

# The Three Wishes

Retold by Sara Oldfield

Illustrated by Alex Stitt



Horwitz Education  
A Division of Horwitz  
Publications Pty Ltd  
55 Chandos Street  
St Leonards NSW 2065  
Australia

Horwitz Gardner  
Education  
Unit 53, Cressex  
Enterprise Park  
Lincoln Road  
High Wycombe,  
Bucks, HP12 3RL,  
United Kingdom

Published edition  
© Eleanor Curtain  
Publishing 2003

First published 2003

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by  
Eleanor Curtain Publishing  
Text: Jenny Feely  
Consultant: Susan Hill  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in Hong Kong

ISBN 0 7253 2845 2  
Pack ISBN 0 7253 2801 0  
(6 Student Books + 1 Teacher  
Edition)

1 2 3 4 5 6 7 8 9  
03 04 05

## How to use this book

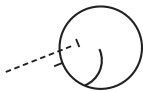
### Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.



### During reading: Observe and support

Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.



### After reading: Comprehension, returning to the text, responding and writing links

To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.



## Text highlights

- Comic illustrations support and add humour to the story
- Direct speech is used throughout
- A range of punctuation emphasises meaning

## Vocabulary

man, woman, happy, rich, wished, wish, fairy, appeared, disappeared, beautiful, famous, sick, miserable, healthy, poor, hungry, sausages, nose, scarf, jewels, necklace

## Setting the context

Ask: *If you had three wishes and could wish for anything in the world, what would you wish for?*

Discuss the children's ideas and suggestions.

## Introducing the book

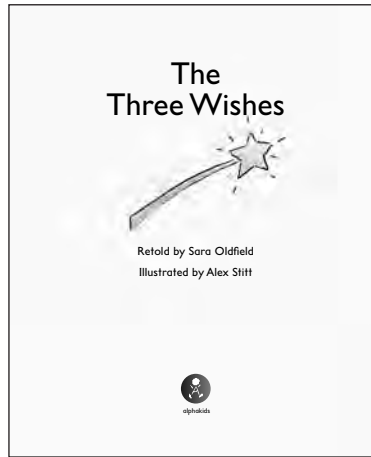
*This book is called 'The Three Wishes'. It is about a man and a woman who were given three wishes by a fairy. They couldn't agree on what to wish for and wasted their wishes by mistake.*



## Front cover

*What do you think has happened? Why does the woman have sausages growing from the end of her nose?*

*What do you think these people are thinking about? What might they wish for?*



## Title page

*Is Sara Oldfield the author? What do you think the word 'retold' means? What does it tell you about the story? Why is there a picture of a fairy wand?*



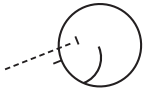
### **Talkthrough**

*Once upon a time a man and woman were sitting at home.*

*What were they doing? How do you know? Why does the story begin with the words 'Once upon a time...'?*

