

# The King's Bread

and other stories



James Caffrey

edition waldorf

# The King's Bread

## *& other stories*



Retold by James Caffrey

Illustrated by Phil Davis

With text revised, plus  
word lists, notes and exercises by Peter Morris

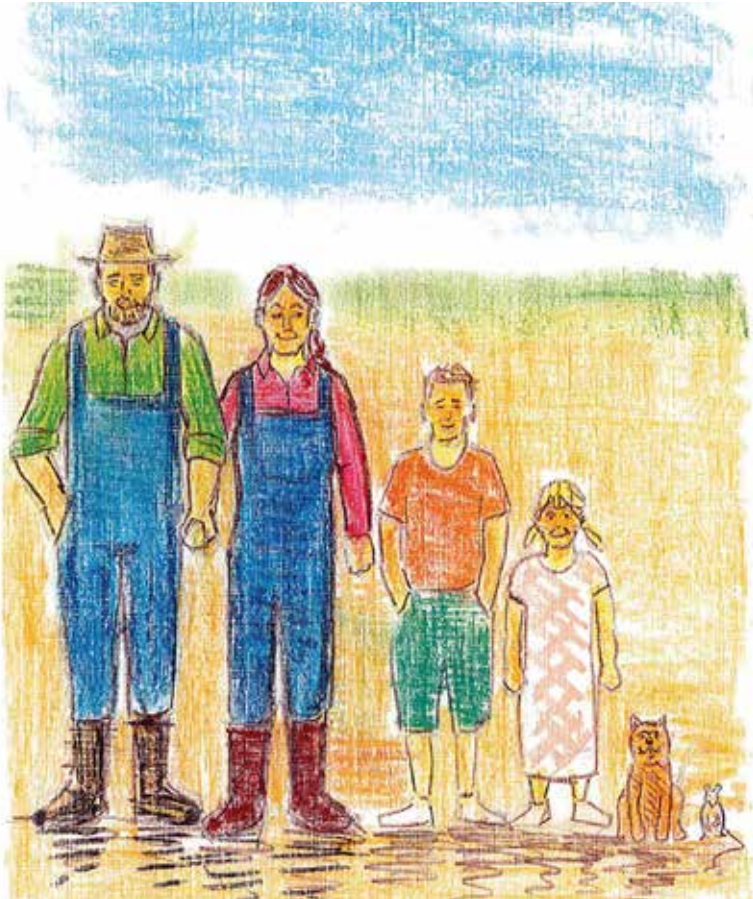
Edited by Christoph Jaffke & Peter Morris in cooperation with the  
Pädagogische Forschungsstelle beim Bund der Freien Waldorfschulen  
Stuttgart 2018

# Contents

The Giant Turnip .....	3
Goldilocks and the Three Bears .....	13
Goldilocks and the Three Bears: <i>Now Read the Play</i> .....	23
Stone Soup .....	27
Stone Soup: <i>Now Read the Play</i> .....	35
The King's Bread .....	39
The King's Bread: <i>Now Read the Play</i> .....	47
<i>Word Lists</i> .....	51
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"><p style="text-align: center;"><b>TEACHERS: PLEASE READ THE NOTES ON PAGES 58–59 BEFORE DOING THE EXERCISES!</b></p></div>	
<i>Exercises</i> .....	59
<i>List of English Irregular Verbs</i> .....	76

