

# The foolish witch



## Teacher's Preparation

Prepare as for p.56. Print out and display the Story Green Words (see online file '5.10 The foolish witch', starting with tab a): *Hansel, Gretel, munch, crumbs, goose, thumb, quick as a flash, wrist, path, salt\*, cabin, gooey, satin, broomstick, gloomy, clumpy, oven\*, supper\*, sobbing, scooping, screeched, stooped.*

Note that Challenge Words are marked with an asterisk.

Display these Red Word Cards in your pocket chart: *where, some, they, was, you, said, to, were, there, are, tall, call, wall\*, of.* Red Words in this book only are marked with an asterisk.

### DAY 1

<b>Day 1 timetable</b>	a. Daily Speed Sounds Lesson	<b>g. Story Introduction</b>
See guidance below for activities in <b>bold</b> . See pp.56–58 for other Day 1 activities.	b. Speed Sounds from the Storybook	h. First Read – Children
	c. Story Green Words	i. Read Aloud – Teacher
	d. Speedy Green Words (online file 5.10b)	<b>j. Red Rhythms – Spelling Red Words</b>
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



## Story Introduction

Hansel and Gretel had been left in the forest by their father and wicked stepmother. This was the second time they had done this to them. Last time, Hansel and Gretel had left a trail of stones so they could find their way back home. But this time, birds had eaten all the breadcrumbs they dropped on the way.

They were lost and alone in the gloomy wood, without any food. Sobbing, they set off along a narrow path, until they came to a log cabin.

As they got closer, they saw the walls were not made out of logs but thick, gooey toffee, and the windows were not made of glass but sugary sweets. Hungrily, they began to munch on the roof. Gretel bent down to scoop up the crumbs, and a head popped out of the bathroom window.

It was a witch!

She invited the children in to have supper. With empty tummies and tired eyes, they said yes. She fed them a fat goose with fresh mushrooms and beetroot and gave them a room with soft beds and smooth satin sheets.

'She must be a good witch!' they thought, and they fell asleep in the moonlight.

But the next day, the witch was in a very bad mood. She dragged Hansel into a gloomy hut and left him there.

"Stay there until you are good and fat!" she screeched.

**TTYP:** How do you think Hansel might escape?

**Red Rhythms – Spelling Red Words** See *Get Writing! Yellow*, p.39.

### DAY 2

<b>Day 2 timetable</b>	a. Daily Speed Sounds Lesson	f. Second Read – Children
See guidance below for activities in <b>bold</b> . See pp.58–60 for other Day 2 activities.	b. Speedy Green Words (online file 5.10b)	<b>g. Fred Fingers – Spelling Green Words</b>
	c. Red Word Cards	h. Red Rhythms
	d. Partner Practice	<b>i. Hold a Sentence – 1 and 2</b>
	e. Jump-in	j. Handwriting

**Fred Fingers – Spelling Green Words** See *Get Writing!* Book, p.39.



### Hold a Sentence – 1 and 2

1 They slept on soft beds with smooth satin sheets.

2 Stay there until you are good and fat.

See *Get Writing!* Book, p.38.

DAY  
3

<b>Day 3 timetable</b>	a. Daily Speed Sounds Lesson	e. Questions to Talk About
See guidance below for activities in <b>bold</b> . See pp.60–61 for other Day 3 activities.	b. Partner Practice	f. Questions to Read and Answer
	<b>c. Think About the Story</b>	<b>g. Build a Sentence</b>
	d. Third Read – Children	h. Handwriting



### Think About the Story

**p.9** **TOL** about why Hansel and Gretel might have got lost in the wood.  
**TOL** about why the log cabin was surprising.

**p.10** Freeze Frame the children's expression when they saw and heard the witch.  
**TTYP**: What were they feeling and thinking? *Scared but also tempted to accept the witch's offer of food and a bed.*  
**MTYT** (with feeling): *"You look hungry, my poppets!" she screeched. "Let me give you some food."*

**p.11** **TOL** about why Hansel and Gretel thought she must be a good witch.

**p.12** **TOL** about how wrong they had been about the witch.  
**TOL** about what the witch intended to do with Hansel.