*Point out the thinking cloud and discuss its use.*

*What do the man and woman wish for?*

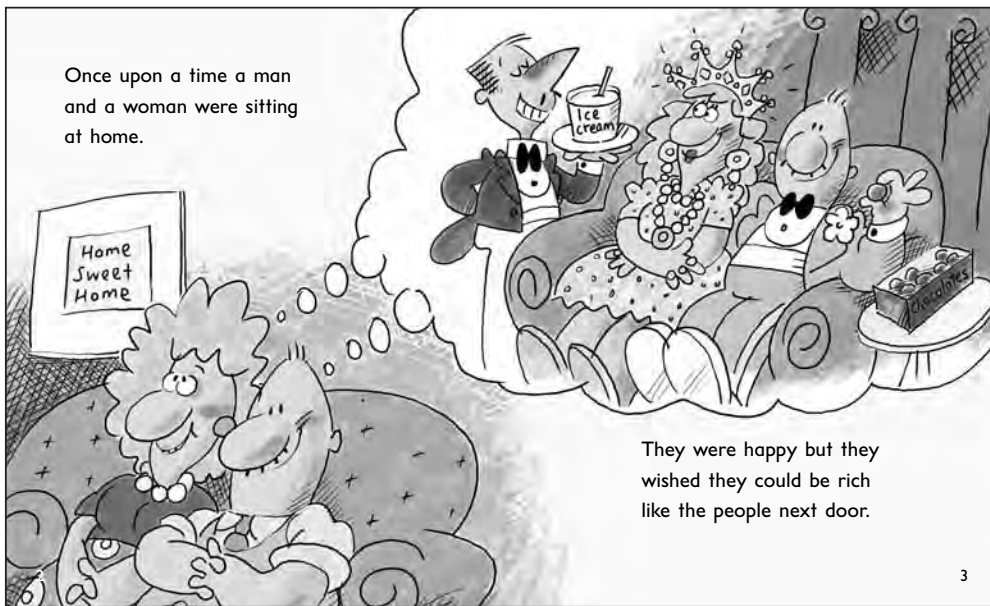


### **Observe and support**

*Can the child explain the use of the thinking cloud in the illustrations?*

*What is this called? What does it tell us about the story?*

Once upon a time a man  
and a woman were sitting  
at home.

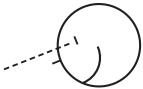


They were happy but they  
wished they could be rich  
like the people next door.



### **Talkthrough**

*The woman says that she wants just one wish. Then what happened? How many wishes do you think the fairy gave the man and woman? What do you think they will wish for?*



### **Observe and support**

Does the child use contextual information to understand the meaning of new vocabulary?

*What do the words 'appeared' and 'disappeared' mean?*

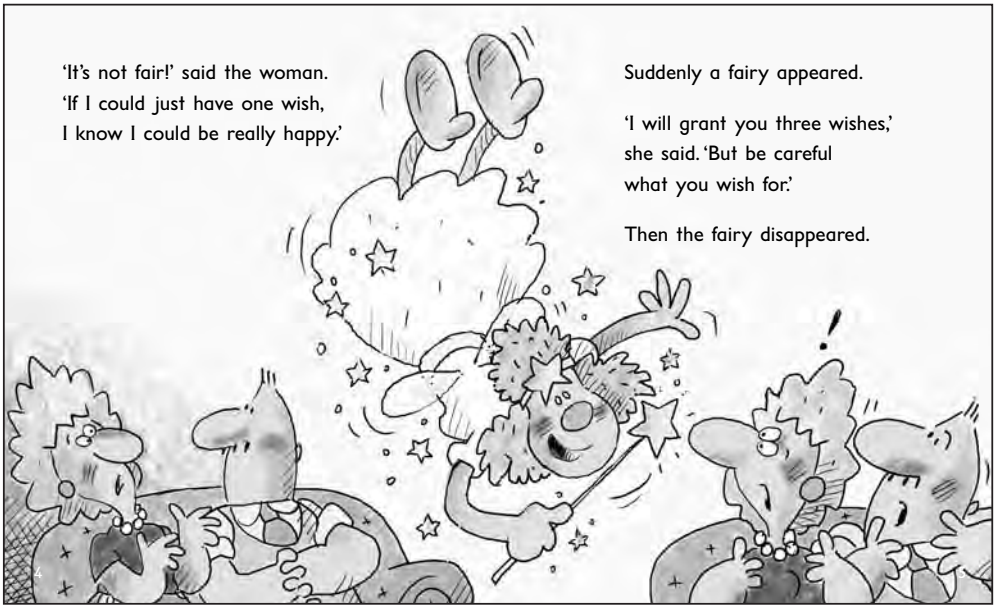
*How are these words different? How did you work that out?*

'It's not fair!' said the woman.  
'If I could just have one wish,  
I know I could be really happy.'

Suddenly a fairy appeared.

'I will grant you three wishes,'  
she said. 'But be careful  
what you wish for.'

Then the fairy disappeared.

