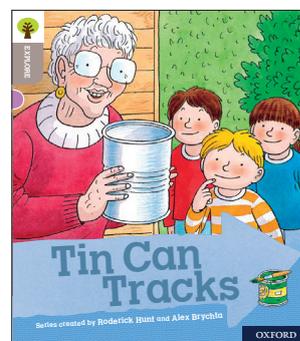


# Tin Can Tracks

Written by Roderick Hunt. Illustrated by Alex Brychta.  
Teaching notes written by Teresa Heapy.

Text type: fiction

Topic: feet and footprints



## Synopsis

Gran helps the children to make stilts from tin cans. They paint animal feet onto the tin cans, make holes in them and thread rope for through holes - giving the children something to hold on to when they walk on the stilts. Floppy gets a fright when he sees the animal feet. The children have a race in the tin can feet and Kipper takes 1st place. Then Chip presents Floppy with his very own tin can feet - with human feet painted on them!

There is a topic-linked non-fiction book to partner this title, which is called *Animal Tracks*.

## Group/Guided reading

### Introducing the story

- ➔ These wordless stories allow children to learn how stories work, including the order and direction in which they are read. Children will enjoy talking about the story and discussing what is happening in the pictures, this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for discussion and playing with environmental sounds. Respond to children's ideas by repeating them back and adding to them, using new words to increase their vocabularies.
- ➔ Look at the cover together and read the title to the children. As you read the title, segment and blend the words to model this process for the children: *t-i-n tin, c-a-n can, t-r-a-ck-s tracks*. Ask the children to copy this after each word.
- ➔ *(Predicting)* Look at the cover picture and ask: *What is Gran holding? Say: I wonder what she is thinking?*
- ➔ *(Predicting)* Read the blurb to the children and say: *I wonder what tin can feet are.* Encourage the children to share ideas.

## Reading the story

- ➔ Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.
- ➔ *(Predicting)* On p3, say: *I wonder what the children are painting on the tin cans.* Encourage the children to make predictions.
- ➔ Point to Floppy on p3 and ask: *What animal do you think Floppy is chasing? Do you think there are any animals that Floppy might be scared of?*
- ➔ On p5, ask: *Which animals' feet have the children painted on their tin cans?*
- ➔ On p6–7, ask: *How do you think Floppy feels when he sees the tin can feet?*
- ➔ *(Questioning)* On p8, ask the children to think of some questions to ask Kipper. Prompt them by saying: *I wonder if it was difficult walking on the tin can stilts.*

## Returning to the story

- ➔ Ask: *Which part of making the feet do you think the children enjoyed most? Why?*
- ➔ Look again at p4 and ask the children to talk about what Gran did to make sure everyone stayed safe. (Answer: wore goggles, wore gloves, pointed her arm away from the drill, made sure the children were outside)
- ➔ *(Clarifying)* Look again at the picture on p8, ask: *Who won the tin can tracks race? How do you know?*
- ➔ Look again at p9, ask: *What does Chip give to Floppy? How do you think Floppy feels about this?*
- ➔ *(Summarizing)* Look together at the pictures on p10 and ask the children to talk with a partner about what is happening in each picture. Then ask them to use the pictures to help them to retell the story in their own words.

## Independent reading

- ➔ Introduce the story as in the Introducing the story section above.
- ➔ Check the children know how to hold the book and turn the pages, and look at each spread from left to right to help establish the direction of reading.
- ➔ Ask the children to turn the pages of the book and to think about what they see in the pictures. Remember to give them lots of encouragement and praise.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

## Speaking, listening and drama activities

- ➔ Ask the children, in pairs, to tell each other how the children and Gran made the tin can feet. Make sure they take turns to listen to each other.
- ➔ Ask: *How many different things did they need to make the tin can feet?*
- ➔ Ask some groups to share their descriptions with the rest of the class.

## Writing activities

- ➔ Ask the children to draw a diagram showing how to make tin can feet.
- ➔ Ask them to add labels to their picture to show 'holes', 'string', 'paint', 'tin can'. Encourage the children to make attempts to use their phonic knowledge to spell the words, acting as a scribe if necessary.
- ➔ Give the children an opportunity to share their diagrams with the rest of the group, talking through the different features. Discuss when the children would need an adult to help them make the tin can feet (e.g. when drilling holes into the can).

## Cross-curricular activity

### Expressive arts and design

- ➔ Make 'mini' feet with the children using yoghurt pots and string. Encourage the children to choose different animals, with different types of feet, to paint on the pots.

