

Teacher Edition



alphakids

# Jack and the Beanstalk

Retold by Jack Hastings Illustrated by Steve Axelsen



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© Eleanor Curtain  
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Photographs  
© Eleanor Curtain  
Publishing

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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

- Direct speech is used throughout
- Colour illustrations support and extend the story

## Vocabulary

amazed, furious, magic, master, useless

## Setting the context

*Have you ever heard the story of Jack and the Beanstalk?*

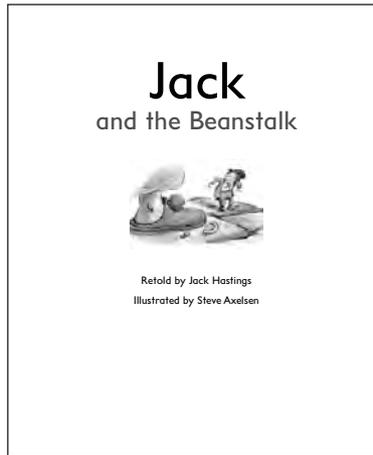
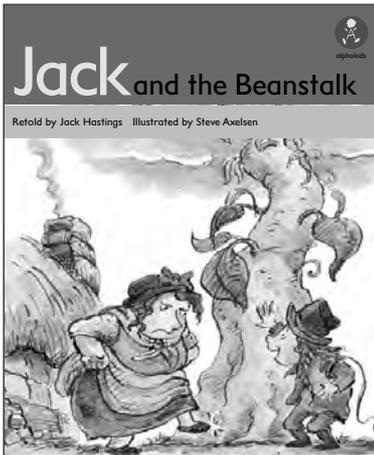
If the children are familiar with the story, ask them to retell it.

If not, you might like to discuss the following questions:

*What do you think magic beans might do?*

*What might they grow into?*

*Where might they grow to, if they are magic beans?*



## Front cover

*What kind of book do you think this is?*

*Why?*

*Read the title. This story is about a boy who sells his family's only cow for a few magic beans. Why do you think that he would do that?*

## Title page

Discuss the features of the title page: the names of the author and illustrator.

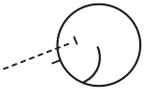
● **Predict**

*Why do you think that Jack and his mother look so sad?  
Where do you think that Jack is taking the cow?*

● **Read** to the end of page 4.

● **Reflect**

*Why did Jack swap the cow for some magic beans?  
Do you think that this was a wise thing to do? Why?*



**Observe and support**

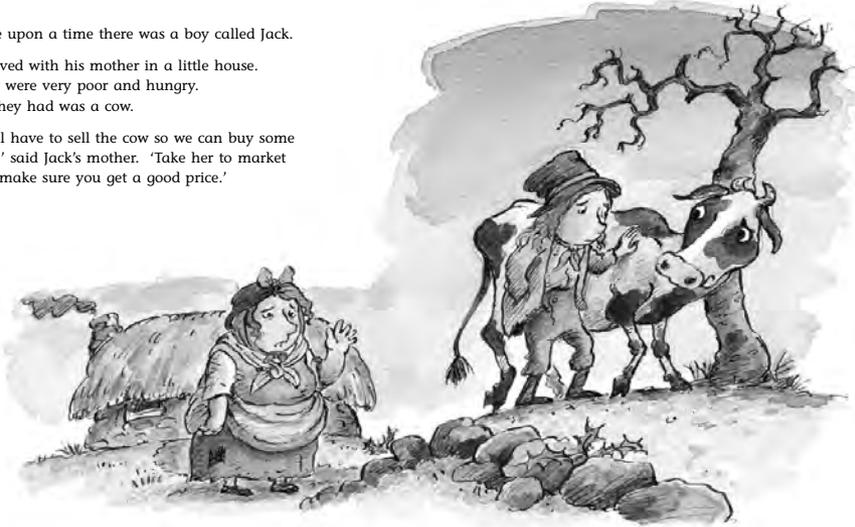
Can the child understand the literal meaning of the text?

*What did Jack get in return for the cow?*

Once upon a time there was a boy called Jack.

He lived with his mother in a little house.  
They were very poor and hungry.  
All they had was a cow.

'We'll have to sell the cow so we can buy some food,' said Jack's mother. 'Take her to market and make sure you get a good price.'



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Jack was walking to the market when a man passed by.

'What a lovely cow,' he said to Jack.

'I'm going to the market to sell her,' said Jack.

'I will swap these magic beans for your cow,' said the man.

'Magic beans?' thought Jack. 'What could be a better price for our cow? My mother will be so pleased with me!'

But when he got home and showed his mother the beans, she was furious. 'You silly boy!' she cried. 'You sold our only cow for a handful of useless beans. What are we going to do now?'

And she threw the beans out of the window.



