

3-5 Years

Home Learning Pack

Telling Tales

Objectives

- To come up with new picture book story lines, based on a given model
- To rehearse and present ideas using expression, tone and volume to dramatic effect

Resources

- *Tiddler* by Julia Donaldson and Axel Scheffler
- Large sheet of paper
- *Resource Sheet 1: Tiddler's Tall Tales*
- *Resource Sheet 2: Tiddler, Why Are You Late?*

Telling Tales

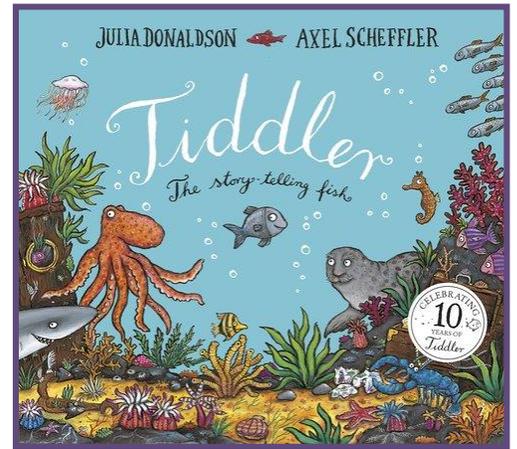
3-5 Years Home Learning

Outcomes

- Children will suggest alternative tall tales for Tiddler
- Children will orally perform their tall tales using expression, tone and volume

Introduction

Read the story to your child, up to the end of page 6 where it reads “*And he told his granny, who told it to a crab*”.



On a large sheet of paper, draw a sketch of Little Johnny Dory with an arrow to a sketch of his granny, then another arrow from granny to a sketch of a crab. Your child might like to guess which characters you are drawing, and you can explain that you are sketching the creatures that hear Tiddler’s story. Carry on reading *Tiddler*, to the end of page 10, ending with “*who told it to an eel...*”. Start a new sketch on the paper, using arrows to show the line of creatures who were told the tale by Little Johnny Dory, via his granny, then to a plaice, a starfish, a seal, a lobster, and an eel. Explain that these are all the creatures that heard Tiddler’s second story. Count the creatures together.

Show your child *Resource Sheet 1: Tiddler’s Tall Tales* and explain that these are like Tiddler’s stories for why he was late for school – explain that they could also be called ‘tall tales’ and describe what a ‘tall tale’ is. Read out one of the excuses in monotone then read it expressively as though you are Tiddler. Ask your child about the difference in your delivery and highlight that you used volume, expression and tone to bring Tiddler’s words to life and to make it sound like he was saying them. Ask your child to practise saying one of the lines expressively – challenge them to say it excitedly, with fear, in a whisper, slowly and mysteriously, noting how it really impacts on the meaning. How does your child think the creatures told the tales to one another as it passed from one creature to another?

Main task

Challenge your child to suggest some other reasons that might cause Tiddler to be late? Who else might he meet or where else might he end up? Maybe Tiddler was chased by a purple spotted shark, or swirled and whirled in a bubbly whirlpool. Encourage your child to come up with fun and descriptive tales.

After you have discussed your child’s ideas or ‘tall tales’ they can use *Resource Sheet 2: Tiddler, Why Are You Late?* to write or draw a picture of their tall tale. You may wish to refer back to pages 5 and 8 of the book and highlight how Axel Sheffler has brought Tiddler’s tall tales to life.

Extension

Can your child practise retelling their ‘tall tale’ in a voice that Tiddler might use to explain it to his teacher. Encourage them to try different ways just like you demonstrated. Your child could perform their tall tale to an audience such as the rest of the family and you could also record it so your child can watch back the video and see their own performance.

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Resource Sheet 1: Tiddler's Tall Tales

Here are some more tall tales that Tiddler might tell. Can you read them out? Try to sound as excited and expressive as Tiddler, when he tells his stories to his teacher.

Sorry I'm late.
I was splashing
by the caves.

Sorry I'm late.
I was blowing
bubbles with a
sea snake.

Sorry I'm late.
I was racing on
a surfboard.

Sorry I'm late.
I was hiding
in the coral.

Sorry I'm late.
I was jumping
with a jellyfish.

Sorry I'm late.
I was trying to
catch a shark.

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Resource Sheet 2: Tiddler, Why Are You Late?

Write your own tall tale that made Tiddler late.

Sorry I'm late. I was

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Draw a picture of your tall tale.



Tall Tales

Curriculum links

Early Years Communication and language

- Children listen attentively in a range of situations.
- Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions.
- Children develop their own narratives and explanations by connecting ideas or events.
- Children express themselves effectively, showing awareness of listeners' needs.
- Children use present forms accurately when talking about events.

Early Years Personal, social and emotional development

- Children are confident to speak in a familiar group.
- Children take account of one another's ideas about how to organise their activity.
- Children play cooperatively, taking turns with others.

Early Years Literacy

- Children demonstrate understanding when talking with others about what they have read.
- Children write simple sentences which can be read by themselves and others.

Early Years Expressive arts and design

- Children safely use and explore a variety of materials, tools and techniques.
- Children represent their own ideas, thoughts and feelings through role play.