

General Fiction

The Fox and the Stork

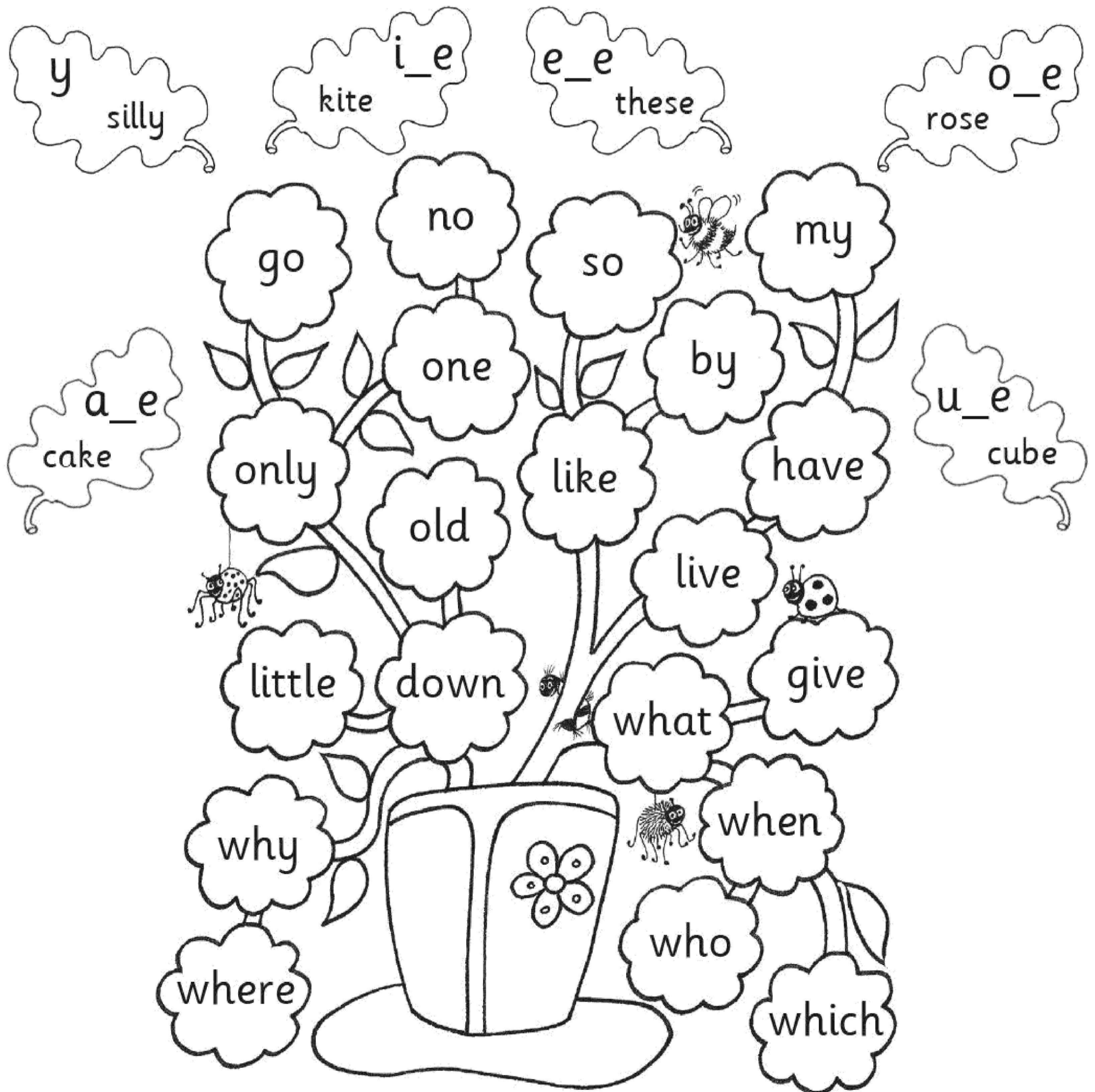


Jolly
Phonics

Teachers and parents

Before tackling these Green Level Readers, a child will need to be able to:

- Recognise the basic 42 letter sounds;
- Recognise the alternative letter-sound spellings in the leaves below, including the 'hop-over <e>' digraphs in words like *take*, *these*, *bike*, *code*, *mule*;
- Read (blend) regular words containing these letter sounds;
- Recognise the twenty tricky words shown in the flowers below;
- Recognise the names of the three main characters, as well as Phonic.