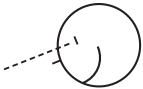




### **Talkthrough**

*What does the woman wish for? What does the man wish for? Do you think it is more important to be beautiful, rich and famous, or healthy and happy?*

*Why does the woman get some sausages, even though she wants to be beautiful, rich and famous? What does the man think of that wish? What does he say?*



### **Observe and support**

*Does the child search for a range of cues as they read? If the child makes an error encourage them to re-read the text.*

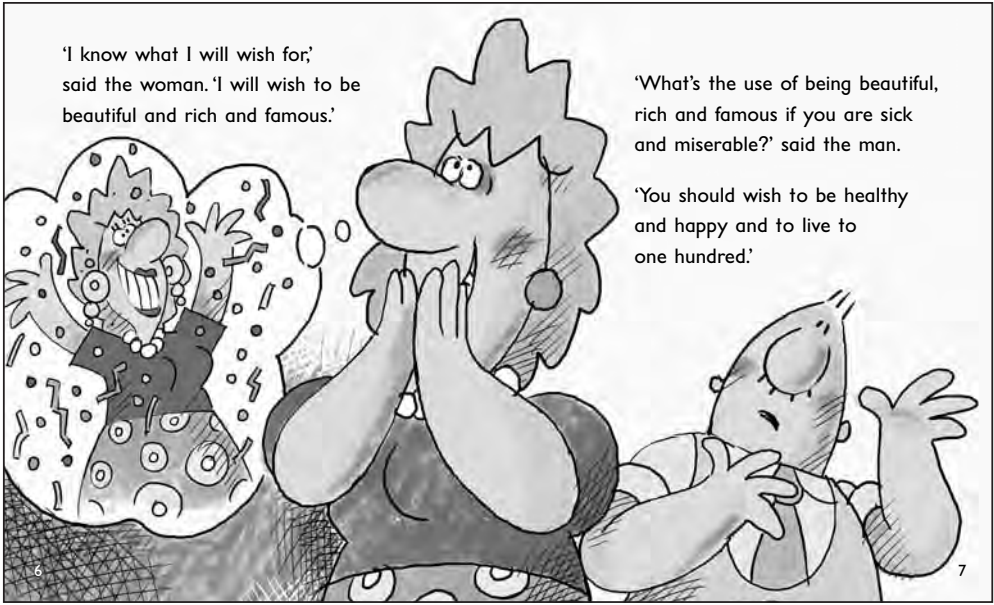
*Try that again and think about what would make sense.*



'I know what I will wish for,'  
said the woman. 'I will wish to be  
beautiful and rich and famous.'

'What's the use of being beautiful,  
rich and famous if you are sick  
and miserable?' said the man.

'You should wish to be healthy  
and happy and to live to  
one hundred.'



'What's the use of living  
to one hundred if you are poor  
and hungry?' said the woman.

'In fact, I'm hungry now.  
I wish we had some sausages.'

Suddenly some sausages appeared  
and one wish was gone.

'What have you done?  
You have wasted a wish on  
sausages,' said the man angrily.  
'I wish they were stuck on the end  
of your nose!'



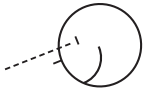


### **Talkthrough**

*Why does the woman suddenly grow sausages from the end of her nose? How many wishes have they had now?*

Look at pages 12–13.

