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## Extract 1

- Display an enlarged copy of Extract 1 and read the first spread together.
- Ask: *Why do you think the word 'waited' is repeated?* (To show that Jasper waited for what seemed like a very long time.)
- Ask: *How do you think Jasper felt?* (sad/disappointed/fed up/upset) *What makes you think Jasper felt like this?* (He was excited about growing a beanstalk/He had put a lot of time and trouble into trying to make the bean grow/In the picture Jasper has a sad expression.)
- Read the second spread from Extract 1 together.
- Ask: *Why do you think Jasper dug up the bean? How do you think Jasper felt when he was digging up the bean?* (cross/angry/frustrated/impatient/intrigued) Ask the children to explain their thinking. They may reason they would feel that way if a similar thing happened to them. They may refer to the illustration showing Jasper flinging soil everywhere, which suggests he might be angry.

## Extract 2

- Display an enlarged copy of Extract 2 and read the first spread together.
- Ask: *What did Jasper do with the bean?* (He threw it away.) *Why do you think Jasper did this?* (He thought it would never make a beanstalk.)
- Read the second and third spreads together. Ask: *How do you think Jasper felt when he saw that the bean had grown into a beanstalk?* (surprised/delighted/excited/happy)
- Explain that Jasper thought that the thing he wanted to happen would never happen, but it did. Ask: *Can you remember a time when you thought something you wanted to happen would never happen, but in the end it did?* Encourage children to discuss this question with a talk partner.
- Ask selected children to share with the class what they have talked about with their talk partner.

## Extract 3

- Display an enlarged copy of Extract 3.
- Read the title aloud together. Ask: *What type of text is this?* (non-fiction)
- Ask children to count how many times each of the following words appears in the text: 'bean', 'seed', 'plant' and 'soil'.
- Challenge individual children to come up and point to the following words in the text; as they do so, discuss the meaning of each word: 'swells', 'root', 'shoot' and 'pods'.
- Read through the text together once. On the second reading, give each sentence to a different child or group.
- Remove the copy of Extract 3 and display the interactive activity 'Growing a bean plant'.
- Ask children, working in pairs, to put the pictures from the media resource in the correct order and then to write a caption for each picture. You could give them copies of the printable page 'Growing a bean plant word mat' enlarged onto A3 paper.

# TALK ABOUT IT

## 1. Can't wait!

### Objective

To give well-structured narratives.

### What you need

Audio recording equipment (optional).

### Cross-curricular link

PSHE

### What to do

- Write the word 'impatient' on the board. Ask children what it means. (If you are feeling impatient it means you are finding it difficult to wait for something. You want things to happen faster.)
- Ask children if Jasper was impatient in the story. Establish that he was, because he found it difficult to wait. Ask: *What was Jasper waiting for? How did he show his impatience?*
- Ask: *What things do you sometimes have to wait for?* Get children to discuss this question with talk partners, and then share ideas with the rest of the class.
- Relate a story about a time in your own life when you had to wait for something and you found it really difficult.
- Ask children to think of a time in their lives when they had to wait for something and they found it really difficult, and to relate this story to their talk partner.
- Ask selected children to relate their stories to the whole class.

### Differentiation

**Extension:** Challenge children to make audio recordings of each other's stories.

## 2. What would happen if...?

### Objective

To use spoken language to explore ideas.

### What you need

Photocopiable page 25 'What would happen if...?' cards'.

### Cross-curricular link

Philosophy

### What to do

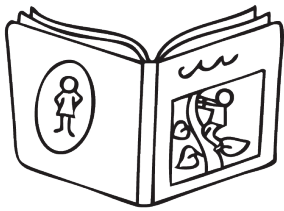
- Tell the children that they will be discussing some questions beginning 'What would happen if...?' Explain that the ideas for these questions came from the story *Jasper's Beanstalk*. Emphasise the fact that a 'right answer' isn't possible, and that you want children to use their imaginations.
- Organise the class into six groups, giving each group a different 'What would happen if...?' card' from photocopiable page 25. Give children a set time (such as three minutes) to discuss the question on the card.
- When the time is up, ask each group to pass their card onto the next group. Give children the same length of time to discuss the new question they have received.
- Repeat this process until every group has discussed every question.
- Ask volunteers to share with the rest of the class some of the ideas they discussed in their group.
- Challenge children to devise their own questions beginning 'What would happen if...?' They don't necessarily need to be based on characters or events from *Jasper's Beanstalk*.
- Write the children's questions on the board.
- Organise children into pairs to choose and discuss one of the questions on the board.
- Ask children to draw a picture inspired by one of the questions they have discussed and to write a caption for it.
- Work with children to create a 'What would happen if...?' book containing captioned illustrations.

# What would happen if...? cards

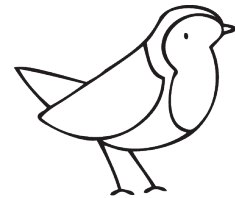
- Cut out the cards.



What would happen if cats could read?



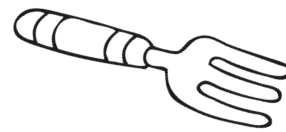
What would happen if animals could talk?



What would happen if plants grew much, much faster?



What would happen if things did not fall to the ground when you dropped them?



What would happen if all beans were magic?



What would happen if snails and slugs were the size of humans?

