

Jack and the Beanstalk

by Jo Gray

Printable text • Skills modelling PowerPoint® Photocopiable text and questions • pages 148 to 151

This retelling of the classic fairy tale has been written to allow young children to apply their phonic knowledge and read the text more independently. As the story of 'Jack and the Beanstalk' is often linked to the topic of plants in the Key Stage 1 science curriculum, you may wish to refer back to your discussions of the text in [Unit 15](#).

1 Get ready

Discuss the **Key vocabulary** identified in the **Language toolkit** and then complete the vocabulary and phonics activities as desired. Please note that the selected vocabulary is a guide. Depending on the needs of your cohort, additional vocabulary discussion may be beneficial before, during and after reading. Next, display the text (pages 148 to 149) so the children can see the title and any illustrations, and encourage the children to answer the following questions before reading.

1 What sort of text do you think this is?

I think this is a fairy tale/a made-up story.

Encourage the children to use the illustration to expand on their answer (e.g. *I think this is a fairy tale because there is a picture of a giant, and fairy tales are usually about magical or imaginary creatures*). Support them to understand that because the text is a story, it is a fictional text.

2 Have you read any texts like this before?

Answers will vary depending on the children's experiences. Some may have heard the story before and will make links to other fairy tales that they know, such as 'Little Red Riding Hood' (see [Unit 7](#)) and 'The Three Little Pigs' (see [Units 9 and 10](#)). Some may make links to stories about giants; others may make links to stories about plants growing (see the [Reading list](#) for some examples).

3 Why do you think the title mentions a beanstalk?

Answers will vary depending on the children's familiarity with the story. Some children may be able to recall part of the story; others may talk about growing plants and caring for them. Allow them to explore different reasons and expand on their ideas.

Language toolkit

Key vocabulary

amazed	angry	cupboard
gigantic	impressed	magic
money	suddenly	supper

Vocabulary discussion questions

- What do you normally have for your **supper**?
- Have your friends ever been **impressed** with something you've done?
- Would you rather have **money** or **magic** beans? Why?

Vocabulary activities

Discuss which sentence makes the most sense.

- 1 Mum was **angry** because I broke her plate. *OR* Mum was **angry** because I was good.
- 2 The elephant was **gigantic** compared to the mouse. *OR* The **suddenly** was **gigantic**.

Phonics

Year 1 phonics	climb, grown, market, poor, threw
Split digraphs	take, inside, outside, time, woke
Common exception words	he, his, no, once, one, she, some, the, there, was, were

Phonics activity

Ask the children to correct the sentence below.

The jiant fel asleep so jack ran hoem

The children should add a full stop to the end.

Many will also correct the spelling of 'giant', 'fell' and 'home'. Some may spot that 'jack' needs a capital letter because it is a name.



2 First steps

Read the text together and then encourage the children to discuss the following questions.

1 Who is in the story?

The characters in the story are Jack, Jack's mother, the old man and the giant. Some children may also mention the cow, the hen and the harp.

2 What did Jack's mother do when she saw the beans?

She threw them out of the window (and sent Jack to bed without any supper). You could challenge the children to tell you how they think Jack's mother was feeling when she acted in this way (e.g. upset, angry).

3 What was unusual about the beans?

They were magic. A giant beanstalk grew from them overnight. Usually it takes longer for a beanstalk to grow and it doesn't reach the clouds.

3 Explore

- Ask the children to tell you what they know about plants. You could refer back to your discussions of the text in **Unit 15**. Allow the children time to compare what they know about plants in real life to what happens with the beanstalk in this story.
- Give each child a pot, some soil and a bean and guide them through planting and watering their own beanstalk. Encourage the children to care for these plants. Have a class competition to see who can grow the tallest beanstalk. (This activity could link to the **Where next?** speaking and listening task in **Unit 15**.)
- Discuss examples of magic objects in this text (e.g. beans, harp, hen, giant) and in other traditional tales (e.g. magic mirror in 'Snow White and the Seven Dwarfs'; a magical fairy godmother in 'Cinderella'. You could link the discussion back to **Units 5, 6, 7, 9** and **10**, which all feature talking animals.

4 Skills focus

See pages 146 to 147

Use the information from the **Skills guide** and the relevant **Skills graphic** to introduce the skill of retrieval.

- 1 Model the skill using the **Unit 16 PowerPoint®** and the **Modelling retrieval** guidance on page 146.
- 2 The children could then attempt the optional **Retrieval** questions on page 150. This may be in small groups with adult support as needed.
- 3 Finally, the optional **Mix it up!** questions on page 151 offer practice in a range of comprehension skills. For guidance on introducing this new activity, see page 10.

Answers and marking guidance for all questions are included on pages 146 to 147.