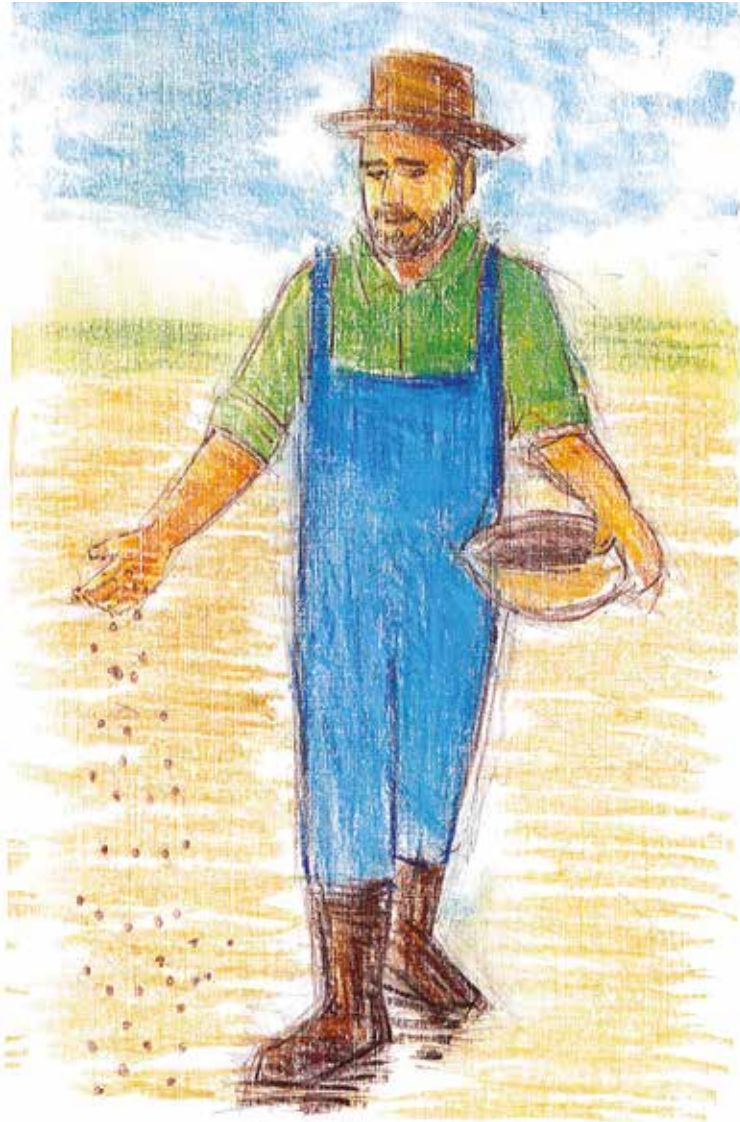
*This selection of stories by James Caffrey  
is used by kind permission of the author  
© James Caffrey 2016*

# The Giant Turnip



Once upon a time there was a farmer who lived and worked on a farm.

He had a wife, a son, a daughter, a cat and a mouse.



One evening, he sowed some turnip seeds in his garden.



The next morning, he woke up and went outside.

He rubbed his eyes and saw a giant turnip in his garden.

# Goldilocks and the Three Bears:

## Now read the play!

Narrator

Father Bear

Goldilocks

Mother Bear

Goldilocks' Mother

Baby Bear

Narrator: Once upon a time there were three bears who lived in the woods. There was a great big father bear, a middle-sized mother bear and a teeny, tiny baby bear. One day they were very hungry, so they made some porridge.

Father Bear: This porridge smells delicious.

Baby Bear: Oh! It's too hot!

Mother Bear: Well then, let's go for a walk and wait until it is ready to eat.

Father Bear: That's a good idea! Let's go. Put on your coat, Baby Bear.

Narrator: Near the woods, there was a little girl who lived with her mother. She had beautiful golden hair, so everyone called her Goldilocks.

Goldilocks'      Goldilocks, it's a lovely day. Could you go to  
Mother:          the woods and find some fruit for us?

Goldilocks:      Yes, of course, mother.  
Where's the fruit basket?

Goldilocks'      Here you are, dear.  
Mother:          Now, remember to come straight home.

Goldilocks:      Yes, mother. Of course.

Narrator:        Goldilocks set off into the woods. She walked  
and walked until she came to a small house.

Goldilocks:      Look at that house! The door is open.  
I wonder what's inside? Something smells  
delicious.

Narrator:        Now Goldilocks was a very curious girl, so  
she walked into the house. Inside she saw  
three bowls of porridge on the table.  
There was a great big bowl, a middle-sized  
bowl and a teeny tiny bowl.

Goldilocks:      I will try the big bowl first. Oh! It's too hot!  
And this middle-sized bowl? Oh! It's too cold!  
How about this tiny bowl ...?  
Hmm, it's just right!

Narrator:        Goldilocks ate all the porridge in the tiny  
bowl. Now she looked around the living room.



