

# The Elves and the Shoemaker

*Written by Meg Stein*

*Illustrated by Peter Paul Bajer*

**Level 14**

## Getting ready for reading

Ask: *Have you ever heard the story of the Elves and the Shoemaker?* Children may like to briefly retell the story if they have. Otherwise you could ask them what they think the story might be about.

## Talking through the book

Hold up the book and ask: *What do you think the first few words of this story will be?* Read page 1 together so that children can check their predictions. Ask: *What do you think the last few words of the story will be?* Read page 16 together. Then discuss what might happen in the book.

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the children to support their answers with evidence from the book as they discuss these questions.

*Who made the shoes for the shoemaker?*

*Were the elves very good at making shoes? How do you know?*

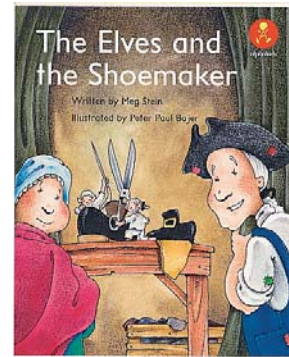
*Why did the shoemaker and his wife make clothes for the elves?*

*Why do you think the elves make the shoes for the shoemaker?*

### ***Being a code breaker***

Children may like to explore the following language features:

- the punctuation associated with conversation in writing:
  - use of speech marks
  - new line and paragraph each time a new person speaks
  - use of 'said' and 'asked' to indicate who has spoken



## TEXT FEATURES

- **This book is a narrative retelling of the traditional story of the Elves and the Shoemaker.**
- **Illustrations, depicting historic provincial France, support and extend the text.**
- **It uses traditional story forms such as *Once upon a time* and *lived happily ever after*.**
- **There are up to seven lines of text per page.**

## ***Being a text user***

Discuss:

*This book begins ‘Once upon a time...’ What does this tell you about the type of book it will be?*

*What other things in the book tell you that this is a folk tale?*

## ***Being a text critic***

Discuss:

*Was the shoemaker fair to the elves?*

*Why do you think he waited so long to help the elves?*

## **Literacy learning centres – follow-up activities**

### **INTERACTIVE LITERACY CENTRE**

Children can work in groups to practise and perform an informal play of the story.

### **WRITING CENTRE 1**

Children can practise punctuation related to writing conversation by working with a partner to write the conversation that might have taken place between the elves and the shoemaker and his wife after the new clothes were discovered.

### **WRITING CENTRE 2**

Children could innovate on the text by working on cooperative groups to write the next adventure for the two elves.

### **BOOK BROWSING CENTRE**

Provide different versions of the traditional tales of the Elves and the Shoemaker – written at an appropriate level. Children can compare various versions and talk about similarities and differences. You could also provide other traditional tales from Alphakids, such as *Three Little Pigs* (level 8) and *The Giant Gingerbread Man* (level 9).



### **Keeping track**

Checklists can be used to track children's responses during guided reading sessions. Response shows:

- Literal understanding: eg identifies what the elves made ✓
- Inferential understanding: eg explains why the shoemaker and his wife made clothes for the elves. ✓
- Inferential understanding: eg discusses whether people who are poor are likely to be helped by a mysterious helper. ✗