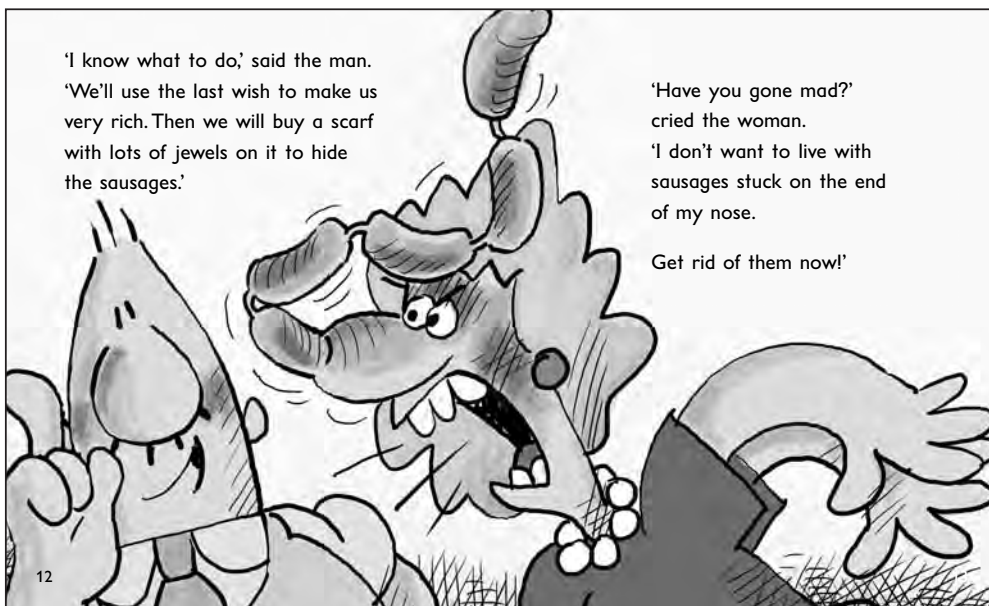
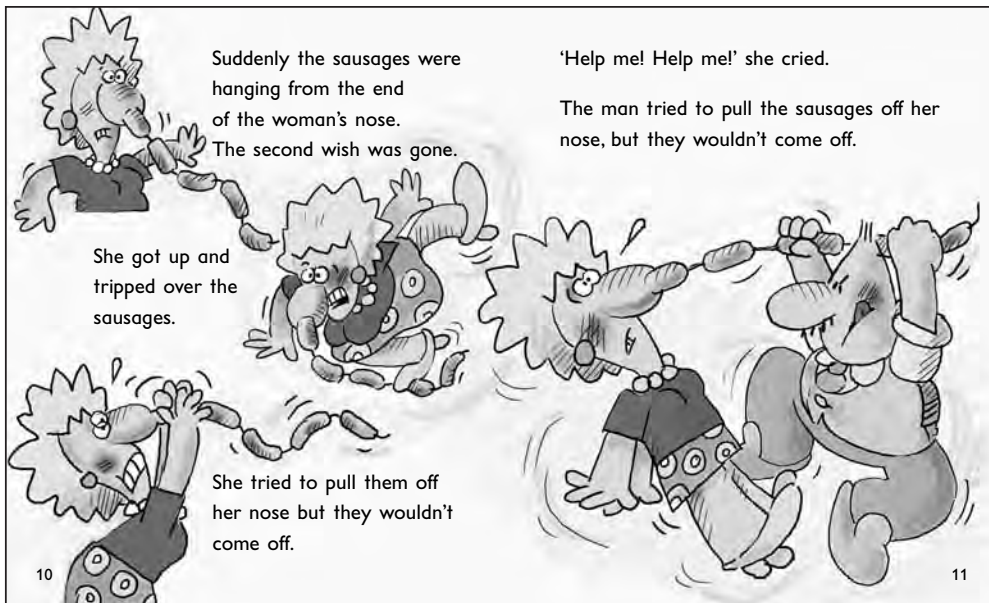
*Why does the man think of ways that the woman could live a happy life with the sausages stuck to her nose? What does the illustration tell us about what she thinks of his suggestion?*



### **Observe and support**

Does the child read the text with expression?

*How would the woman read the words on page 13? What might her voice sound like? Can you make your voice sound like that when you read?*





### **Talkthrough**

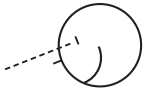
Read the text on page 14.

*What is the last wish? Does her wish work?*

Now look at page 16.

*What does the man say? What do they do with the sausages?*

*How might they be feeling?*



### **Observe and support**

Does the child use an understanding of letter/sound relationships to check words?

Read the last sentence of the book and point to the word 'sausages'.

*How did you know that word said 'sausages'? What did you look at? What did you think about?*

'Maybe you could wrap them  
around your neck like a necklace,'  
said the man.

