

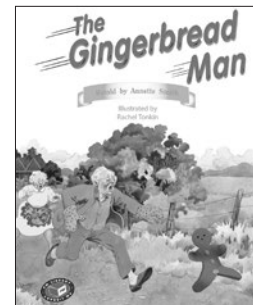
The Gingerbread Man

PM Level 15

Orange

Text Type Narrative

Running Words 781



Preparing for Guided Reading

Orientation to the Text

- Write the words *Traditional tales* on a chart.
- Discuss the meaning of these words, and ask students to suggest some of their favourite traditional tales. List these titles on the chart.
- Choose one of the better-known tales and ask students to retell it in their own words. Ask one student to start the retelling, with the others taking turns to add to the tale.
- Discuss how some details can change when the tale is retold, even though the storyline structure remains the same.

Prior Knowledge

- Discuss what gingerbread is. Ask students if they know how to make it.
- Talk about using biscuit cutters to make different shapes from biscuit dough. Discuss different ways to decorate cookies.

Building the Balanced Reader

Vocabulary

Key Vocabulary

could, end, heavy, once, soon, upon, when

Content Words

air, gingerbread, gobbled, horse, met, oven, smell, sly, tossed, woman

Decoding

- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations and attending to print details.

Focusing on the Story – Guided Reading

- Direct students' attention to repetitive text features that are crucial to the story.
- Study the illustrations closely and talk about the characters' actions.

- Observe students carefully as they read the story independently.
- Revisit portions of the story and discuss cause-and-effect situations.
- Extend the text by staging the play. Students can make their own masks from templates.
- Look closely at the illustrations in the book. Encourage students to take particular notice of the expressions on the faces of the old man and the old woman. Discuss what these expressions could mean.

Comprehension

- How did the little old woman cook the gingerbread man? (*Literal*)
- Why was the gingerbread man able to run away when he was cooked? (*Inferential*)
- How did the fox trick the gingerbread man? (*Inferential*)

Follow-up Activities

- Write the recipe for gingerbread men onto a large chart. Talk with students about the format of the recipe, i.e. the ingredients and the method. Make and bake gingerbread men. Have students plan the features of their gingerbread men on paper before decorating them.
- Look at pp. 8–9 in *The Gingerbread Man*. Point out that the old woman is wearing an apron and the old man is wearing oven gloves. Discuss why they are wearing these. List the clothes and equipment that people wear for different jobs, e.g. carpenters wear a tool belt for building, chefs wear an apron for cooking, etc. Illustrate the list with small crayon drawings.
- Read the words *Snip! Snap!* (from p. 19, *The Gingerbread Man*) with expression. Brainstorm other 'sound' words. Have children write each 'sound' word on a separate piece of paper and decorate appropriately.
- Talk about the meaning of the word *sly*, as used on p. 15 of *The Gingerbread Man*. Ask the children to think of other words to describe the fox. Paint a large picture of the fox and paste the words around it.
- Re-read *The Gingerbread Man* up to and including p. 9. Put the children into groups of three or four to plan, write and illustrate a wall story of *The Gingerbread Man* with a different ending. Share and compare completed stories.

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Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

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Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

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Guided Reading Notes

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