# Word Lists

## Verbs (I)

### +ED VERBS

#### TURNIP

to live  
to work  
to rub  
to pull  
to grab  
to help  
to roll

#### GOLDILOCKS

to live  
to wait  
to walk  
to call  
to wonder  
to try  
to look around  
to snore  
to shout

#### STONE SOUP

to ask  
to open  
to fill  
to stir  
to need  
to taste  
to smell  
to pick up

#### KING'S BREAD

to drop  
to call  
to pick up  
to laugh  
to shout  
to bark  
to burn  
to look down

### IRREGULAR VERBS

#### IN ALL FOUR STORIES (AND, OF COURSE, 'TO BE')

to go	went	gone
to come	came	come
to say	said	said
to see	saw	seen
to make	made	made

#### IN SEVERAL STORIES

to eat	ate	eaten
to have	had	had
to do	did	done
to hear	heard	heard
to sit	sat	sat
to run	ran	run

# Useful Extra Words

*Only a few of these words are in the stories themselves. But your children will know many of them, and you may find them useful, whether in the 'Picture' exercises, for spelling or just for general use in class, when talking, writing or making sentences.*

## PEOPLE

woman (women)	man (men)	child (children)
wife (wives)	husband	parents
mother	father	grandparents
girl	boy	
daughter	son	family (families)
sister	brother	relations
aunt	uncle	cousin

## PARTS OF THE BODY

head	face	eyes
neck	chest	ears
shoulders	stomach	nose
arms	legs	cheeks
hands	knees	mouth
thumbs	feet (a foot)	lips
fingers	toes	chin

## CLOTHES

shirt	trousers	overall
top	shorts	boots
T-shirt	dress	shoes
sweater	skirt	sandals

# To The Teacher:

## How to Take the Whole Class With You

*These suggestions will help you take the whole class with you. Ignore them if you will, but then you may well find yourself working with just a few, while the rest tune out.*

- ✧ **These exercises are best done orally.** The focus here is on building listening comprehension and oral responses. The aim is **NOT** to progress fast to written work.
- ✧ **Don't try and do all the exercises!** The wide selection is here to **CHOOSE** from.
- ✧ **Your class should HEAR the story first,** and then read it two or three times. They should know it quite well before you start any exercises.  
**The exercises are NOT an introduction to the text!**
- ✧ This means: only the teacher has the questions open. The children won't need their books if they know the story well. The exercises on pictures are the exception here!
- ✧ Most of the exercises work well with **the 'whole class response' method,** as described in the introduction to Exercise 1 — Yes or No.  
**This builds confidence** among the quieter or shyer children. They have time to understand, they hear how the answers work and see when they're getting the same right answers, without having to 'expose' themselves from the start.
- ✧ You can **vary the 'whole class' part** by having various groups, which you can call on in order or at random. You just need to ensure a certain balance, each group with its share of the most confident children.
- ✧ Classes need **clear rules** when doing this: if a few kids get used to shouting out the answer fast, the result is chaos, with all the quieter or slower children demoralised.
- ✧ If you practise — and insist on — **the 'signal method'** described for Exercise 1, it's worth its weight in gold for all sorts of things. It lets you repeat questions two or three times, so those who need a little more time have a chance too.
- ✧ If your kids are slow to respond, you can **help comprehension with 'provocative' questions** of your own, which paradoxically point the way to the correct answer. "Where did the farmer live?" — "in New York?", "in the classroom?", "in Tim's garage?" Such suggestions will often prod a group into response!

- ✧ These exercises are for **building skills**. **Try repeating them** at intervals: with the whole class, then various groups or individuals, perhaps in partner work.
- ✧ I strongly recommend accepting **partial answers** for almost all the exercises: e.g. “on a farm” and not “He lived on a farm.” This may be shocking to some, but it means you **get the children mobile right away**. The sense of achievement from this can give children a huge lift; complete sentences can come later.
- ✧ To sum up: at this stage, **don’t see your aim as written work**. If you can use some part of this material to give your class a **first confidence in understanding** oral tasks/questions and responding suitably, then you are **laying a fine foundation** for later classes to build on!

