list as a whole class of the vocabulary that is used frequently throughout the story. “Words I need to learn during this topic”/”Words that will help me”

*Words should include: Jack,Mum,Daisy,farmhouse,man,money,market,cow,hungry,exchange,beans,home,window,miserable,garden,clouds,beanstalk,climb,castle,woman,kitchen,sacks,heavy,giant,goose,*

*eggs, music , harp, gold “Fee fi fofum…I smell blood of a stinky man”*

The purpose of this task is to familiarise the children with the key vocabulary and explain meaning of new words. This vocabulary should be on display throughout the topic work either on the wall or as word mats to encourage the children to spell these words correctly during future written tasks.

1. Game: “Definition of words” to be played as a whole class initially but can also be played in a small group or in pairs

Kitchen→ a room used for cooking

Market→ a place for buying and selling things

Money→ coins or banknotes

Hungry→ desiring or wanting food

Exchange→ give or receive something

Bean→ a vegetable

Home→ a place where someone lives

Window→ opening in a wall to let in light

Miserable→ very unhappy

Garden→ a place for growing flowers, fruit or vegetables

Sack→ a large bag made out of coarse material

 Heavy→ something of a great weight

 Goose→ a web-footed bird

 Giant→ a very large person

 Gold→ yellow precious metal

The purpose of this task is similar to the above task to familiarise the children with the key vocabulary and explain meaning of new words.

1. Good→better→best words (Descriptive Words for the beans)

Read the sentence from the book:

*The funny little man plunged his hand deep into one of his pockets and pulled out six plump beans. They were………..*

Think of word to describe the beans

1. Size of the beans

small→tiny→minute→dinky→microscopic→miniscule→miniature

1. Colour of the beans

lots of colours→colourful→bright→multicoloured→irridescent→psychadelic→vibrant

c ) Pattern on the beans

spotty→patchy→blotchy→dappled→speckled→flecked→freckled→spattered

Ask the children to work in pairs and write 5 different sentences describing the funny little man’s beans

e.g.

Tiny, multi-coloured, speckled beans

Microscopic, vibrant, freckled beans

Dinky, iridescent, spattered beans

Miniscule, vibrant, dappled beans

Miniature, psychedelic, flecked beans

Ask the children to copy out the passage and end it with their own choice of description of the beans.

The purpose of this task is to encourage children to use the best possible vocabulary they can think of to make the writing exciting for the reader. It also encourages them to continually re-draft in order to improve their own work.

1. Characters in the Story

Ask the children to name the characters in the story in order to create an information sheet “Meet the Characters” to display in the class.

*Jack, Mum, Daisy, man, woman, Giant, Goose, Harp*

This is a very simple activity but it is a simple introduction to the term noun.

1. Nouns. (AKA name) Introduce the word **noun** to the children. A **noun** is a naming word. It can be a person, place or thing.

 As a whole class read a passage from the book page23 and then ask the children in pairs to

 highlight the **nouns** in the story:

*The old woman slipped out of the room and was soon back, cradling a huge, very gloomy-looking bird in her arms. Peeping out from his hiding place, Jack watched as the goose began to lay eggs-each one made of pure gold. As each egg appeared, the giant put it into a giant egg box. Then he demanded, “Now fetch me my harp. I want some music!”*

*Once again, the old woman bustled out of the room and came back holding an exquisite harp made of pure gold.*

The purpose of this task is for the children to identify the different types of nouns be it a person, place or thing.

1. Adjectives. (AKA describing word)Introduce the word **adjective** to the children as a describing word that tells you more about the noun.

e.g. noun-woman adjective-old = old woman

 noun -farmhouse adjective-tumbledown = tumbledown farmhouse

 noun-man adjective-funny = funny man

 (children might remember him in the story as “funny little man”)

Using the nouns that the children highlighted in task 8, ask the children to add an adjective before each noun.

woman, room, bird, arms, hiding place, Jack, goose, eggs, gold, giant, egg box, harp, music

The purpose of this task is for the children to understand that by adding an adjective in front of a noun it makes the writing more interesting and informative to the audience.

