

Dancing Gingerbread

PM Level 13

Green

Text Type Narrative

Running Words 234



Preparing for Guided Reading

Prior Knowledge

- Talk with students about the way most cakes and biscuits grow bigger when they are baked.

Orientation to the Text

- In this story, Riley and Grandad make gingerbread men together. As the gingerbread men bake they grow bigger and their hands touch each other. They appear to be dancing with each other, much to Riley's delight.

Key Language Structures

- Irregular past tenses: *said, got, were, took*.
- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *today, on a tray, off the tray*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

fall, hold, our, ready, six, them, there, were

Content Words

Saturday, Riley, Grandad, gingerbread, tray, mouth, eyes, nose, oven, dancing

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to cross-check, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- Read the title together and discuss the cover photo. Ask students to guess what the word *Dancing* might refer to.
- Ask, *Why do you think Grandad is so happy about Riley's idea to make gingerbread men?*
- Discuss the photo on p. 5. Have students list some of the ingredients and utensils used to make the gingerbread men.
- Discuss why Riley is surprised that the gingerbread men are getting bigger in the oven.
- Ask, *Do you think the gingerbread men are going to fall off the tray if they keep getting bigger?*
- Discuss why Grandad would tell Riley to stay away from the oven door.
- Ask, *What has changed about the gingerbread men? Did it look like they were holding hands and dancing before?*
- Ask, *Do you think Riley and Grandad are pleased with the way their gingerbread men taste?*
- Say these words and clap the syllables: *favourite, gingerbread, morning, Saturday, surprise*.

Comprehension

- Why did Riley think the gingerbread men might fall off the tray? (*Inferential*)
- Why did Grandad look at his watch? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: numerically ordering the steps involved in making gingerbread men and illustrating each step; writing words to complete sentences from the story and rewriting the words in the spaces provided.
- Have students imagine they are going to bake gingerbread creatures. Have them draw the outline of a cutter they could use to make an unusual gingerbread creature, such as a gingerbread fish or bird.
- Find a simple recipe for another type of cake or biscuit. Have students illustrate the steps to produce a simple pictorial procedure.

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Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.
- _____

Success Criteria

- I can more make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up