

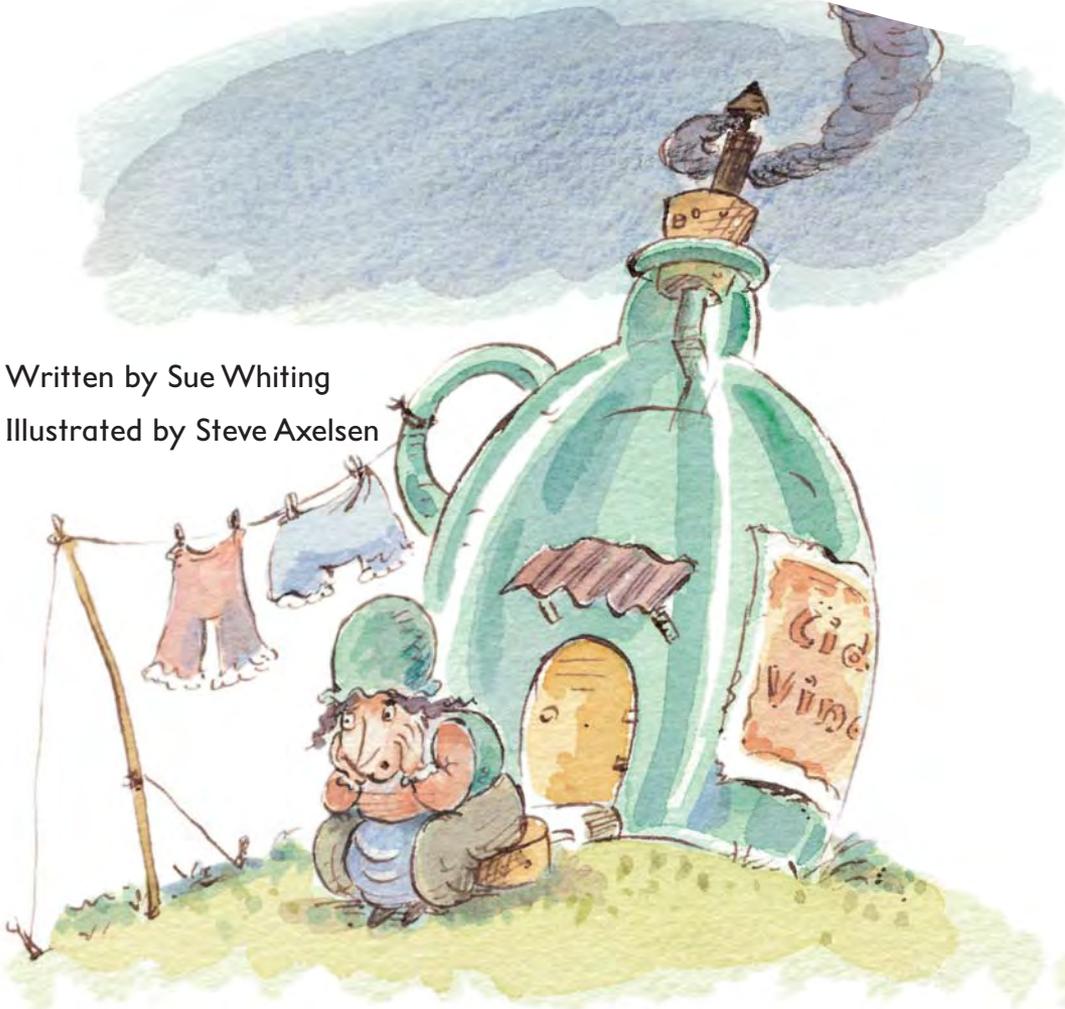


alphakids

Veronica Who Lived in a Vinegar Bottle

Written by Sue Whiting

Illustrated by Steve Axelsen



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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- The language of folk tales is used – 'Once upon a time...'
- Direct speech is used

Vocabulary

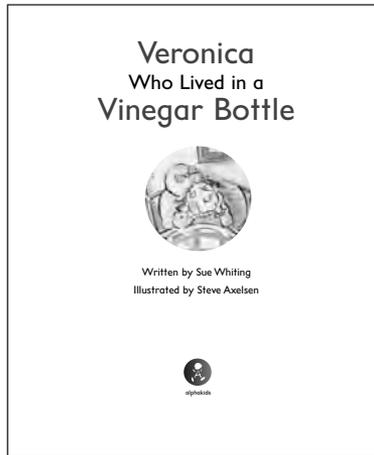
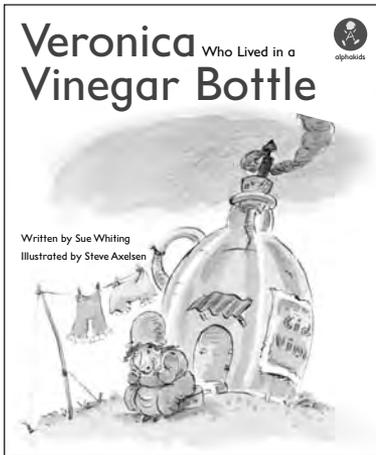
complained, cottage, mansion, palace, queen, servants, uncomfortable, vinegar

Setting the context

Imagine that a fairy said to you that you could make a wish. What would you wish for? Why?