1. Table top game matching a noun with an adjective. Leave blank flash cards there for the children to think of their own good, better best words.

happy

![C:\Users\Ruth Roberts\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ATKI42Z9\MC900116048[1].wmf]()

boy

excited

Mum- poor/worried/furious

Cow- hungry/fat/thin

Woman-tired/busy/exhausted

Man- funny/little

Giant-tired/hungry/angry/loud

Goose-sad/tired/hungry/happy

Harp- small/big/noisy/heavy

By encouraging the children to change words they will understand that by changing the adjectives it can change the meaning.

1. Verbs (AKA Doing word) Introduce the word **verb** to the children as a doing word. It tells us about the action that is taking place.

The task is to choose the correct verb to add to each sentence. First try both verbs in each sentence adding the correct action before choosing the correct verb.

Jack \_\_\_\_\_\_to the market. (walked, jumped)

Mum\_\_\_\_\_\_the beans outside. (threw, ate)

The funny old man \_\_\_\_\_\_ to Jack. (spoke, sang)

Jack\_\_\_\_\_\_up the beanstalk. (skipped, climbed)

The old woman \_\_\_\_\_\_ the door. (opened, closed)

The giant\_\_\_\_\_\_ after Jack. (ran, hopped)

The goose\_\_\_\_\_\_down the beanstalk.( slithered, flew)

This task is to familiarise the children with using verbs in their writing.

1. Ordering words

The three minute challenge! You have three minutes to re tell the story of “Jack and the Beanstalk” to a friend using the ordering words.Use a timer.

(first, next, then, lastly, finally, after that)-flash cards/prompt

 e.g.

First Jack took daisy to the market.

Then he met a funny little man who gave him some beans for Daisy.

Next Jack went home and showed the beans to his mum.

Then mum was so cross she threw the beans out of the window.

Next jack climbed up the tall beanstalk.

After that Jack met an old woman, a goose, a harp and a giant in a castle.

Lastly/Finally Jack found some golden eggs in the castle and brought them home to his mum.

The purpose of this task is to familiarise the children with using ordering words when writing.

1. Sentences

A sentence is a group of words that make sense. There are different types of sentences including

1. A sentence that tells you a simple fact.
2. A sentence that implies surprise or shock. (!)
3. A sentence that asks for information. (?)
4. A sentence that gives a command. (!)

Every sentence starts with a capital letter. A sentence can either end with a full stop, question mark or an exclamation mark.

 Task: Muddled sentences (Build a sentence)

 Put these words in the correct order to create a sentence that makes sense.

 mum. his Jack with lived (Jack lived with his mum.)

 gave beans. some The funny little manJack (The funny little man gave Jack some beans.)

 grew The until beans reached the land they clouds the of(The beans grew until they reached

 the land of the clouds.)

 cellar. Jack sack the put gold the in of (Jack put the sack of gold in the cellar.)

 The purpose of this task is to encourage the children to read the individual word and put in

 order to build a sentence that makes sense and look for clues such as the capital letter and full

 stop.

1. “Sentence Detective” game.

 Ask the children to read page 8 and circle/highlight every capital letter, full stop, question

 mark and exclamation mark. Discuss what they notice and count how many capital letters etc.

*Jack remembered what his mum had told him, so he asked, “What will you give me in exchange?”*

*“These!” declared the funny little man, and plunging a hand deep into one of his pockets, he pulled out six plump beans.*

*“Those?” asked Jack.*

*“Yes,” said the funny little man, “these! Don’t think these are just ordinary beans. Oh no! These are magic beans. But you will have to be careful with them. I’ve lost the instructions for them, so I’m not sure what they do.”*

*Well, there was nothing Jack loved better than magic, so he handed over Daisy, took the beans and hurried home.*

The purpose of this task is to look out for capital letters, full stops, question marks and exclamation marks and be aware of them when they are reading and writing sentences.

15. Build a sentence

Give children a simple sentence and ask them to add more information time after time to create a more interesting sentence.

 Jack was a boy.

 Jack was a happy boy.

 Jack was a happy boy who lived with his mum.

 Jack was a happy boy who lived with his kind mum.

 Jack was a happy boy who lived with his kind mum in a tumbledown farmhouse.

The purpose of this task is to encourage children to think about the importance of adding more words to make the sentences interesting to the readers/listener.

1. Compound Sentences

Explain to the children that when they are writing it would not be very interesting if they only used short simple sentences. It is possible to join two simple sentences together with a **conjunction** which can make a much more interesting and exciting **compound sentence.**

A conjunction is a connecting word (sometimes called a connective) that links sentences together.