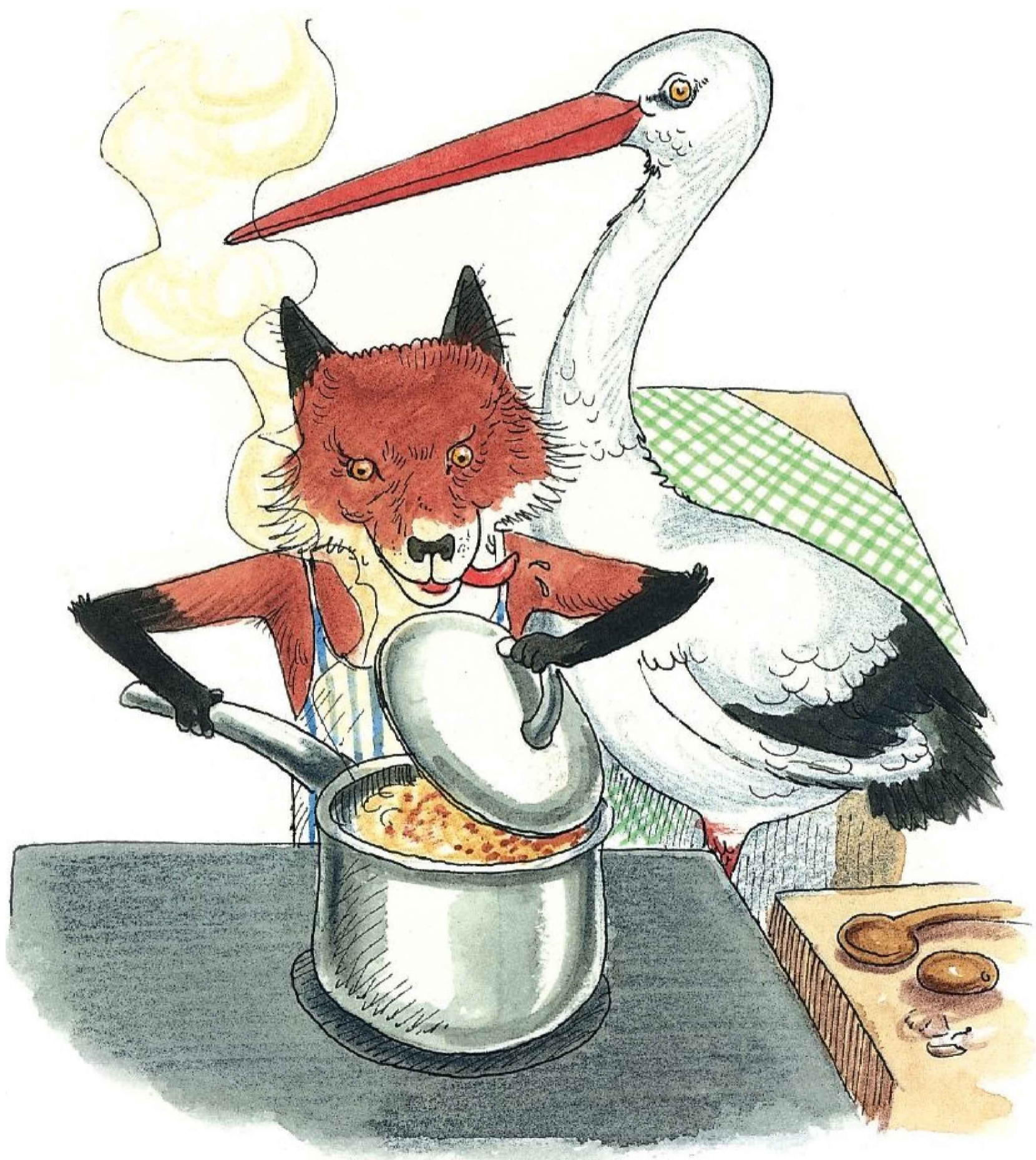


In a wood next to a big river, there lived a fox and a stork. One morning, they met on the bank of the river. “Come and have some dinner with me,” said the fox to the stork. “Yes, thank you, I will,” replied the stork.



So the fox set about cooking dinner. He mixed, cut, chopped and added until he had made a big pot of food. "Mmmm, that smells good," said the fox. He looked into the pot and licked his lips.