5 Where next?

- **Speaking and listening task:** Explore the emotions of Jack and the giant through a 'hot seat' activity. In this activity, a child plays a character and is interviewed by the rest of the class or group. The children could take turns to sit in the 'hot seat' and answer questions in character. Questions to Jack might be: *Why did you hide in the cupboard? What made you take the hen and the harp? Do you think it was the right thing to do?* Questions to the giant might be: *How did you feel when you smelt a boy in your kitchen? What would you have done if you had seen him? Why did you chase Jack? Where have you been since Jack's mother cut down the beanstalk?*
- **Writing task:** Using the information from the activity above, the children could write some sentences to retell the story from Jack's or the giant's point of view.

Reading list

Class reads

- ▶ *The Enormous Turnip* by Katie Daynes
- ▶ *The Gigantic Turnip* by Aleksei Tolstoy
- ▶ *Jack and the Jelly Bean Stalk* by Rachael Mortimer
- ▶ *Jim and the Beanstalk* by Raymond Briggs
- ▶ *Oliver's Vegetables* by Vivian French
- ▶ *The Smartest Giant in Town* by Julia Donaldson
- ▶ *Trust Me, Jack's Beanstalk Stinks! The Story of Jack and the Beanstalk as Told by the Giant* by Eric Braun

Independent reads

- ▶ *Jack and the Beanstalk* by Iona Treahy
- ▶ *Jack and the Beanstalk* by Barbara Vagnozzi
- ▶ *Hungry Plants* by Mary Batten

Non-fiction

- ▶ *The Amazing Plant Life Cycle Story* by Kay Barnham
- ▶ *Perfectly Peculiar Plants* by Chris Thorogood
- ▶ *Plant Facts* by Izzi Howell (Linked text: **Unit 15**)
- ▶ *Secrets of the Vegetable Garden* by Carron Brown
- ▶ *Wild Things: Over 100 Magical Outdoor Adventures* by Jo Schofield and Fiona Danks

Poetry

- ▶ *There Was an Old Giant Who Swallowed a Clock* by Becky Davies

Websites

- ▶ The BBC School Radio website tells the story of 'Jack and the Beanstalk' through 14 short video clips.



Use the **Skills guide** (see pages 16 to 17) and the downloadable **Skills graphic** to support your modelling.

1 Who did Jack sell the cow to?

the old man

Think aloud: *Jack sells the cow early on in the story, so I will look at the first part again.* Model scanning for the key words ‘cow’ and ‘sell’ to locate the relevant part (‘Jack had to take their cow to market and sell her.’). Continue: *I need to read on and see who Jack sells the cow to.* Model reading further. Continue: *I think the answer to the question is here – ‘Jack sold the cow to the old man’.* Model writing and checking the answer.

2 Which events happened in the story? Tick two.

Jack’s mother sold the cow.

Jack took the giant’s hen.

The giant ate Jack.

A beanstalk grew in the night.

Think aloud: *As I have already read the story, I think I know what does and does not happen. However, it’s very important to check against the text.* Discuss each event in turn: *The first one says that Jack’s mother sold the cow – I don’t think that is correct – it was Jack.* Repeat for the other statements. Model checking that you have chosen the right statements by scanning the text for key words and pointing to the evidence. Finally, model ticking two answers.

3 How did Jack feel when he heard the giant enter the kitchen?

scared

Encourage the children to find the part of the text where the giant enters the kitchen. Think aloud: *The question asks how Jack felt, so I am looking for a feeling. Here it says, ‘Jack felt scared’.* Let me check the question to see if this answers it. Model rereading the question: *Yes, Jack was scared when he heard the giant and we know he is in the kitchen because it says, ‘He ran and hid inside a gigantic cupboard in the kitchen’.* Model writing and checking the answer.

4 What did the giant say to the hen? Tick one.

“Fee, fi, fo, fum!”

“Lay!”

“Sing!”

“I smell the blood of a little boy!”

Think aloud: *I know I can only tick one answer. I need to look for the part of the text where the giant talks to the hen.* Model skim-reading the text and highlighting the relevant section. Continue: *It says, “Lay!” said the giant to the hen, so the answer must be “Lay!”.* You could discuss why the answer is not any of the other statements, despite these being things that the giant said in the course of the story. Model ticking the answer and checking it against the question.

Retrieval questions mark scheme

See page 150

The following guidance can be used with the children if support is needed.

Answer	Guidance
1 in a castle	Prompt the children to look for key words in the question and then find the relevant part of the text. Support them to skim-read the paragraphs before and after the first mention of the giant. Award 1 mark for the correct answer.

