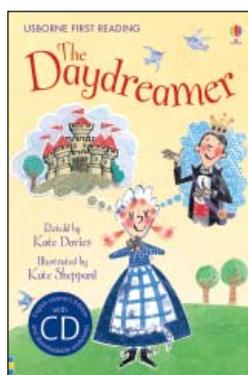


## The Daydreamer • Teacher's notes



**Author:** based on a story by Aesop (attributed)

**Reader level:** Elementary

**Word count:** 125

**Lexile level:** 190L

**Text type:** Fable/folk tale

### About the story

Daisy has no money. The farmer asks her to take his milk to market, and promises to pay her a gold coin. Daisy starts imagining all that she'll do with the money (buy a hen, make more money selling the eggs, buy fine clothes, marry a prince)... until, carried away by her imagination, she starts dancing, trips up and spills the milk. A kindly passer-by tells her, "There's no use crying over spilt milk."

### About the author

Some of the world's best-known fables and folk tales are attributed to Aesop (e.g. The Boy who cried Wolf, The Goose that laid the Golden Eggs, The Hare and the Tortoise) as well as many familiar English expressions ("sour grapes", "crying wolf" and so on). However, the writer himself remains a mystery. Tradition has it that Aesop was a slave in Ancient Greece, living from around 620-564BC. He is mentioned by the Classical authors Aristophanes, Herodotus and Plutarch, and there are a number of biographical details that are impossible to confirm – it was said, for instance, that he was physically very ugly but famous for his wisdom, and was given his freedom and became an adviser to kings and city-states before insulting the people of Delphi and being sentenced to death on a trumped-up charge.

The collection of Aesop's Fables has since been translated into many languages, and retold by authors such as La Fontaine in France and Beatrix Potter (The Town Mouse and the Country Mouse) in the UK.

[Note: it is not certain that The Daydreamer was one of the original Greek fables; it is often included in collected editions, but may have been developed more recently, in medieval Europe.]

### Key words

Your students might not be familiar with some of these words, which are important in the story.

daydream	p19	golden
daydreamer	p20	ball
p2 market	p21	twirl and whirl
farmer	p23	gone
p3 coin		spilt
p8 lay	p31	fables
p12 pretty		collection
p13 sparkly		Ancient Greece
p15 servants		versions
p16 marry		told
p17 daily		bowl
news		thief
p18 palace		cucumbers

### Key phrases

p3	to set off
p10	in all the land [formal, literary style – more usually, perhaps, "in the whole country"]
p14	to get dressed by myself
p23	cheer up there's no use
p31	all around the world



# The Daydreamer • Teacher's notes

## Before reading

Search for and put together some images that you might associate with daydreaming, for example exotic holidays, dream homes, sports cars or superyachts, or being a movie star (red carpet reception) or music or sports personality (arena concert, high-profile game).

Use these to start a discussion with your students. Introduce the word “daydream”, and ask whether they know what it means. How is a daydream different from a dream? (e.g. daytime, awake, fantasy as opposed to night time, asleep, unconscious.)

Look at the book’s cover with your students. What can you guess about the story from the cover picture? (e.g. you can see that the girl is poor, because of her torn and dirty clothes. She dreams of having a castle and meeting or marrying a prince.) Do you think the story will have a happy ending?

## Reading or listening

You can listen to the story on CD or read it aloud to the students, take turns to read or read together silently. Each double page spread in the book is one track on the CD, so that you can pause between tracks or repeat tracks if your students need it. The first reading is in a British English accent, and it is followed by an American English reading. The words are exactly the same. After the story, there is a short selection of key phrases that can be used for pronunciation practice.

## During reading: you might like to ask some of these questions.

- |    |  |     |   |
|----|--|-----|---|
| p2 | What happens at a market? Why is the farmer sending his milk there?  | p13 | Daisy wants to buy a pretty dress and sparkly shoes. What would you buy?  |
| p3 | “I’ll give you a gold coin”: note that the story uses the “will” future extensively. Check that students have understood the contraction “I’ll”. You may like to note down all the “will” phrases you meet throughout the story. | p20 | Check that students understand this meaning of “ball”. Do they know any other stories about a ball (e.g. Cinderella)? |
| p7 | Look at Daisy’s hen. See if you can find it later in the story, too. [It appears on most pages up to p20, where you can see it dancing with a partner at the ball.]  | p22 | What is Daisy thinking? What is she doing?  |
|    |  | p23 | What does “Poor Daisy!” mean? [Here, it’s not that she has no money, it’s that we feel sorry for her.]                |
|    |  |     | Daisy is sad – but can you see someone who is happy about the spilt milk? [The cat!]                                  |

## Puzzles (pages 24-29)

You might like students to work on these in pairs or small groups. If so, ask the “After reading” questions before doing the puzzles.

## After reading

You could ask your students: do you like the story? Do you feel sorry for Daisy? What do you think she will do now?

Read page 31, “About The Daydreamer.” Do students know any other Aesop’s fables?

The downloadable worksheet for this title asks students to write down and illustrate their own daydreams. You might like to prepare for this in class by brainstorming useful words and phrases.