Invite children to share their ideas with the whole group.

If you lived in a vinegar bottle, what would you wish for?



Front cover

Read the title to the children.

Do you think this is an information book or a fictional story?

Does the title make you want to read this book? Why?

Title page

Point out the names of the author and illustrator.

Predict

Look at the pictures on pages 2 and 3. Where do you think the woman lives?

Do you think the woman is happy? What makes you think so?

Ask the children to look at the first three lines of the story.

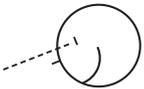
What do these words tell you about the type of story this might be?

Read to the end of page 5.

Reflect

How did Veronica feel about her new home?

Do you think that Veronica will be happy in her new home? Why?



Observe and support

Can the child understand the literal meaning of the text?

Where did Veronica live?

What did the fairy ask Veronica to do?

What happened when Veronica woke up?

Can the child understand inferences in the text?

How did the fairy know that Veronica was unhappy living in a vinegar bottle?

Why did the fairy help Veronica?

Once upon a time there was a woman called Veronica who lived in a vinegar bottle.

She complained all day long.



'What a shame! What a shame!' she would moan.

'Why should I live in a vinegar bottle? It's so small and uncomfortable.'

'I should live in a pretty little cottage.'



One day a fairy flew by.

She heard Veronica complaining and felt sorry for her.

So she said, 'Before you go to bed, close your eyes and turn around three times.'

'In the morning you will get a big surprise.'



Veronica did as the fairy said and the next morning she woke up in a pretty little cottage.

'How lovely!' said Veronica. 'I will be very happy here.'



Predict

Look at the picture on page 6.

What do you think the woman is saying here?

Look at page 7.

Where is the woman now? What do you think might have happened to make her look so happy?

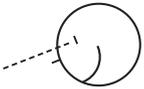
Read to the end of page 7.

Reflect

Why did the fairy help Veronica again?

Would you have helped Veronica? Why?

Do you think that Veronica will be happy in her new big house?



Observe and support

Does the child cross check all the information on the page to decode unknown words and make meaning?

Example: You read, “What a shame! What a shame!’ she moaned.” What did you check to make sure this word said ‘moaned’?

What other words could the author have put here that would have kept the meaning of the sentence?

Many weeks later the fairy flew past again.

Veronica was still complaining.

'What a shame! What a shame!' she moaned. 'Why should I live in such a dark little cottage? The windows are so small.'

'I should live in a big house.'



Again the fairy felt sorry for Veronica.

So she said, 'Before you go to bed, close your eyes and turn around three times. In the morning you will get a big surprise.'

Veronica did as the fairy said and the next morning she woke up in a big house.

'How lovely!' she cried. 'I will be very happy here.'



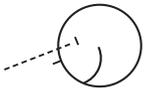
Predict

*Look at the four pictures on pages 8 to 11.
What do you think is happening on these pages?
What sort of house does Veronica live in now?
Does Veronica look happy?*

 **Read** to the end of page 10.

Reflect

*Why was Veronica unhappy in her big house?
What did the fairy do to help her?
Do you think Veronica will be happy living in a mansion
with servants?*



Observe and support

Can the child use their knowledge of punctuation to enhance expressive reading?
Can you find an exclamation mark? What does this tell you about how to read these words?
Can you point to the question mark? How does your voice change when you read a question?
Model reading these pages expressively then ask the child to do so.

Some time later, the fairy flew past the old woman's house.

Veronica was still complaining.

'What a shame! What a shame! Why should I live here? There is always so much work to be done in this house.'

'I should live in a mansion with servants to look after me!'



8

The fairy was surprised to hear Veronica complaining again, but she said, 'Before you go to bed, close your eyes and turn around three times. In the morning you will get a big surprise.'



9

Veronica couldn't wait to go to bed. She did as the fairy said, and in the morning she woke up in a mansion filled with servants.

'How lovely!' she cried.
'I will be very happy here.'



10



11

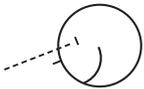
● **Predict**

*Which characters are in this picture?
What do you think Veronica might be saying to the fairy?
If you were Veronica, what would you say to the fairy?*

● **Read** page 12.

● **Reflect**

*Are you surprised that Veronica is still complaining?
How might this make the fairy feel?
What do you think the fairy should do next?*



Observe and support

Does the child use contextual information to understand the meaning of new vocabulary?
Example: *You read the word 'palace'. How did you know that this word said 'palace'?*
What is a palace? What helped you to work that out?

The next time the fairy visited Veronica she was still complaining!