Answer	Guidance
2 The giant had a golden harp. <input checked="" type="checkbox"/> The giant climbed down the beanstalk. <input checked="" type="checkbox"/>	Remind the children of Modelling question 2 . The children should take each statement in turn and scan the text for it, highlighting the two events that occur. Award 1 mark for one correct answer ticked. Award 2 marks for both correct answers ticked.
3 The harp sang a song. <input checked="" type="checkbox"/>	Encourage the children to find the part of the text where the giant is asleep. Prompt them to then scan for the part where the giant wakes up. They should then look at the previous sentence and think about what woke the giant up. Remind them to tick one answer only. Award 1 mark for the correct answer ticked.
4 Nobody saw him again. <input checked="" type="checkbox"/>	Ask the children to point to the end of the text (the final paragraph). Ask them to scan for the sentence that mentions the giant. Remind them to tick one answer only. Award 1 mark for the correct answer ticked.

Mix it up! questions mark scheme

 See page 151

The following guidance can be used with the children if support is needed.

Answer	Guidance
1 gigantic <i>and</i> enormous	If necessary, encourage the children to skim-read the text looking for adjectives that describe height. Can they think of any 'huge' things mentioned in the story? They could discuss their choices with a partner before writing them down. Award 1 mark for each correct answer. Skill: Word meaning.
2 Jack swapped the cow for magic beans. <input type="text" value="1"/> The giant fell asleep. <input type="text" value="4"/> Jack hid from the giant. <input type="text" value="3"/> Jack escaped from the giant. <input type="text" value="5"/> Jack climbed the beanstalk. <input type="text" value="2"/>	If necessary, encourage the children to find, highlight and number all the events in the text before transferring them to the answer boxes. Award 1 mark for the correct numbers in at least two boxes. Award 2 marks for the correct numbers in all boxes. Skill: Sequencing.
3 Jack had taken something that didn't belong to him. <input checked="" type="checkbox"/>	If necessary, ask the children to find the event mentioned in the question in the text. Ask them if they would feel cross if someone took one of their favourite toys without asking. Why would they feel this way? Encourage them to relate their feelings to the possible answers. Remind them to tick one answer only. Award 1 mark for the correct answer. Skill: Inference.
4 Jack's mother would feel happy because having golden eggs would mean that she would not be poor any more.	If necessary, encourage the children to think about what they know about Jack's mother (she was poor/sad because she had no money) and what the hen might help with (money – because it could lay golden eggs). Award 1 mark for a plausible prediction. Skill: Prediction.

Jack and the Beanstalk, by Jo Gray

Have you ever planted a bean? How long did it take to grow? What would you do if you planted a bean and when you woke up the next day there was a beanstalk that was taller than the clouds? This is exactly what happened to Jack.

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow.

One morning, Jack's mother was sad. She told Jack they had no money. Jack had to take their cow to market and sell her.

On the way, Jack met an old man who wanted to buy their cow. He had no money but he gave Jack some magic beans in exchange for the cow. Jack sold the cow to the old man.

When Jack's mother saw the beans she was very angry. She threw the beans out of the window and sent Jack to bed without any supper.

The next morning, Jack looked out of the window. A gigantic beanstalk had grown. It was higher than the clouds. Jack went outside and started to climb the beanstalk. He climbed up to the sky. At the top of the beanstalk, Jack saw a beautiful castle and went inside.

Jack was impressed with how big everything was in the castle! Suddenly, he heard a voice. "Fee, fi, fo, fum! I smell the blood of a little boy!" Jack felt scared. He ran and hid inside a gigantic cupboard in the kitchen.

An enormous giant came into the room. He couldn't see Jack so he sat down at the table. On the table there was a large hen. "Lay!" said the giant to the hen.



At once, the hen laid an egg. It was made of gold! There was also a golden harp on the table. “Sing!” said the giant, and the harp began to sing. Jack was amazed. He wished he could have something like that to stop his mother being poor and sad.