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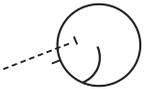
● **Predict**

*What do you think that Jack’s mother will think of the beanstalk? What do you think might be at the top of the beanstalk? What will happen next?*

● **Read** to the end of page 9.

● **Reflect**

*Were your predictions correct?  
What do you think it would be like to be a giant?  
What special things does the giant own?*



**Observe and support**

Does the child stop to correct errors?  
*I like the way that you stopped and re-read the sentence to make sure that it made sense.*

Jack went to bed hungry and sad.

When he woke up in the morning, there was an enormous beanstalk outside his window. It was so tall that Jack could not see the top.

Jack climbed out his window and up the beanstalk. He climbed up and up and up.



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When he got to the top of the beanstalk, Jack was high above the clouds. In front of him was a huge house.

Jack crept inside the house. He followed the smell of food and soon found himself in the kitchen. The tallest woman he had ever seen was busy roasting chickens and stirring large pots of lamb stew. Jack hid behind an enormous saucepan.



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All of a sudden the ground started to shake. Jack trembled in his hiding place.

A giant appeared in the doorway. He sniffed the air and roared, 'Fee! Fi! Fo! Fum! I can smell a little one!'

'Don't be silly,' said the woman to the giant. 'There aren't any children here. Sit down and eat your lunch.'



8

The giant ate four chickens and two pots of lamb stew for lunch.

Then the giant picked up a little harp.

'Play!' said the giant to the harp.

The harp played a tune.

Jack was amazed that the harp could play by itself.

Then the woman brought in a white goose.

'Lay!' said the giant to the goose.

The goose laid a golden egg.

Jack was amazed that eggs could be made of gold.



9

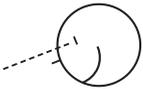
● **Predict**

*How do you think Jack's mother feels about the story Jack is telling her? Does she believe him? How can you tell?*

● **Read** to the end of page 10.

● **Reflect**

*Why won't Jack's mother believe Jack?  
Do you think that Jack and his mother get along well?*



**Observe and support**

Can the child use the punctuation in the text to support fluent and expressive reading?

*I like the way that you paused briefly at the comma when you read the text.*

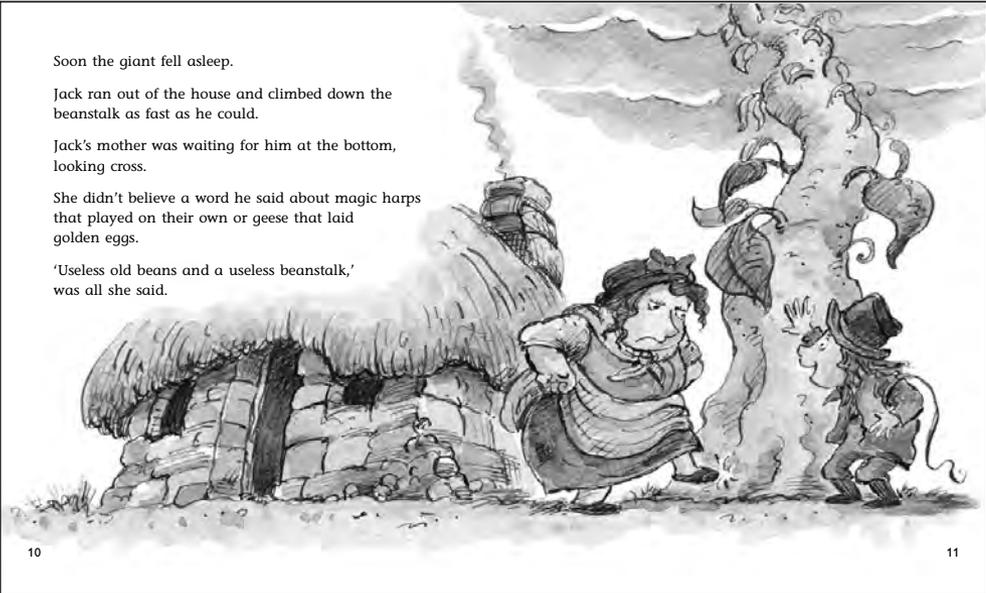
Soon the giant fell asleep.

Jack ran out of the house and climbed down the beanstalk as fast as he could.

Jack's mother was waiting for him at the bottom, looking cross.

She didn't believe a word he said about magic harps that played on their own or geese that laid golden eggs.

'Useless old beans and a useless beanstalk,' was all she said.



● **Predict**

*How do you think Jack would feel about going back to the giant's kitchen?*

*What do you think the giant will do when he finds out about Jack?*

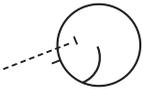
*Do you think that Jack will escape?*

● **Read** to the end of page 14.

● **Reflect**

*How did Jack manage to get away?*

*Do you think he should have stolen the goose and the harp?*



**Observe and support**

Ask one child to read aloud to you while the others are reading silently and check for phrased and fluent reading.

