

<b>Loans Box Used:- The Elves &amp; the Shoemaker</b>	
<b>Key Stage:-</b> Reception/ KS1	<b>Duration of Session:-</b> 30/45 mins
<b>National Curriculum &amp; QCA Links:-</b> Literacy KS 1 – Traditional Stories & Rhymes & Fairy Stories	
<b>Cross Curricular Links:-</b> Numeracy - Sequencing Knowledge & Understanding Creative Personal & Social Skills Design & Technology – QCA – Unit 2.A Puppets Science – QCA – Unit 1.C. Sorting and using materials	
<b>Learning Objectives:-</b> <b>1. To introduce new vocabulary</b> <ul style="list-style-type: none"> <li>- <i>Types of job</i> – Shoemakers make shoes, what other jobs are there? Bakers make bread. What does a Tailor make? Etc...</li> <li>- <i>Types of shoe</i> – Sandal, Trainer, High Heel, Boot, Flip Flop...</li> <li>- <i>Singular &amp; Plural</i> – Using Elves' clothes, elicit one jacket, two jackets, one shirt, two shirts, one pair of trousers, two pairs of trousers, one pair of boots, two pairs of boots etc....</li> <li>- <i>Present Tense</i> – As you turn the pages of the book, ask what each person pictured is doing, eg. What is she doing? What is he doing? What are they doing?</li> <li>- <i>Adjectives &amp; Opposites</i> – Hard &amp; Soft, Rough &amp; Smooth, Dull &amp; Shiny, Warm &amp; Cold - Ask pupils to describe objects.</li> </ul> <b>2. To introduce object handling &amp; exemplify careful object handling</b> <b>3. To use role-play scenarios, pupils could be asked to re-enact the story</b>	
<b>Pre-Work Required:-</b> <ul style="list-style-type: none"> <li>- No essential pre-work required.</li> <li>- An introduction to fairytales would enhance the topic.</li> </ul>	
<b>Additional Resources Required:-</b> <ul style="list-style-type: none"> <li>- No essential additional items required.</li> <li>- However the resource could be enhanced with a selection of other types of shoe.</li> </ul>	
<b>Lesson Structure/Activities:-</b> <b>Introduction:-</b> <ul style="list-style-type: none"> <li>- Ask the pupils to predict what the book might be about from a brief look at both front &amp; back covers, including blurb depending on the age group, title and illustration. Discuss what the cover might tell in advance of reading, perhaps note this down where all the class can see it, and check notes again once the book has</li> </ul>	

been read to see if the predictions were correct.

- Prompt questions – Read title... Can you see the Elves? What is an Elf? How do you know they are the Elves? Can you see the Shoemaker? Where might the Shoemaker be? The Shoemaker both lives and works in this building, what does he make? (Potential for further discussion re-jobs)
- First page – pictures different types of shoes, ask the children to name the different kinds of shoes they can think of and describe the shoes they are wearing.
- Commence reading the book, making full use of the pictures and use the object props in the loans box when appropriate.
- When showing the Elves clothes which the Shoemaker's wife has made, elicit singular & plural.

### **Plenary**

- Recap the story by reviewing the pictures in the book to conjugate the present tense.
- Look at the pictures together to ask and elicit a response. For example "What are they doing" - They're sleeping. Etc...
- Alternatively take a closer look at the objects and elicit adjectives to describe them, use accompanying labels, so that pupils become familiar with the spelling.
- Object Handling – Look at the objects in more detail and discover 'how' they are used.

### **End of Session Outcomes:-**

- Increased vocabulary
- Use of singular and plural
- Knowledge of materials & adjectives to describe them
- Knowledge of Shoemaker's work & tools

### **Suggested Follow-up/Accompanying Work:-**

- Creative – Make shoes or Elf puppets
- Rhymes – Look at similar stories, rhymes etc., related to shoemaking – eg. Cobbler, Cobbler mend my shoe, get it done by half past two, my toe is peeping through, cobbler, cobbler mend my shoe..
- Role-play – Using Cobbler's apron, chamberstick, last – certain extracts from the book can be acted out.
- Write captions for objects
- Compare & contrast the story with similar stories, looking at setting, characters etc
- Recap story using language of time to structure a sequence of events eg. 'when I had finished...' 'suddenly', 'after that' etc...

### **Related Galleries to Visit at the Museum/ Related Activities:-**

- Little Red Hen taught session at Sarehole Mill
- Little Red hen ICT activity on the website – [www.schoolsliaison.org.uk](http://www.schoolsliaison.org.uk)