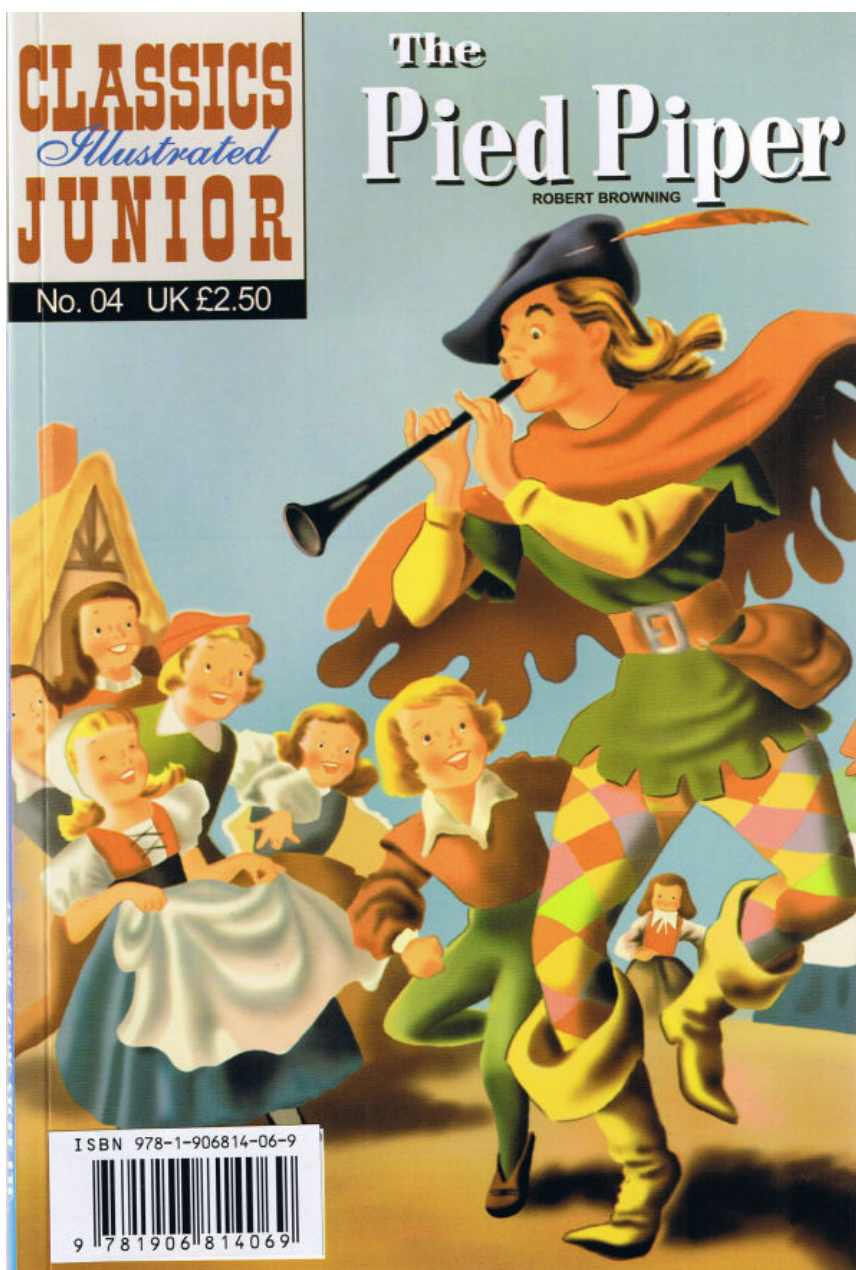


CLASSICS
Illustrated
JUNIOR

TEACHERS' RESOURCES



A classroom aid to assist teachers within a guided reading group and help stretch young readers in their understanding and interpretation of the story.

Suitable for years 2 and 3, 6 - 8 year old readers

THE PIED PIPER

Traditional Tale

Age 6-8 Y2/3

Using this book in the classroom

Links with the new framework.

Objectives covered

Strand 7: Understanding and Interpreting Text

- retrieve, select and describe information events and ideas
- deduce, infer and interpret information, events and ideas
- use syntax, context, word structures and origins to develop their understanding of word meanings
- identify and comment on the structure and organisation of texts
- explain and comment on writers use of language, including vocabulary, grammatical and literary features

Strand 8: Engaging and Responding to Texts

- read independently and creatively for purpose, pleasure and learning
- respond imaginatively using different strategies to engage with texts
- evaluate writer's purposes and viewpoints and the overall effect of the text on the reader

Refer to the Assessment Focuses in questioning to ensure all are covered

1. Use a range of strategies including accurate decoding of text to read for meaning.
2. Understand, describe, select and retrieve information, events or ideas from text, and use quotation and reference to text.
3. Deduce, infer or interpret information, events or ideas from texts.
4. Identify and comment on the structure and organisation of texts including grammatical and presentational features at text level.
5. Explain and comment on writer's use of language, including grammatical and literary features at word or sentence level.
6. Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader.
7. Relate texts to their social, cultural and historical contexts and literary traditions.

Suggested questions for a guided reading group

1. Write the date mentioned on page 1.
2. What would you say the 'teasing' was? (pg 2)
3. Why were the people so upset by the rats? (pg 3)
4. What did the rats do? Make a list (pg 4)
5. What are 'sharps and flats'? (pg 4)
6. What does it mean, 'at their wits end'? (pg 5)
7. Who were the people angry with, and why were they angry? (pg 5)
8. Why didn't the councillors believe the stranger? (pg 7)
9. Why did the boy, Willy, invite the stranger home? Discuss whether he was right to do so. (pg 10)
10. How would you feel if a rat landed on you? Each of you think of a different word to describe your feeling. What can you use to find another word if you can't think of one? (pg 11)
11. What does the word 'elegant' mean? (pg 11)
12. Why did the Mayor offer so much for the Pied Piper to rid the town of the rats? (pg 12)
13. List all the adjectives on page 15.
14. Why did the rats follow the Piper? (pgs 15-16)
15. Why wouldn't the Councillors or the people pay the Piper? (pg 18)
16. Explain why the Pied Piper blows his pipe and charms the children of Hamelin? (pg 21)
17. Find out what the word 'mystical' means. What other words could you use instead? (pg 22)
18. List all the adjectives on page 23.

19. What were the Councillors and the people afraid the Piper would do with the children?
(pg 25)
20. Why were the children so happy? (pg 25)
21. What happened to the children? (pg 27)
22. Why did Willy think the Piper didn't take him? Is there only one reason? (pg 28)
23. Do you think the Piper was justified in treating the people of Hamelin in this way?
24. What lesson did the Mayor and the people of Hamelin learn from the events in this tale?

Suggested Further Activities

- Find out about rats.
- Write about a world you would like to live in.
- What might the children's lives have been like in the cave inside the mountain? Do you think there was a hidden valley in there? Write a description.
- Turn pages 17-19 into a play script. Remember the layout and the stage directions.
- Hot seat The Mayor, the Pied Piper, Willy.



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All Enquiries to: Classic Comic Store Ltd. Scoon Bank, 253 Lower Way, Thatcham, Berks, RG19 3TR, UK
e-mail: education@classicsillustrated.co.uk