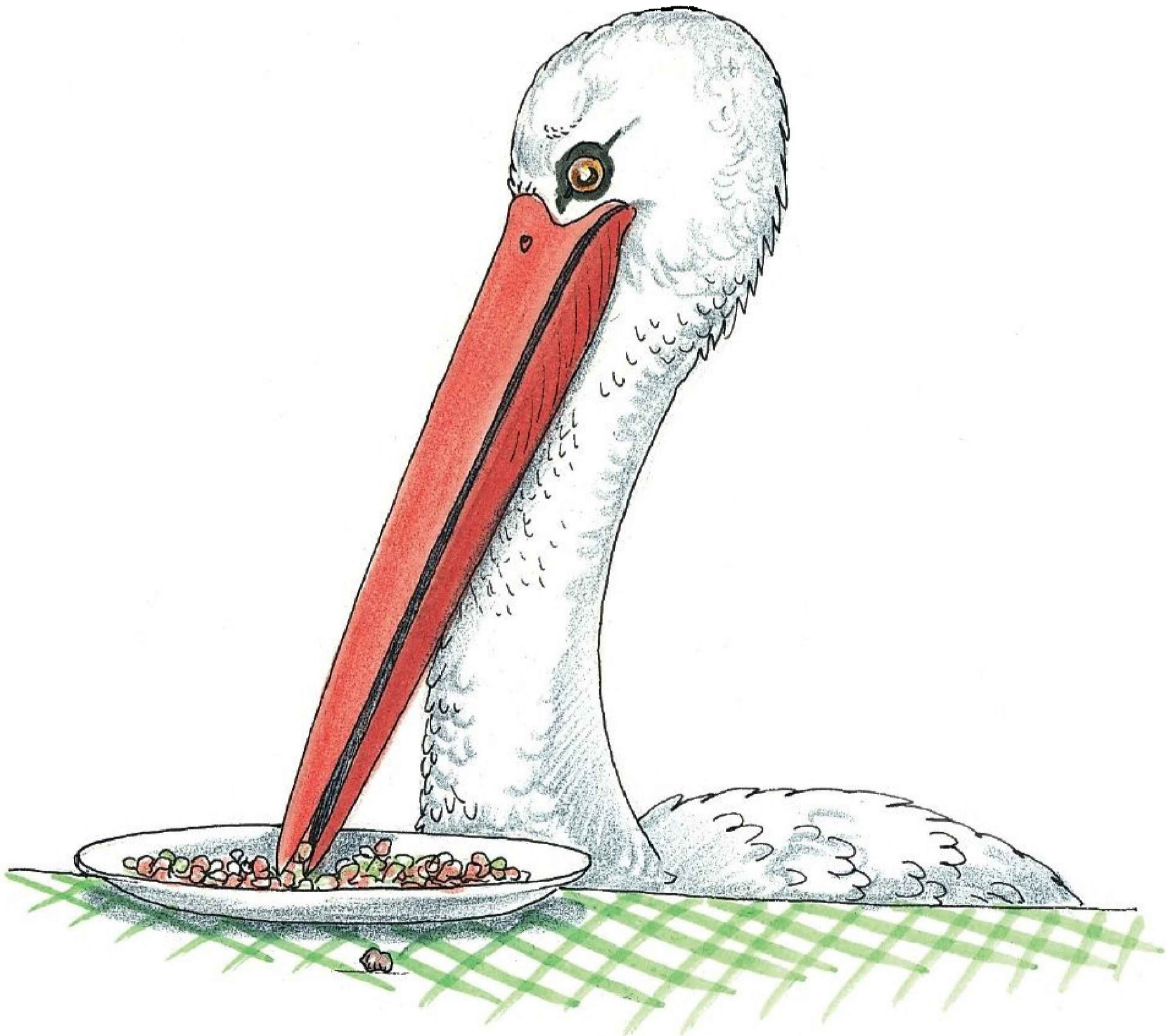
When the stork arrived, she said,
“Mmmm, that smells good. I did not
catch much fish this morning,
so I am very hungry.”



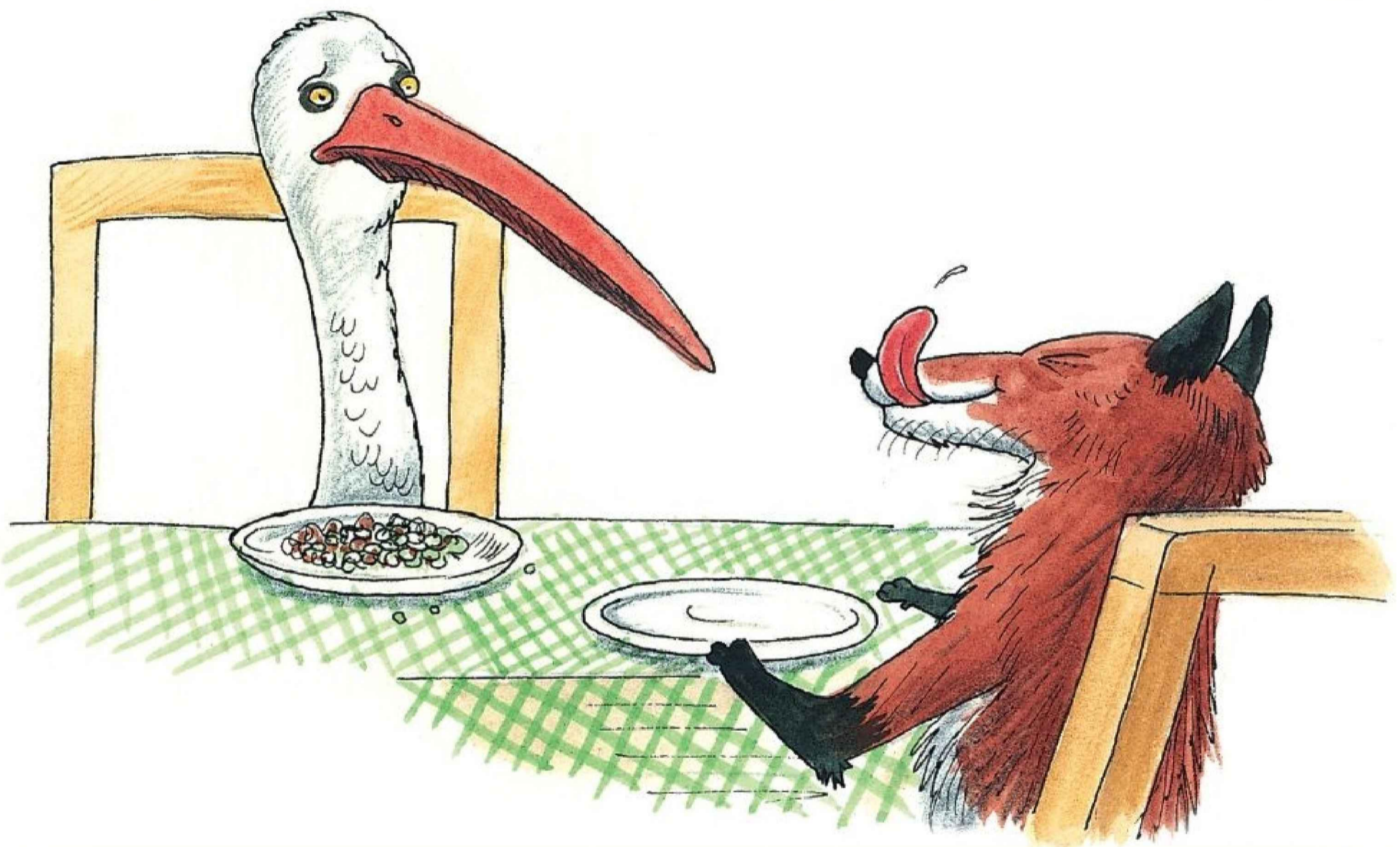


The fox and the stork sat down to dinner. The fox spooned out the food onto the big, flat plates he had set out.

