



Puddocky Lesson Ideas - Page 1

Section	Activity	Assessment criteria/aims
Preparation/ Background	Following their time with Snail Tales, children should already be able to name some of the features of fairy tales. For comparison, you may wish to tell the children the story of Rapunzel, and any other traditional stories featuring tasks.	
Shared listening 10 mins	Read Puddocky up until the point where the girl stands at the window brushing her hair. Ask the children: does this story remind them of any other story they've heard? Which one(s)? Why? Which features of this story already tell them that it is a traditional fairy tale? What might happen next? Read again up until Puddocky has solved the second task, then stop again. Check the children's comprehension by asking: which vegetable did Puddocky like to eat when she was a girl? Why did the witch turn Puddocky into a toad? Why is the king giving the princes tasks? What two tasks have they had to do already?	<p>Children should:</p> <ul style="list-style-type: none"> recognise and point out fairytale features eg witch, magic, beautiful girl Hear and remember details of the story <p>Some children may be able to:</p> <ul style="list-style-type: none"> Recognise and point out similarities between the beginning of this story and the beginning of Rapunzel Predict the next part of the story based on their knowledge of traditional tales
Shared writing 10 mins	As a class, think of other tasks that the king could set for the princes. Using individual whiteboards, ask the children to think in pairs of an object that the king could ask for and one that Puddocky could give to the youngest prince (eg the king could ask for a diamond, but Puddocky could give the youngest prince a normal stone). Depending on your sentence level targets, you could record these as sentences, direct speech or speech bubbles, or just in a table. Discuss what might happen to Puddocky's objects once the prince brings them back to the king.	<p>Children should:</p> <ul style="list-style-type: none"> Think of another example of a magical, unusual or impossible object that the king asks for Think of a common object to match it <p>Some children may be able to:</p> <ul style="list-style-type: none"> Explain the transformation that will happen to Puddocky's objects when they are brought to the king.
Independent work 20 mins	The children write the next part of the story, using some of the ideas from the shared writing time. They could do this individually, or work in groups of five (King, Prince, Puddocky and two brothers) to script their ideas as part of a play. You could set them a challenge to complete two or three more tasks for the youngest prince in the time given.	<p>Children should:</p> <ul style="list-style-type: none"> Write in keeping with the basic pattern of the original tale Give a basic explanation of the way in which each object transforms <p>Some children may be able to:</p> <ul style="list-style-type: none"> Use some of the language and refrains of the original tale Use imaginative descriptive language for their objects and transformations
Guided activity with a focus group 20 mins	Talk about the story with the group while drawing a mind map of the characters and what has happened to them so far. As you do so, look at where the gaps in our knowledge are and ask the children to use their imaginations to help you fill them in. For example: What was Puddocky's name before she was a toad? What are the names of the king and the three princes? How old is the youngest prince? How does the witch feel about having turned Puddocky into a toad – is she pleased or sorry? Does Puddocky's mum still live next door to the witch? Does she miss her daughter? Make sure the children know that these aren't comprehension questions and there are no wrong answers, and encourage the children to ask similar questions as well as answering! If there is time, or as an extension activity, ask the children to choose a character and write a full profile, or a diary entry for them; or hotseat the children as each character in turn and ask the questions to them.	<p>Children should:</p> <ul style="list-style-type: none"> Think of a background for each character Ask basic questions about their likes and dislikes, appearance and name <p>Some children may be able to:</p> <ul style="list-style-type: none"> Ask and answer questions about the characters' motivations and history Be descriptive in their replies about each character; tell imagined anecdotes or use evidence from the original story to explain their views.
Plenary 10 mins	Bring the children back together. If they have been rehearsing scripts, watch some of their plays; or ask for some stories to be read. Ask the children about what they hear: would these bits of the story fit in well with the rest? Do they match a traditional tale, or has anyone written something more unusual? Ask the children how they think the story will end; then end the lesson by listening to the rest of the story.	<p>Children should:</p> <ul style="list-style-type: none"> recognise a response which matches the traditional genre be able to explain their views of others' work <p>Some children may be able to:</p> <ul style="list-style-type: none"> Briefly tell a possible ending to the story that matches the original beginning



Early Years / Foundation Activities
KS1+ Lesson Plan Tips

Problem Solving, Reasoning and Numeracy

After hearing the result of the king's second task, give groups of children cards with pictures of different colours and sizes of dogs. This task can be made easier for the children if you print out the same basic shape in different sizes and colours, or made more challenging if you use photographs of different breeds, or colour the dogs with patterns instead of solid colour.

Role-play with you as the king and the children as his advisors, asking them to sort the dogs into groups and to explain why they have arranged them in that way (for example, "I'm putting all the dogs with spots together").

Eventually ask the children to arrange the dogs in size order and find the smallest dog.

Communication, Language and Literacy; Knowledge and Understanding of the World

Play a listening game: in role as the king, with the children pretending to be the princes, send them off on errands to be the first to bring you something.

You could make these tasks easy (eg a pencil, some paper) especially if using the activity to help children find their way around a new classroom; or you could make the children think a bit harder, eg something yellow, something that rubs out mistakes, something soft.

To get the children working together, try playing this as a game in teams: each team has a 'prince' who is the only child allowed to present you with the required object, while the rest of the team must still hunt for it and communicate with each other and the 'prince' in order to be the first team to present their object.