## Exercises

### THE GIANT TURNIP

#### Exercise 1 — Yes or No? (pages 3–6)

*You can also call this “True or false?” or “Right or wrong?”; the kids use these ‘labels’ to answer. In oral work, individual children can respond, as normal.*

*A good beginning is to have the whole class call out their answers together. If you do this, it works well to have a pause for thought before the answer. The rule here is: No one shouts out first — you have to wait for the signal. This makes it a test of understanding, not of quickness.*

*Practise waiting for the signal, and repeat the question once or twice, slowly, which will increase expectation. If you don’t overdo this, you can make practising into a game ... The signal for the answer might be: “one ..., two ..., three: (All answer in chorus)” and then confirmation (or not) by the teacher. Vary the signal too: “left hand, right hand, clap” or “1, 2, 3 fingers raised”.*

1. The farmer lived on a farm. (Yes or no?)
2. The farmer had a wife. (etc.)
3. He had two sons.
4. He had a daughter.

5. He had three cats.
6. He sowed some banana seeds in his garden.
7. He saw a giant turnip in his garden.
8. He said, "I will eat this giant turnip."
9. He grabbed the turnip and pulled.
10. The turnip would not come out.

## Exercise 2 — ‘Goldfish’! (pages 3–6)

*Goldfish swimming in a fish bowl open and close their mouths as if they were talking, but no sound comes out. We do that here, in the old “Find the missing word” exercise. You say or read the sentence, but “goldfish” — mime speaking but with the ‘volume muted’ — for the word the children have to find.*

*This needs a light hand — you want some amusement, but an atmosphere of work. A variant is to clap your hand over your mouth for the missing word.*

*If your kids get over-excited easily, then just play it cool, putting your finger slowly on your lips to indicate the gap.*

*An adventurous class could choose their own phrases from the story, with one word left out, for the class or a partner to complete!*

1. Once upon a time there was a .....
2. The farmer lived and ..... on a farm.
3. He had a ....., a son and a daughter.
4. He also had a ..... and a mouse.
5. One ..... he sowed some turnip seeds.
6. He sowed some turnip seeds in his .....
7. The next ..... he woke up and went outside.
8. He saw a ..... turnip.
9. “I will ..... this turnip out,” said the farmer.
10. The farmer ..... the turnip.
11. He ..... and he ..... and he .....
12. .... the turnip would not come out.

# List of English Irregular Verbs

## Introduction

Here is a list of the most important English irregular verbs, arranged not alphabetically, but in 'sound families', as experience has shown that this helps learning. Most classes will master the whole list by the end of Class 8; at earlier stages, the individual teacher will select what is to be learned.

Here, then, the teacher can choose material according to the specific needs of the class, while still giving each pupil an overview of the material to be covered in the course of the following years.

The 33 irregular verbs occurring in the main text of this reader are marked with an asterisk before the verb number. Some, though, are used only in the infinitive form!

### GROUP 1 – BEGIN

* 1. to begin	began	begun	anfangen
2. to spring	sprang	sprung	(plötzlich) springen
* 3. to sing	sang	sung	singen
4. to ring	rang	rung	läuten, anrufen
5. to swim	swam	swum	schwimmen
6. to drink	drank	drunk	trinken
7. to sink	sank	sunk	sinken, versenken
8. to stink	stank	stunk	stinken

### GROUP 2 – CLING

9. to cling	clung	clung	s. anklammern, festhalten
10. to sting	stung	stung	stechen
11. to fling	flung	flung	schleudern
12. to swing	swung	swung	schwingen, schwenken; baumeln
13. to wring	wrung	wrung	(aus)wringen
14. to hang	hung	hung	(auf)hängen
	(hanged = henkte, erhängt!)		
15. to spin	spun	spun	sich drehen, ( <i>Garn</i> ) spinnen
16. to dig	dug	dug	graben
17. to stick	stuck	stuck	(an)stecken, ankleben
18. to strike	struck	struck	schlagen, treffen
19. to win	won	won	gewinnen

### GROUP 3 – SLEEP

* 20. to sleep	slept	slept	schlafen
21. to creep	crept	crept	kriechen
22. to sweep	swept	swept	fegen, kehren