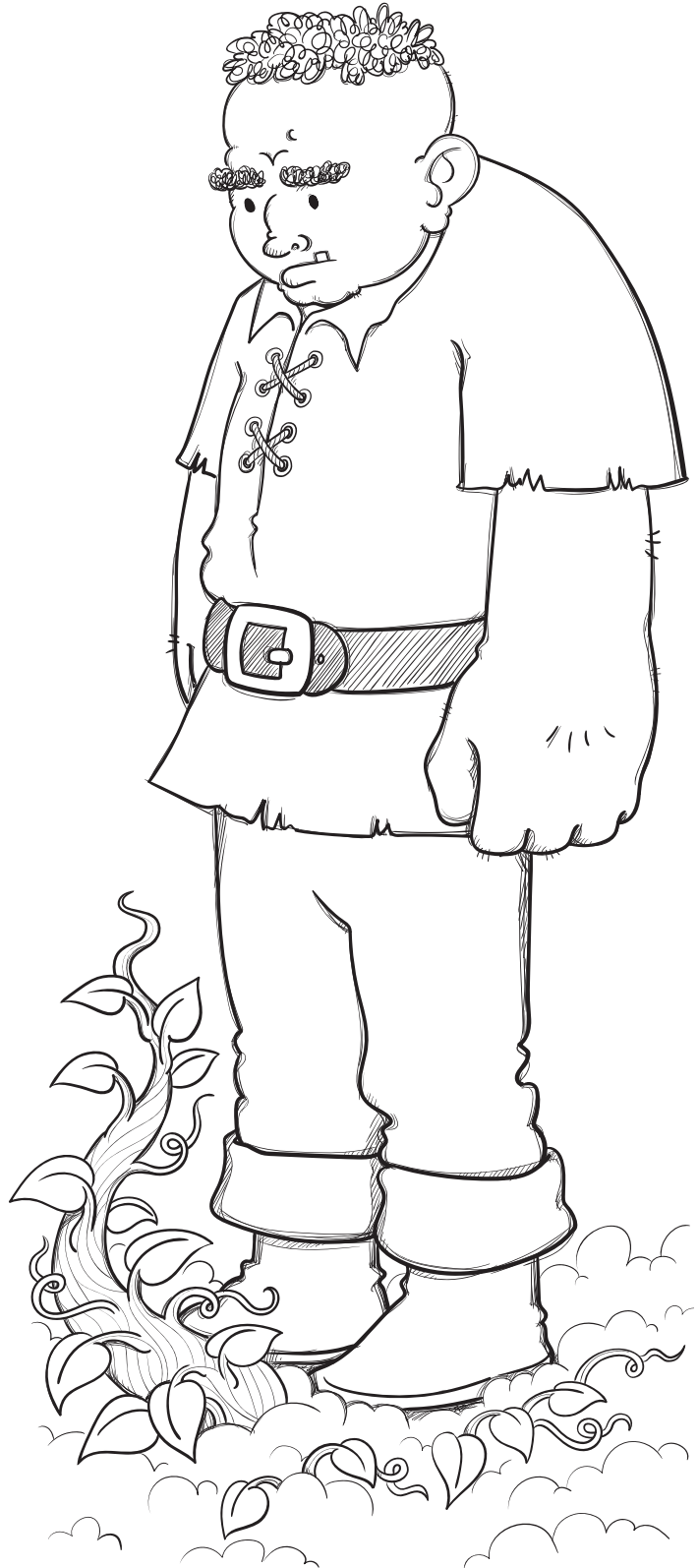
The harp sang until the giant fell asleep. Jack jumped out of the cupboard and took the hen and the harp.

Suddenly, the harp sang a song!

The giant woke up and shouted, “Fee, fi, fo, fum! I smell the blood of a little boy!”

Jack ran as fast as he could and started to climb down the beanstalk. The giant saw that Jack had taken his hen and his harp and he was very cross. He began to climb down after Jack. Jack reached the bottom and shouted, “Mother! Help!”

Jack’s mother took an axe and chopped down the beanstalk. Nobody ever saw the giant again. With the golden eggs and the magic harp, Jack and his mother were no longer poor or sad, and they lived happily ever after.





Retrieval

Name: _____

1 Where did the giant live?

 1 mark

2 Which events happened in the story? Tick **two**.

The giant had a golden harp.

The giant laid an egg.

The giant climbed down the beanstalk.

The giant hid in a cupboard.

 2 marks

3 What woke the giant up? Tick **one**.

He smelt a magic bean.

The hen laid an egg.

The harp sang a song.

He was hungry.

 1 mark

4 What happened to the giant at the end of the story? Tick **one**.

He got his hen and his harp back.

Nobody saw him again.

He went back to his castle.

He lived with Jack.

 1 mark

Mix it up!

Name: _____

1 Find and copy **two** words that mean the same as 'huge'.

_____ and _____

2 marks

2 Number the events to show the order in which they happened in the story. One has been done for you.

Jack swapped the cow for magic beans.

The giant fell asleep.

Jack hid from the giant.

Jack escaped from the giant.

Jack climbed the beanstalk.

2 marks

3 *The giant saw that Jack had taken his hen and his harp and he was very cross. Why do you think the giant was cross? Tick **one**.*

The harp had woken the giant up.

Jack had taken something that didn't belong to him.

He wanted to get to the beanstalk first.

He wanted to give his hen a hug.

1 mark

4 How do you think Jack's mother would feel if she saw that the hen could lay golden eggs? Why?

1 mark