'What a shame! What a shame!' Veronica cried. 'Why should I live in this mansion? I am a very important person. I deserve better.'

'I should live in a palace and be the queen of the land!'



Predict

Look at the picture on pages 14 and 15.

What is the fairy thinking?

What is she going to do?

What would you do next if you were the fairy?

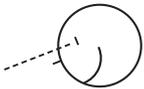
Read to the end of page 16.

Reflect

Where did Veronica end up?

How is Veronica feeling? How is the fairy feeling?

Did you like this ending? Why?



Observe and support

Does the child use their knowledge of phonics to support their reading?

Example: *The word 'mansion' has two syllables.*

What sound does the second syllable make? What letters make this sound? Do you know other words that have this sound?

'Well,' thought the fairy crossly.
'I've had enough. Some people are never
happy.'

'Before you go to bed tonight,' she said to
Veronica, 'close your eyes and turn around
three times. In the morning you will get
the biggest surprise of all!'

Veronica rushed off to bed and did as
the fairy said.



14

15

In the morning, Veronica was back
in the vinegar bottle.

'If you can't be happy living in
a pretty little cottage, or a house,
or a mansion with servants,' said the fairy,
'you may as well stay in a vinegar bottle!'

And with that the fairy flew off
and did not come back again.



After reading

Being a meaning maker

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

What did the fairy tell Veronica to do?

Why did Veronica complain about each of the houses that the fairy gave her?

Why did the fairy put Veronica back in the vinegar bottle?

Should people who complain end up with nothing? Why?

Being a code breaker

Children may like to explore the following language features:

- punctuation throughout the text: quotation marks, exclamation marks, and question marks
- the sound /v/: Veronica, vinegar, very, lovely, live, servants

Being a text user

What kind of story is this? How do you know?

How do you read this kind of book?

What happens at the beginning of the book? Where did this happen?

When did it happen? Who was involved?

Being a text critic

What message does the author want to tell you? Do you agree with this message?

This story is about a woman. Could it have been about a man? Why?

Responding to text



Children could work in cooperative groups to make stick puppets of the characters and houses in the book. These could be used to practise and perform a readers theatre of the text. Encourage the use of the repeated phrases from the book.



Children could draw a story map showing the main events in the book. They could write a sentence under each picture to explain what is happening.



Children could browse through familiar books to make lists of words with the sound /v/. These could be grouped by the letters used to represent the sound. Example:

ve	v
love	very

Writing links

Shared writing

In small groups children could re-read the book up to page 13.

Children could discuss what they would like the fairy to do next and then write their own ending to the story. Have each group share their writing with the class.

Independent writing

Have children write their own traditional tale. Before writing begins discuss:

- the structure of a folk tale. Talk about the beginning, a problem and a resolution. Ask children to identify these parts in the story of ‘Veronica in a Vinegar Bottle’;
- the role fairies have in folk tales, e.g. the fairy godmother in Cinderella;
- the use of punctuation to indicate which character is talking. Encourage the children to include a fairy in their story.

Possible assessment focus

Can the child:

- say what kind of story this is and describe its features?
- explain how punctuation refers to dialogue?
- use punctuation to read the text expressively?



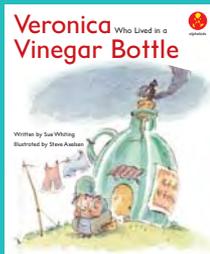
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Gratitude

Curriculum link: English, SOSE

Text type: Folk tale

Reading level: 18

Word count: 495

Vocabulary: complained, cottage, mansion, palace, queen, servants, uncomfortable, vinegar

Possible literacy focus

Identifying the features of a folk tale.

Exploring punctuation related to direct speech.

Using punctuation to support expressive reading.

Summary

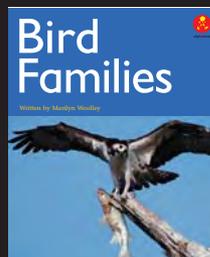
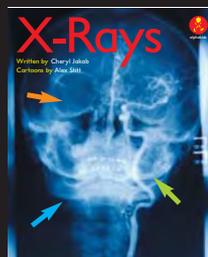
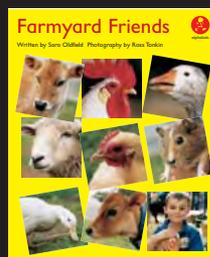
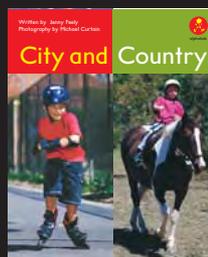
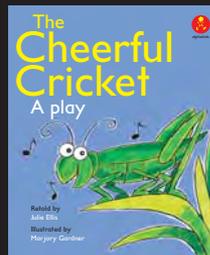
This book is a retelling of a folk tale in which a woman is never satisfied with her lot. A fairy improves her situation, but the woman continues to complain. She is eventually sent back to live in the vinegar bottle where she started.

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Other books at this level



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