Here are a few examples of conjunctions/connectives:

and, but, so, then, when, if, because, before, after, as well as, however, although, never the less

Give children two simple sentences then ask them to use a conjunction/connective to write one compound sentence.

Jack got up at sunrise. He walked down the lane with Daisy. (and)

Jack reached the back door. He burst into the kitchen. (and/then)

Mum was angry. She threw the beans outside. (so/then)

He clambered over the windowsill. He started to climb up the beanstalk. (and/so/then)

The huge door creaked open. He saw a little old woman peering at him. (and/then)

The purpose of this task is to encourage children to use conjunctions/connectives to write a simple sentence to make a much more interesting compound sentence.

1. Openers

Encourage the children to think of different ways of opening/starting a sentence to make the writing more interesting to the reader. Using the “openers” below and their own openers ask the children to write sentences giving a brief description about things that happen in the story. e.g.

The story is about Jack who lives on a farm with his mum. I like this story very much. My favourite character is the Giant. When Jack came home with the beans his mum was very cross with him. After a while she forgives Jack for exchanging the cow for beans. When the beanstalk comes crashing down I always think about the giant alone in the castle.

The, My,I, First, Then, Next, Last, Because, If, When, Although, Before, Afterwards, Eventually, Sometimes, Often, After a while.

 The purpose of this task is to encourage children not to start each sentence with same word.

**Possible Extended Writing Opportunities in the Foundation Phase**

Letter-Persuasive Writing

Write an imaginary letter from the Giant’s wife to the Giant explaining why she is happy living with Jack and his mother and won’t be returning to the castle.

Instructions on how to hard boil an egg- Instructions

Jack sends a letter to the class asking for the children’s help. He enjoys having a boiled egg with soldiers for breakfast but doesn’t know how to boil an egg. Jack asks the children to write some instructions and send them on to him. Hard boil an egg in class then write instructions to send to him.

Instruction for growing the magic beans-Instructions/Procedures

The funny little man in the story has lost the instructions for the magic beans. Write your own instructions on how to plant and care for the magic beans.

Information Leaflet or Booklet-Informative

There are a few animals in the story. Write an information booklet/leaflet about your pet or favourite animal.

Interview with a TV News reporter- Recount

Jack couldn’t chop down the beanstalk fast enough so the Giant reached the bottom of it. Imagine you are bystander. Write a short report as if you were talking to a TV News reporter about the Giant’s arrival in the village.

Diary-Recount

Imagine you are Jack. Write a Diary logging your exciting adventure.

 Character Profile-Non Fiction Text

Write a character profile including information about appearance, characteristics, behaviour and qualities.

Poster-Exposition

“There’s a goose loose in the village”. The goose has disappeared from her special hut. Create a “Wanted Poster” for her safe return.

 Dialogue/Script-Narrative

In the kitchen the Giant’s wife is making a pot of tea, and mum is listening to the golden harp. Jack has just walked in having finished building the magic goose a special hut. Write a dialogue between the three of them.

Story-Description

Imagine you are Daisy the cow. Write about your journey from when Jack left you to when you arrived at your new home.

Poetry-Description

Find, read and listen to various poems about “Jack and the Beanstalk”. Set a “Poetry Challenge”. Ask children to work in pairs or in a group and write their own poem retelling the story of Jack and the beanstalk.

Newspaper report-Non Chronological Report

Write a newspaper report about the enormous beanstalk crashing down and causing devastation to Jack’s home and surrounding area.

Poster “Eggs for Sale”-Discussion

The magic goose is laying dozens of eggs every day. Design a poster to display in the nearby town informing the locals that they can buy golden eggs from Jack’s farm.

Letter/e mail-Personal Writing

Jack is still stuck in the castle and he knows his mum will be worrying about him. Write an informal letter or an e-mail from Jack to his mother to inform her that he is safe and well and will be home soon.

Story-Story writing

Write a new version of the story informing readers what happened when Jack reached the top of the Beanstalk and the Giant opened the door.

Story ending-Story writing

Write a different ending to the traditional story.

“Jack got to the bottom to chop the beanstalk down but he wasn’t quick enough. The giant climbed down the beanstalk and stood glaring at Jack………..”

What happened next?

 Recount/Narrative of the story-Story writing

Write the story in your own words paying particular attention to the characters, plot, setting, brilliant beginning a marvellous middle and exciting ending.