*Read me this section of the text in a really expressive way.*

The next day Jack climbed back up the beanstalk and hid in the giant's kitchen.

The ground started to shake and the giant appeared in the doorway. He sniffed the air.

'Fee! Fi! Fo! Fum! I can smell a little one!' he roared.

Jack trembled at the giant's words.

'I think you must have a cold,' said the woman. 'There aren't any children here. Sit down and eat your dinner.'

The giant ate an enormous dinner.



12



13

Jack waited until the giant fell asleep.

When the air started to rumble with giant snores, Jack picked up the goose and the harp and ran out of the house as fast as his legs would carry him.

'Master, master!' the harp cried out to the sleeping giant.

The giant woke up and chased after Jack.

Jack climbed down the beanstalk as quickly as he could. When he got to the bottom he chopped down the beanstalk and ran inside to find his mother.



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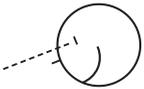
● **Predict**

*What do you think that Jack and his mother will do now?  
How do you think they get along together now?*

● **Read** to the end of page 16.

● **Reflect**

*Were you right?  
How is this version of 'Jack and the Beanstalk' similar or  
different to other versions that you know?*



**Observe and support**

Can the child understand inferences in the text?  
*What do you think that Jack and his mother will do  
with all of the money?  
Why does it say that Jack's mother did not say  
'another word about useless old beans'?*

Jack took the golden eggs to the market  
and sold them for lots of money.

Now Jack and his mother never go to bed hungry.

The harp plays its beautiful tunes for them  
every night. And Jack's mother has not said  
another word about useless old beans.



## After reading

### Being a meaning maker

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

*What happened when Jack's mother threw the beans out of the window?*

*Why did Jack take the harp and goose?*

*How might the giant feel about Jack? Why?*

*What kind of person is Jack?*

*What would happen if someone did what Jack did at your house?*

### Being a code breaker

Explore the following language features:

- the punctuation associated with direct speech
- the sound /o/: woke, window, roasting, own, showed, only, going, so
- the sound /ow/: cow, ground, out, down, house, our
- the sound /or/: beanstalk, roared, four, brought, all, enormous, snores, morning

### Being a text user

*How was this version of the story different to other versions?*

*Did you like this version of the story? Why?*

### Being a text critic

*Are all boys like Jack? Why?*

*What does the story say about people like the giant who are different?*

*Do you agree with this point of view? Why?*

## Responding to text



Ask children to work in cooperative groups to practice and perform a readers theatre of the text.



Provide different versions of 'Jack and the Beanstalk' for the children to read. Ask them to write their own versions of the story. Make these into books. They could be placed in the reading corner for the whole class to share.



Explore the use of alliteration in the text. Alliteration is when a number of words start with the same sound, as in the chant *Fee! Fi! Fo! Fum!* Have children write other alliterative phrases that might be used by the giant or another character.

## Writing links

### Shared writing

Ask children to retell the story. One child could start the retelling and then the other children could add to the story. Now write the story as a group. Ask someone to think of the first sentence. *How do these stories start?* ('Once upon a time...') Then continue the story.

### Independent writing

Discuss with children what might happen next. They could write a story exploring what the giant might do now that Jack has taken his harp and goose and chopped down the beanstalk. Will the giant try and get the harp and goose back? If so, how will he do this?

## Possible assessment focus

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Can the child:

- say whether a word sounds right within a sentence?
- read the text fluently and expressively?
- use the punctuation in the text to support their reading?



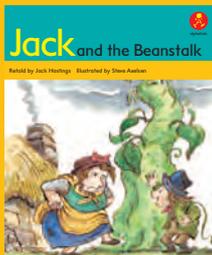
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Folk tales

**Curriculum link:** English

**Text type:** Folk tale

**Reading level:** 21

**Word count:** 625

**Vocabulary:** amazed, furious, magic, master, useless

### Possible literacy focus

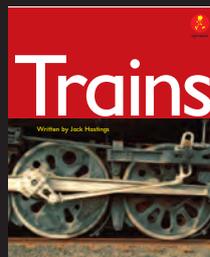
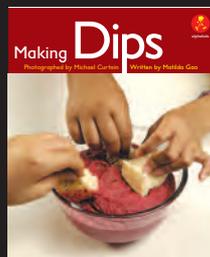
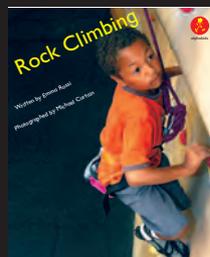
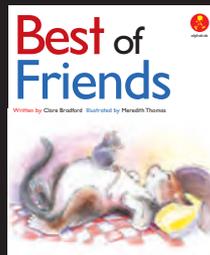
Exploring the use of syntax in the book including the use of tense.

Using punctuation to support fluent and expressive reading.

### Summary

This book is a retelling of the folk tale 'Jack and the Beanstalk'.

Other books at this level



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