

# Freddy's Wish

## Fiction

### Content domain focus:

**2a** give/explain the meaning of words in context

**2b** retrieve and record information/identify key details from fiction and non-fiction

**2d** make inferences from the text/explain and justify inferences with evidence from the text

### Text summary

This short story *Freddy's Wish*, by Karolina Edge, has many of the hallmarks of a traditional tale, both in terms of language and features. The underlying theme is typical of traditional tales – the main character, Freddy the frog, makes a wish that, when it comes true, doesn't work out quite how he imagined. Luckily, the fairy (or froggy) godmother is around to put things back to how they were originally.

### Unit summary

The unit starts with four information-retrieval questions to tune the children in to understanding what they are reading. They then move on to explore the meaning of words and phrases within the context of the story. Finally, children are asked to make inferences about events in the story.



### Teaching prompts

- Activate the children's prior knowledge of traditional tales. Ask what traditional tales they know. Are they able to retell any of them? If necessary, name a few traditional tales to get the ball rolling, e.g. *Red Riding Hood*, *Cinderella*, *Goldilocks and the Three Bears*.
- Discuss typical language that occurs in this type of story, e.g. 'Once upon a time', '... they all lived happily ever after'. Are the children able to identify any typical characters, themes and objects in traditional tales?
- Explore the techniques and strategies that the children know and are able to use to work out the meaning of words and phrases, e.g. reading the rest of the sentence, thinking about similar words, root words and words within words.
- Discuss how they can make inferences when they read. If necessary, discuss authors' techniques such as 'show not tell', where they give clues in the story rather than telling the reader directly. Remind them to think about how they would feel if they were in the story and to make connections between what they read and their own experiences.

### Revisiting the text

Ask the children to:

- work in small groups to present a dramatised version of the story
- prepare and present an oral retelling of the story using gestures as prompts
- prepare and present a reading of the story. Remind them to think particularly about how to say the dialogue to add interest to the reading

- summarise each paragraph in general terms in order to create a writing frame for their own story
- turn the story into a comic strip version
- create a poster that shows what they would wish for if they had just one wish
- collect the speech verbs used in the story and display these with synonyms.

## Answers

Links to content domain requirements are in brackets after the answer.

1. It is in the middle of a forest. [2b]
2. He swims, eats flies and insects, and sleeps in the shade under rocks and stones. [2b]
3. Because it is quiet. [2b]
4. bright green [2b]
5. to his heart's content [2a]
6. sleep/doze [2a]
7. She waved her wand and said a spell [2b]
8. There are so many frogs that it is noisy, they eat all of the flies and one of them was asleep under Freddy's favourite rock. [2b]
9. He's glad that he is on his own again and that it's quiet [2d]
10. Because the first wish that Freddy made didn't turn out how he wanted it to. [2d]

## Assessment

The children can work out word meanings effectively if they use a range of strategies, including identifying synonyms for words.

The children are secure in their ability to retrieve information if they can identify clues in the question to help them decide which words and phrases they are looking for. They have to be able to retrieve several pieces of information from across a paragraph for question 8.

They can make inferences if they can put themselves into the story or into the position of the character.

### Next steps

Following the reading of short stories, use book talk (likes, dislikes, puzzles and patterns) to explore the children's responses to the story. Support them in making inferences about the story by 'jumping in' to the setting or stepping into the shoes of one of the characters.

Investigate the range of speech verbs used in stories that contain dialogue. Discuss with the children how they show how the character is feeling and so help in making inferences about the character.

Use cloze procedure activities with passages to focus the children's attention on the job that the missing word does in the sentence, and on possible alternatives. Explain that thinking this way can help to work out the meaning of a word that they are unfamiliar with.