The stork pecked at the food with her long, pointed bill, but it was hard for her as the plate was so flat. She pecked and pecked, but she only ate a little of her food.

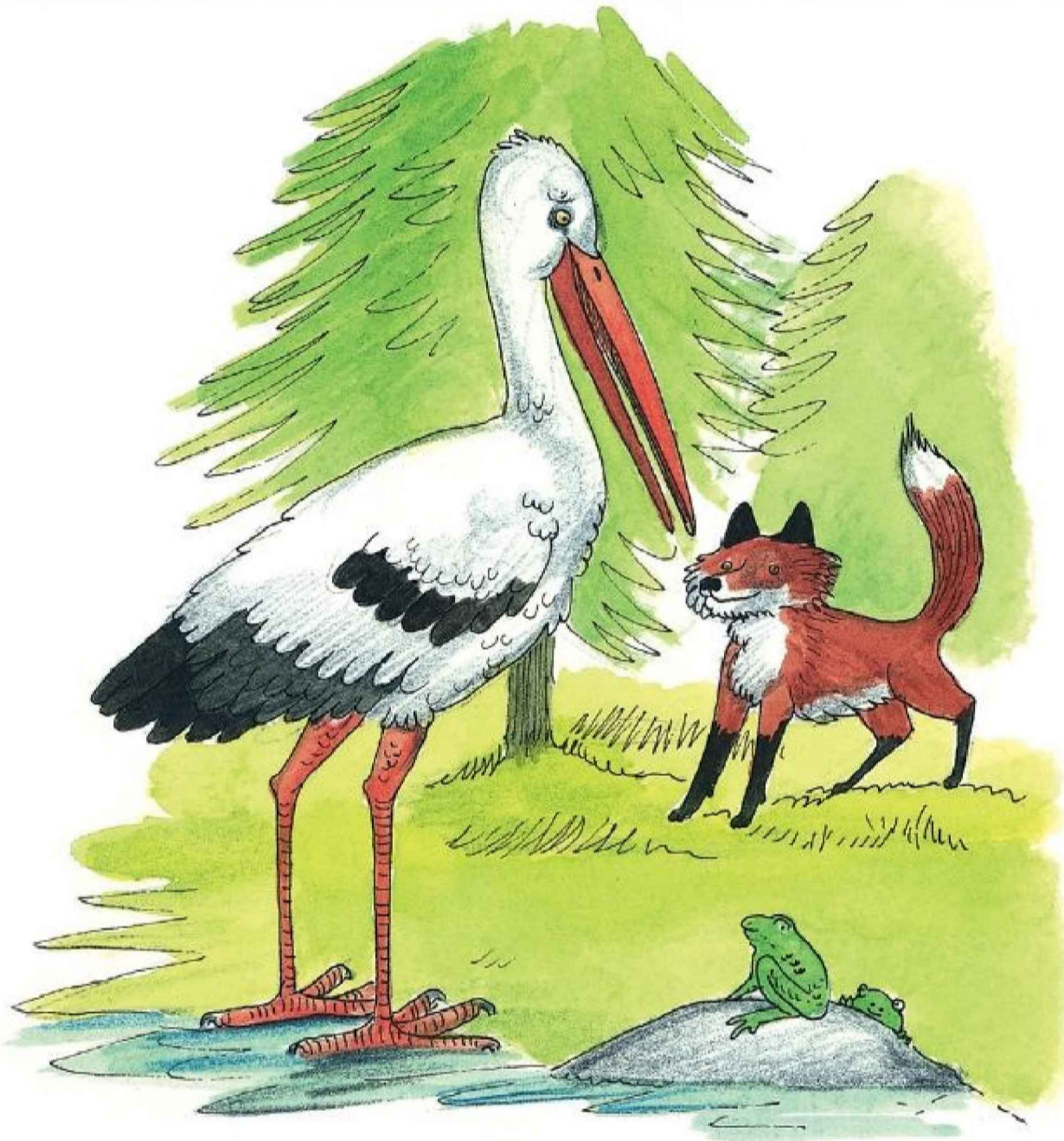


When he had finished his dinner,
the fox licked his lips.
“Mmmm, that was good,” he said.
“Have you finished?” he added,
looking at the stork’s plate.



“My bill is too long and pointed for this
big, flat plate,” the stork explained.
She was still very hungry, and it made
her angry when the fox quickly ate all
the food she had left as well.

The next week, when the fox came to the river bank, he found the stork there, waiting for him.