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# Tin Can Tracks

## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can hold books the right way up and turn the pages. (READ) (ORCS Pre-reading Standard, 1)
- Can gain simple meaning from texts using illustrations, when not yet able to read the text itself. (D) (ORCS Pre-reading Standard, 7)
- Is beginning to talk about texts, e.g. stating simple likes/dislikes. (E) (ORCS Pre-reading Standard, 8)
- Can retell an event in a story or information from a non-fiction text (may only be brief). (R) (ORCS Pre-reading Standard, 14)
- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) (ORCS Standard 1, 3)
- Can sequence the important parts of a story that is known to the reader in order. (R) (ORCS Standard 1, 4)

### Letters and Sounds: Phase 1

*Explore with Biff, Chip and Kipper* Level 1 titles are wordless, which allows children to learn how books work, including the order and direction in which they are read. They each tell a complete story through detailed and engaging pictures. The pictures provide lots of opportunities for playing with environmental sounds and distinguishing between sounds.

### ENGLAND Statutory framework for the early years foundation stage

	Early Learning Goals	Book-related assessment pointers
<b>ELG 03 Speaking</b>	Children develop their own narratives and explanations by connecting ideas or events. (ELG03.3)	Check the children can talk about how the children and Gran made the tin can feet.
<b>ELG 01 Listening and attention</b>	Children give their attention to what others say and respond appropriately, while engaged in another activity. (ELG01.3)	Check the children can listen to each other as they talk about how the characters made the tin can feet.
<b>ELG 02 Understanding</b>	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children are able to talk about how Floppy felt when he saw the tin can feet.
<b>ELG 09 Reading</b>	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children are able to retell the story in their own words.
<b>ELG 10 Writing</b>	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1)	Check the children make phonetically plausible attempts to add some simple labels to their designs.

## SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
<b>Listening and talking</b>	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-01c)	Check the children can talk about how the children and Gran made the tin can feet.
	As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. (LIT 0-10a)	Check the children can listen to each other as they talk about how the characters made the tin can feet.
	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children are able to talk about how Floppy felt when he saw the tin can feet.
<b>Reading</b>	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-19a)	Check the children are able to retell the story in their own words.
<b>Writing</b>	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children make phonetically plausible attempts to add some simple labels to their designs.

## WALES Curriculum for Wales: Foundation Phase Framework, Nursery

	Framework objectives	Book-related assessment pointers
<b>Oracy</b>	retell, in simple terms, an event or experience (YN_OracSpea.3)	Check the children can talk about how the children and Gran made the tin can feet.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YN_OracList.8)	Check the children are able to talk about how Floppy felt when he saw the tin can feet.
<b>Reading</b>	recall details of a story or text by answering open-ended questions or referring to picture prompts (YN_ReadComp.1)	Check the children are able to retell the story in their own words.
<b>Writing</b>	attribute meaning to marks, drawings and art work, e.g. adult annotation (YN_WritMean.2)	Check the children make phonetically plausible attempts to add some simple labels to their designs, either independently or with the support of a scribe.

**NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1**

	<b>Levels of progression</b>	<b>Book-related assessment pointers</b>
<b>Talking and listening</b>	speak audibly to be heard and understood (L1_com_talk.5) ask and answer questions for specific information; (L1_com_talk.2) make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)	Check the children can talk about how the children and Gran made the tin can feet.  Check the children can listen to each other as they talk about how the characters made the tin can feet.
	talk about what they read and answer questions (L1_com_read.5)	Check the children are able to talk about how Floppy felt when he saw the tin can feet.
<b>Reading</b>	show understanding of the meaning carried by print, pictures and images (L1_com_read.1)	Check the children are able to retell the story in their own words.
<b>Writing</b>	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children make phonetically plausible attempts to add some simple labels to their designs.

**CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1**

	<b>Learning objectives</b>	<b>Book-related assessment pointers</b>
<b>Speaking and listening</b>	Converse audibly with friends, teachers and other adults. (1SL2)	Check the children can talk about how the children and Gran made the tin can feet.
	Listen to others and respond appropriately. (1SL7)	Check the children can listen to each other as they talk about how the characters made the tin can feet.
<b>Reading</b>	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children are able to talk about how Floppy felt when he saw the tin can feet.  Check the children are able to retell the story in their own words.
<b>Writing</b>	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children make phonetically plausible attempts to add some simple labels to their designs.