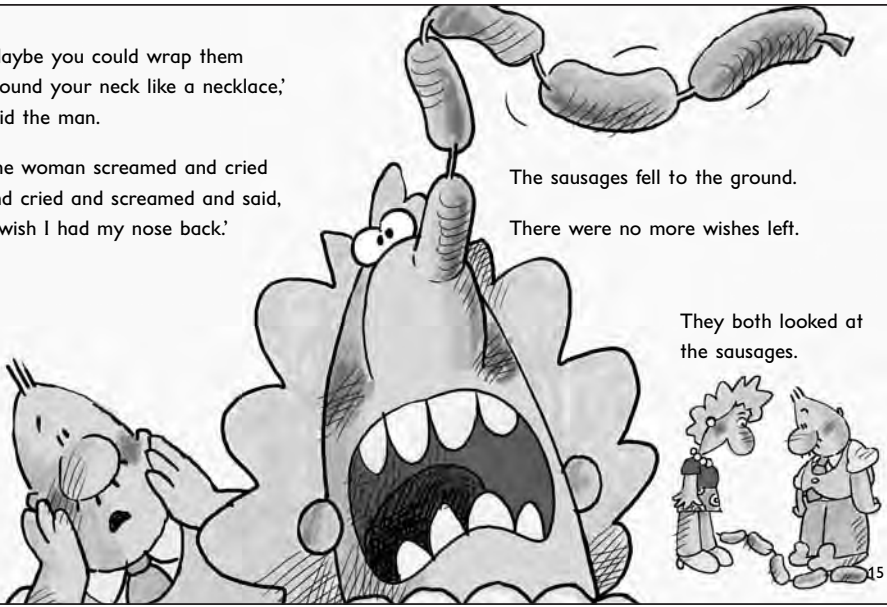
The woman screamed and cried  
and cried and screamed and said,  
'I wish I had my nose back.'

The sausages fell to the ground.

There were no more wishes left.

They both looked at  
the sausages.

14



'I'm hungry,' said the man.

'Me too,' said the woman.

So they cooked the sausages  
and ate them.



## The Three Wishes

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

*What did the woman wish for?*

*Why did the fairy say, 'Be careful what you wish for.'?*

*Why did the man and woman waste their wishes?*

*What should they have wished for?*

*Could three wishes solve someone's problems? What should they wish for?*

### Being a code breaker

Children may like to explore the following language features:

- Punctuation associated with conversation.
- How exclamation marks emphasise meaning.

### Being a text user

*What kind of book is this? How do you know?*

*What does the first sentence of the story tell you about the kind of story it is?*

*The book says that the story is 'Retold by Sara Oldfield.' What does the word 'retold' mean?*

### Being a text critic

*Would other couples waste their wishes like the couple in the book?*

*Would you?*

*The illustrator has drawn the man and woman in a cartoon style. Would the story be different if the illustrations looked more like real people?*

## Responding to text



Children could make masks of the characters and some props related to the story. These could be used to practise and perform a readers theatre of the book.



Children could retell the story as a comic. Provide large paper folded into eighths for the cells. Encourage the use of speech balloons to show direct speech.



Children could list the words in the book that indicate how the man and woman were speaking. (screamed, cried, said angrily)

## Writing links

### Shared guided writing

Select a traditional tale known to the children.

*How could we retell this story? What would we do to make it interesting?*

*Which parts of the story would we put into the words? Which parts would we show in the pictures?*

Write some of the story together.

### Independent writing

Children could retell a traditional tale of their own choice. Encourage them to innovate on these tales or to tell them in different ways, e.g., as a comic, a slide show or a play.

## Assessment

---

Can the child:

- Explain what kind of story 'The Three Wishes' is?
- Explain the use of the thinking clouds in the illustrations?
- Say what kind of people they think the man and woman are?



whole text activity



sentence activity



word activity





## Teacher Edition

**Topic:** Traditional tales

**Curriculum link:** English

**Text type:** Narrative

**Reading level:** 16

**Word count:** 373

**Vocabulary:** man, woman, happy, rich, wished, wish, fairy, appeared, disappeared, beautiful, famous, sick, miserable, healthy, poor, hungry, sausages, nose, scarf, jewels, necklace

### Possible literacy focus

Identifying conventions used in traditional tales:

‘Once upon a time...’, ‘Retold by...’.

Gaining meaning from the text and the illustrations.

Exploring characterisation within the story.

### Summary

This book is a retelling of a traditional tale about a couple who were granted three wishes but wasted them by mistake.

ISBN 0-7253-2845-2



9 780725 328450

## Other books at this level