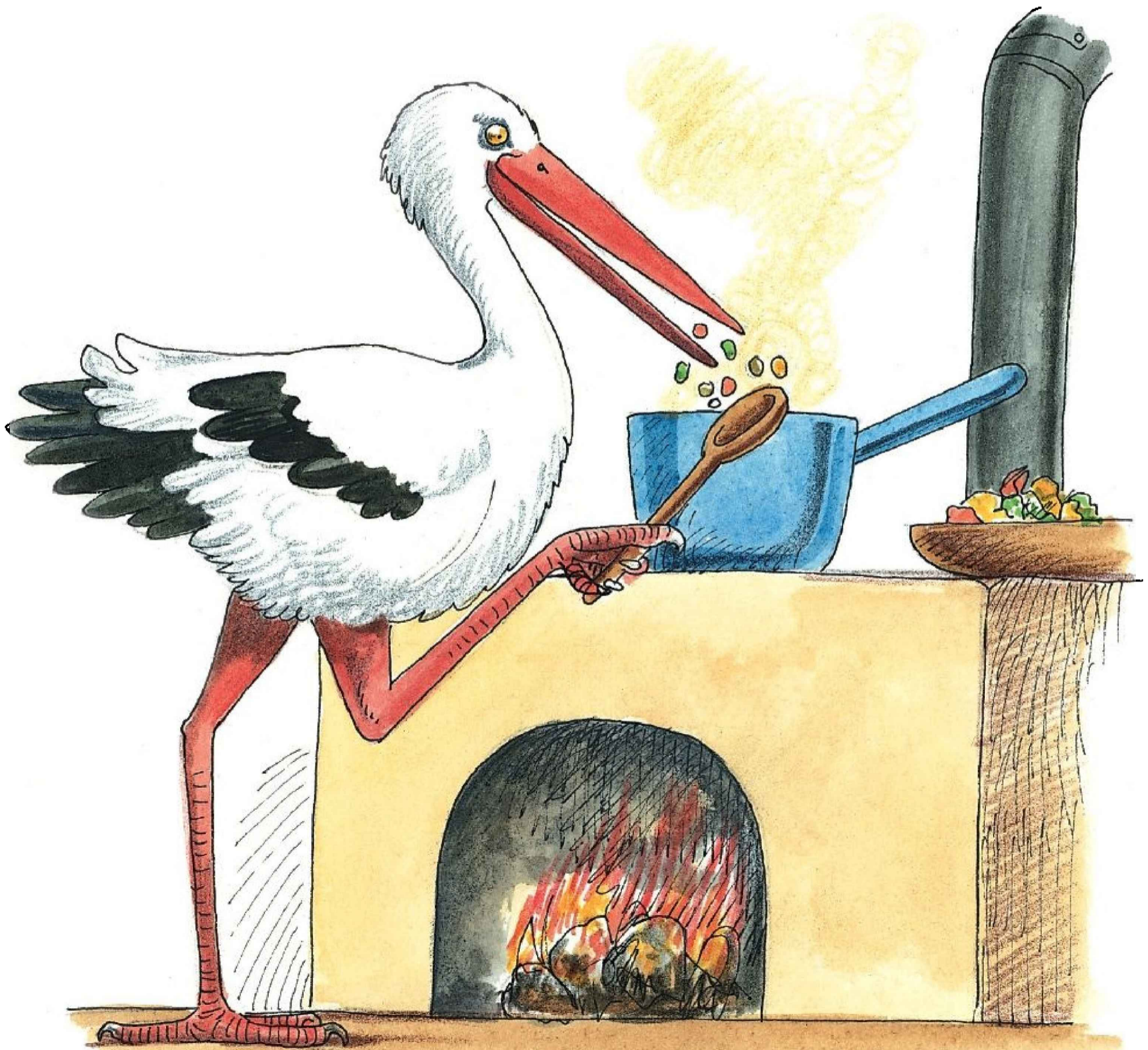


“Will you come and have dinner with me this evening?” she said.

“Yes, thank you, I will,” said the fox, licking his lips greedily.

“I am so glad,” said the stork politely, but she smiled to herself.

