

# The New Gingerbread Man

**C** = Language comprehension

**W** = Word recognition

## Group/Guided reading

### Introducing the story

- C** Ask the children to tell you what they know about the traditional tale 'The Gingerbread Man'. (In the traditional tale a gingerbread man runs off, is chased and finally eaten by a fox.)
- C** (*Prediction*) Help the children to read the title of the book. Sound out the individual sounds for the children and encourage them to blend the sounds together. Point to the word *new* in the title and ask the children if they think it will be different from the traditional tale 'The Gingerbread Man'. Ask the children what they think might happen in this story.
- W** Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.  
*the put he her said made*

### Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

### Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.

- (Clarifying) On pages 102-⑤, ensure that the children understand that these are pages from Lin's book, *The Gingerbread Man*, which Lee and Lin are reading.
- W On page 102-④, ask the children to sound out the word *running*, *r-u-nn-i-ng*. Talk about the grapheme "ng" and ask the children if they can think of any other words that contain the grapheme "ng". If appropriate, draw children's attention to the fact that the grapheme "ng" has two letters that are code for one sound. Ask children to find another word on the page that has two letters as code for one sound (*o-ff*).
- W On page 103-⑥, encourage the children to sound out the phonemes in the word *ch-e-ck*. Talk about the grapheme "ch" and ask the children if they can think of any other words that contain the grapheme "ch".
- (Prediction) At the end of the story ask: *What do you think happened to the gingerbread man?*

**Observing** Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

### **Returning to the story**

- (Clarifying) Re-read page 101-① and look at the picture. Talk about what you need to make a gingerbread man. Encourage the child to look for clues in the picture. If the children have made gingerbread men before, encourage them to share what they did with the class.
- (Clarifying) Return to page 103-⑨ and re-read the text. Talk about what Grandpa Chen and Lee might say in reply to Lin's question.
- (Clarifying) Look at page 104-⑫ and then look back at page 102-⑤. Draw the children's attention to Lee and Lin's speech, which is the same as the speech from the characters in Lin's book. Point out how the speech bubbles (page 102-⑤) and the speech marks (page 104-⑫) tell you that a character is speaking.

- (Analysing) Look again at page 105-13. Ask the children to look at Grandpa Chen and Button's expressions. Ask: *What do you think each character is thinking?*
- Ask the children: *How is this story different to the traditional story of The Gingerbread Man?*

## Independent reading

**Objective** Explore and experiment with sounds, words and texts. Read as independently as possible.

- W As they read, encourage the children to sound out and blend new words, for example *ch-e-ck, r-a-ck, w-i-ll, o-ff*.
- W Support children with reading challenge words:  
*new gingerbread Lee oven book jumped Grandpa let's about*  
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

**Observing** Did the children read independently with emotion and confidence?

## Speaking, listening and drama activities

**Objectives** Organise what they say; use language and actions to convey and explore situations, characters and emotions.

- As a whole class or in small groups, encourage the children to take the parts of the characters in the book and read their spoken words. Ask another child to take the role of the narrator describing the action.
- As the children read, remind them that an exclamation mark means the words should be read with expression, such as

surprise or alarm.

- Ask the children to think of any additional dialogue that they think the characters might say to one another during the story.

## **Writing activities**

**Objectives** Attempt writing for various purposes; using features of different forms such as instructions; using experience of stories as a basis for group writing.

- As a class plan a 'new' version of another traditional tale that the children are familiar with, such as Cinderella or The Billy Goats Gruff. Encourage the children to suggest ideas for how the story could be changed, for example, plan a different ending or change the main character.
- You might want to draw a simple story map of the original tale or ask the children to tell you the story and note down the key characters and events.
- Act as scribe for the children and write down their suggestions for the new version of the story. Where appropriate, encourage the children to use their phonics skills to help you to spell words.

## **Cross-curricular suggestion**

Art – Ask the children to design the front cover for a 'new' version of a traditional story.