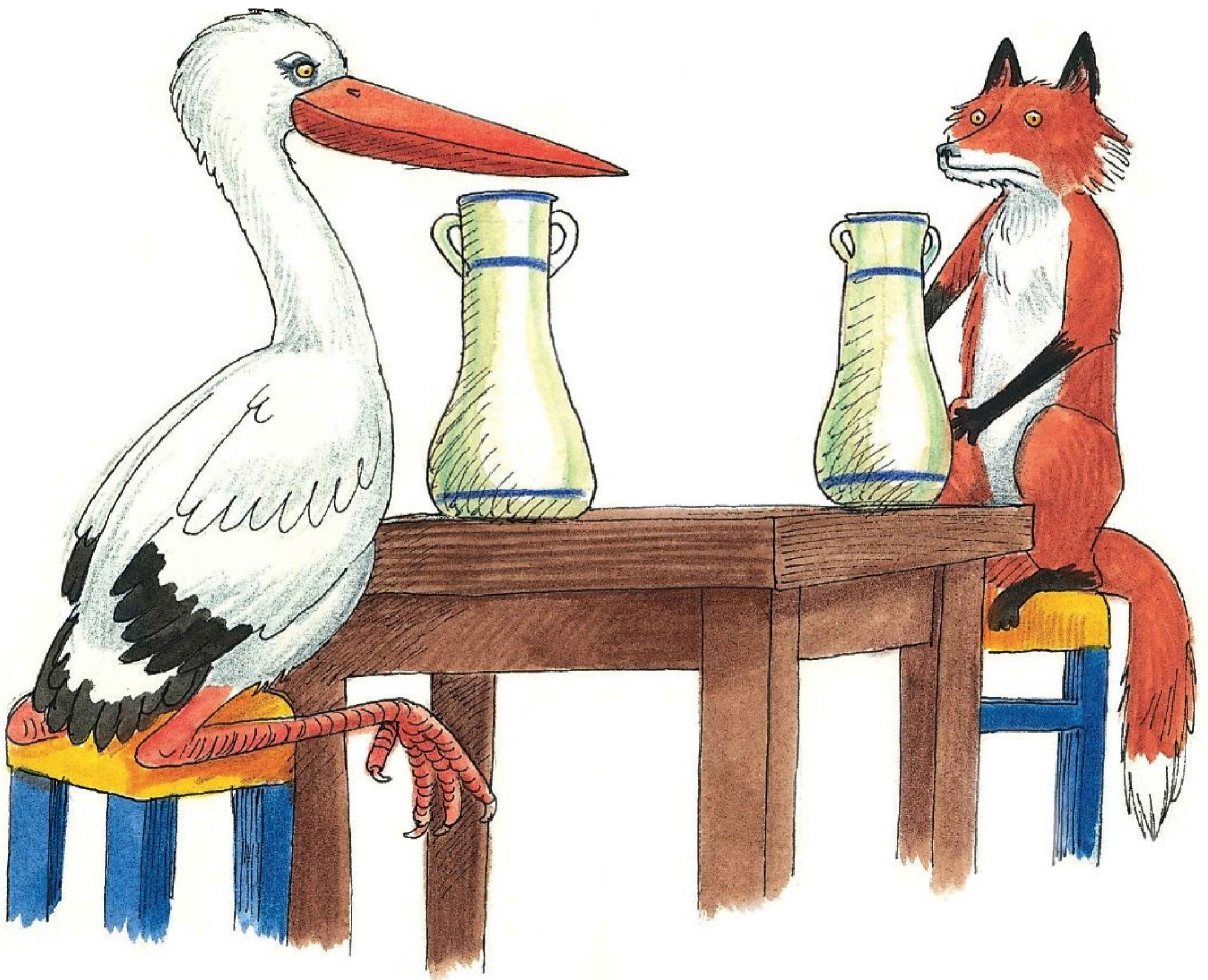
This time, it was the stork who cooked the dinner. She mixed, cut, chopped and added until she had made a big pot of food. “Mmmm,” the stork said to herself. “That smells good.”





When the fox arrived,
he sniffed the food cooking.
“Mmmm,” he said, “that smells good.
I am hungry,” and he rubbed his belly.

The stork and the fox sat down to dinner. The stork spooned out the food into the tall, thin jars she had set out.



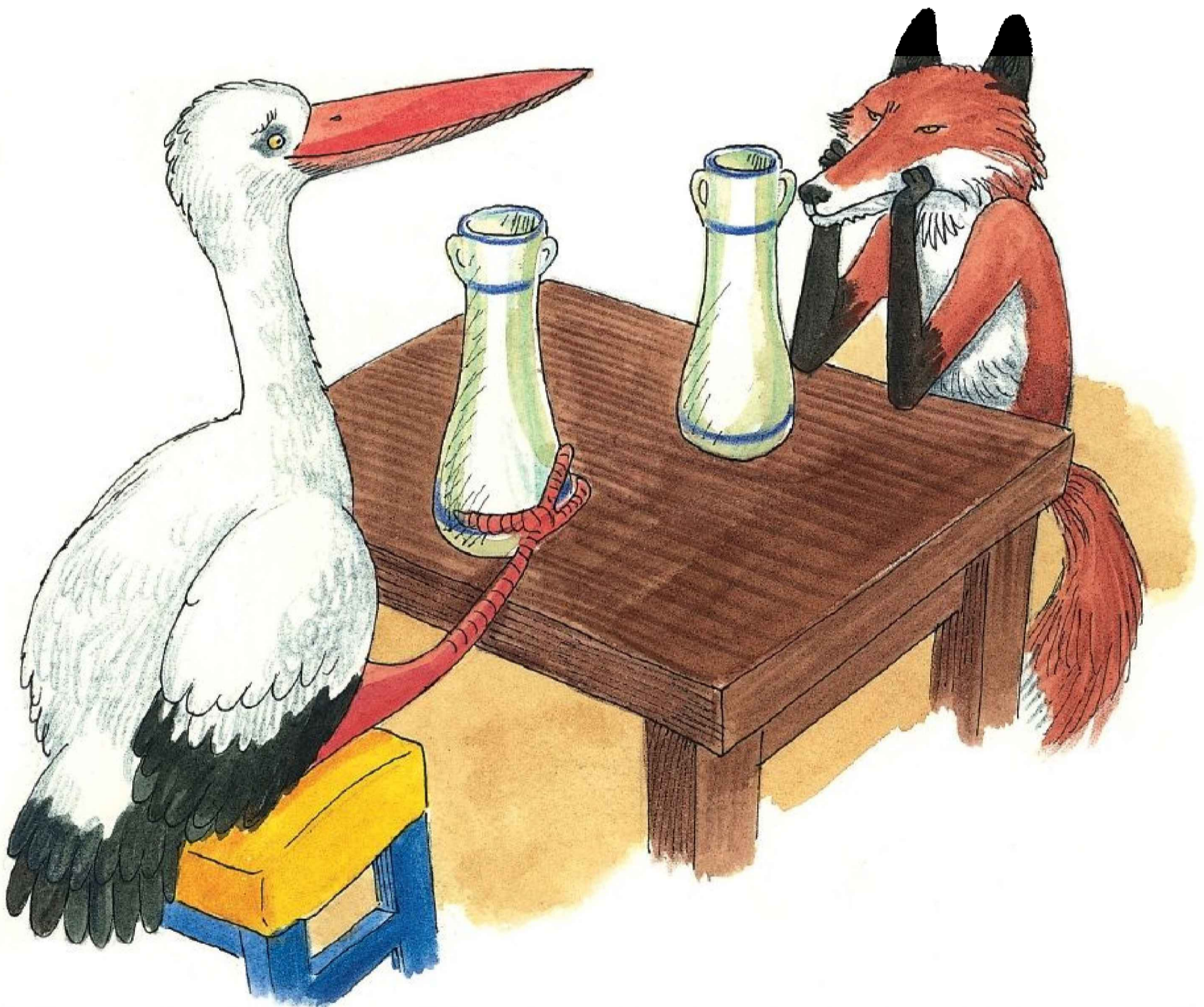


The fox tried to lick his food out of the top of the jar, but it was hard for him as the jar was so tall and thin. He licked and licked, but he only ate a little of his food.

He had to sit and see the stork peck up all her dinner with her long, thin bill.

“Mmmm. That was good,” she said.

“Have you finished?” she added, looking at all the food the fox had left.



“I cannot lick more. This jar is too tall and thin for me,” he explained.



The greedy fox was angry when the stork finished up the rest of the food in his jar. He still felt hungry as he had had so little dinner.

“Well,” the stork said, “I was upset when I came to dinner with you, and you gave me a big, flat plate.”



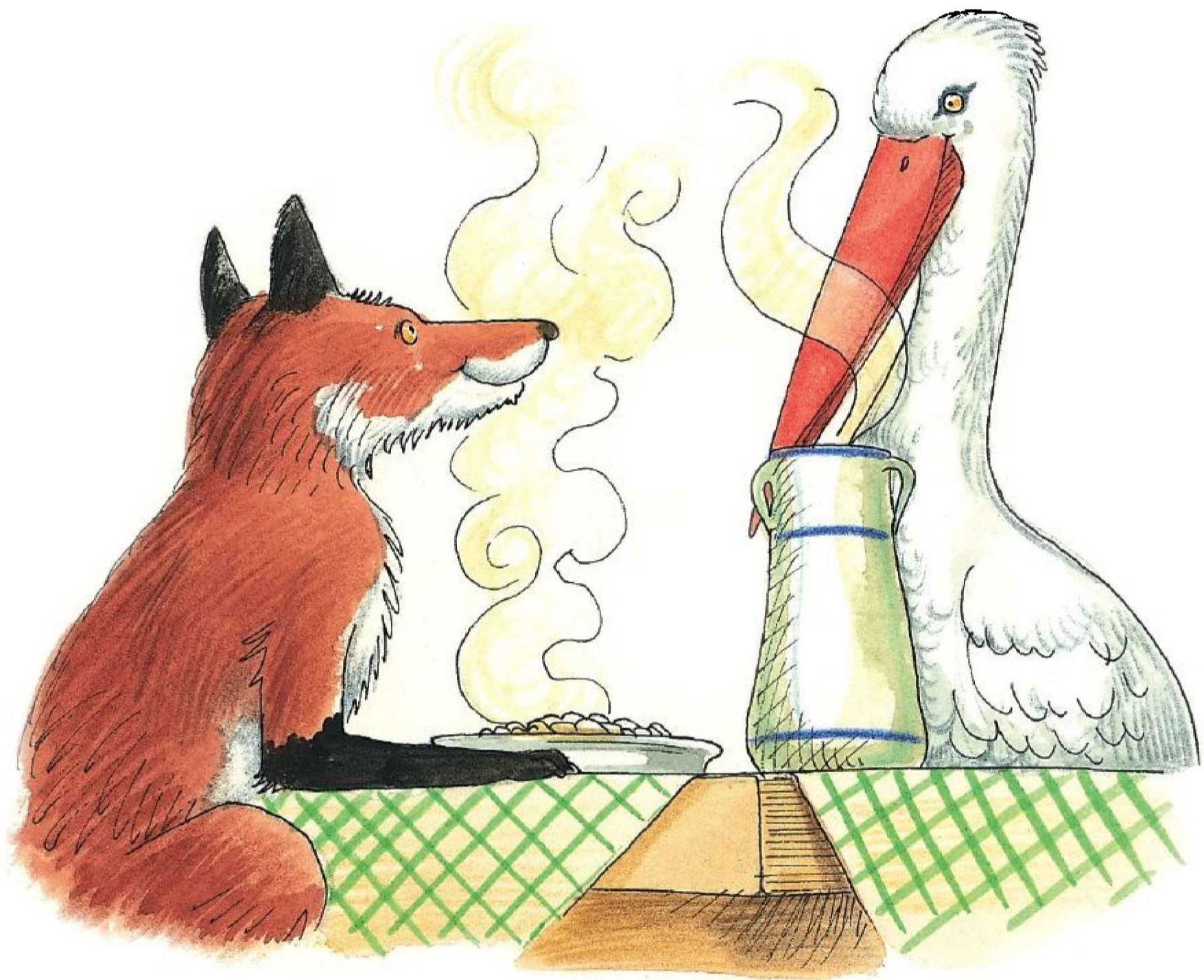
“I am sorry,” the fox said. “It was wrong of me. Come and have dinner with me again next week, and this time will be different.”

So next week, the stork went to have dinner with the fox again. Before she arrived, the fox chopped, cut, added and mixed, until he had a big pot of food.



“Mmmm, that smells good,” he said.

When the stork arrived, she smiled and said, "That smells good."
"Thank you. Come and sit down," said the fox."



He set out a big, flat plate for himself again, but he gave the stork a tall, thin jar. This time she had no problem getting at her food, and she ate plenty!

Reading Comprehension

Teachers and parents

An important part of becoming a confident, fluent reader is a child's ability to understand what they are reading. Below are some suggestions on how to develop a child's reading comprehension.

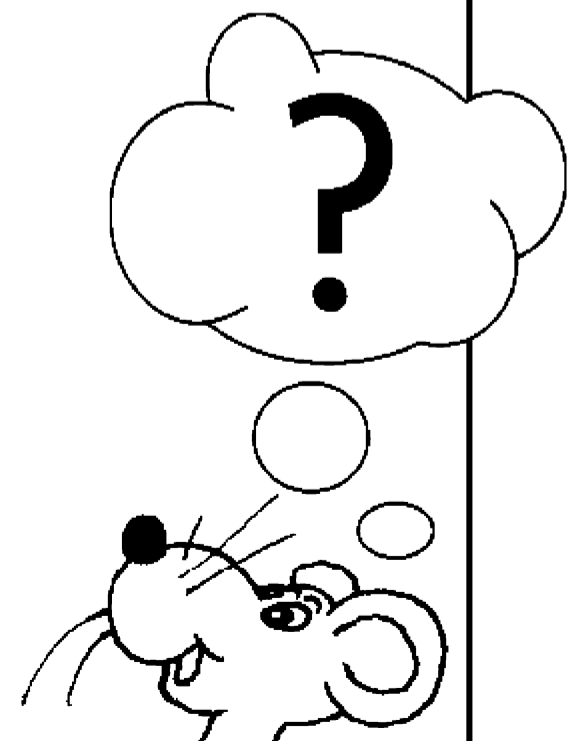
- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage the child to think about what might happen next. It does not matter if the answer is right or wrong, so long as the suggestion makes sense and demonstrates understanding.
- Ask the child to describe what is happening in the illustrations.
- Relate what is happening in the book to any real-life experiences the child may have.
- Pick out any vocabulary that may be new to the child and ask what they think it means. If they don't know, explain it and relate it to what is happening in the book.
- Encourage the child to summarise, in their own words, what they have read.

What's in the book?

- Why does the stork find it hard to eat off the plate?
- Why does the fox find it hard to eat from the jar?
- What happens the next time they have dinner together?

What do you think?

- Why does the stork give the fox a jar to eat from?
- Which dinner do both of them enjoy the most?



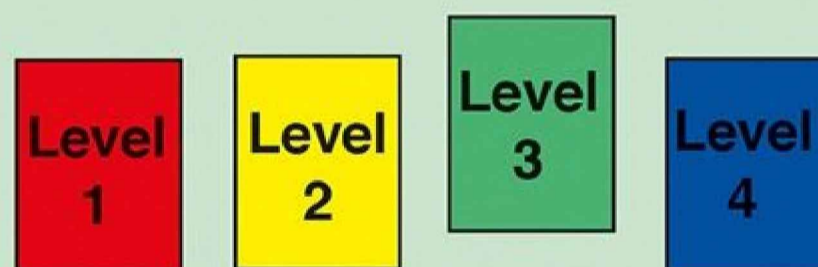


Jolly Phonics Readers are fully decodable books for new readers.

These Readers have been written with a **carefully controlled vocabulary**, and are specifically designed for children who are learning to read and write with *Jolly Phonics*.

- The text in these Green Level Books (third level) uses only **decodable regular words** (words that use the letter-sound knowledge taught so far: the 42 main letter sounds, the alternative sound of <y> at the end of words like *happy* and *sunny* and the 'hop-over <e>' spellings of the long vowel sounds) and a small number of **'tricky' words** (frequently used words that are not fully decodable at this stage).
- All the tricky words and alternative letter-sound spellings used are shown on the front inside cover; these can be used as a quick practice activity before starting the book.
- **Faint type** is used for any silent letters, like the in 'lamb'.
- **Comprehension questions** and discussion topics are included at the end of the book. These ensure that children are not only able to read the text, but also get meaning from the stories.

Green Level Readers



Inky Mouse & Friends	General Fiction	Nonfiction
The Tree That Blink	The Three Billy Goats Gruff	Snakes
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The Old Red Tractor	The Outing	Captain Scott
The Model Boat	The Little Merman	Underground
Wait and See!	The Cricket and the Ants	Mushrooms
The Bad-Tempered Goat	Little Monsters	Teeth



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