**MTYT** (in a screechy voice): *"Stay there until you are good and fat!"*  
**TTYP**: How were Hansel and Gretel feeling then?

**p.13** **TOL** about how Hansel tricked the witch.

**p.14** **TOL** about how Gretel tricked the witch.

**p.15** **TOL** about how they escaped.  
Freeze Frame their expressions.  
**TTYP**: How did they feel as they ran away?



### Build a Sentence

Tell children that tomorrow they will write the end of the story from Hansel's point of view. (So they will tell the story as if they *are* Hansel, showing what he is feeling and thinking.) Explain that today you are going to help them build up some sentences for Hansel and Gretel to say to their father and stepmother when they get home.

- Using **MTYT**, say the question: *Why did you abandon us?* Check children understand the word *abandon* (leave behind).
- TTYP**: Where did they abandon you? Draw out responses such as *deep in the forest/in the middle of the woods/in the darkest, deepest part of the forest*. Demonstrate how to build the children's suggestions into the sentence, e.g. *Why did you abandon us deep in the dark forest?*
- TTYP**: What did they leave you with? *No food/Nothing to drink/No shelter*. Again, model how to build ideas into the sentence, e.g. *Why did you abandon us deep in the dark forest with nowhere to sleep and nothing to eat?*
- TTYP**: How did you feel? *Scared/Frightened/Terrified*. **TTYP**: What were you scared of? *Being alone/Wild animals that might attack us/Strange noises in the dark*. Model how to build up the sentences further, e.g. *Why did you abandon us deep in the dark forest with nowhere to sleep and nothing to eat? We were scared of the noises, the dark and being alone.*

5. Ask partners to decide on their own sentences and to practise saying them until they can remember them. Select a few partners to say their sentences to the group.
6. Ask children to write their own sentences on p.38 of their *Get Writing!* Book. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.

**DAY 4**

<b>Day 4 timetable</b> See guidance below for activities in <b>bold</b> . See pp.61–63 for other Day 4 activities.	a. Daily Speed Sounds Lesson	e. Proofread – Spelling
	b. Spell Check	f. Proofread – Grammar
	<b>c. Grammar</b>	<b>g. Write Hansel’s Story</b>
	<b>d. Vocabulary</b>	h. Handwriting



**Grammar**

1. Tell (or remind) children that a **noun** names people, places or things, e.g. *Hansel, wood, cabin, toffee*. **TTYP**: What must we remember about writing a *proper* noun, for example, someone’s name? (*It starts with a capital letter.*)
2. On the board, write *Gretel sat on a stool and cooked bread*. **TTYP**: Which are the nouns in this sentence? *Gretel, stool* and *bread*. **TTYP**: Why does *Gretel* start with a capital letter? (*It’s a proper noun.*)
3. Ask children to complete the Grammar activity on p.39 of their *Get Writing!* Book.
4. Ask children to **TTYP** to check if they have underlined the same words and if not, to discuss which answers are correct and why.
5. Tell children the correct responses and explain any difficult points. (They should have underlined: 1 – *witch, hat, chin*; 2 – *goose, mushrooms, beetroot*; 3 – *Hansel, witch*; 4 – *Hansel, Gretel, cabin, woods*.)



**Vocabulary**

1. Explain that good writers try to develop a wide vocabulary and use a variety of words to make their writing more interesting for the reader.
2. Write *called* on the board. Use **MTYT** to say the word. Give the context of the word in the story: *Soon, Hansel called, “Look, Gretel! A log cabin!”* Write three more words next to *called* (e.g. *shouted, whispered, giggled*.) Ask children to **TTYP** to say which one means the same as *called* (*shouted*).
3. Ask children to turn to the Vocabulary activity on p.39 of their *Get Writing!* Book. Talk through the activity, explaining any words that they are unsure of. Then ask children to complete the activity.
4. Ask children to **TTYP** to check if they have circled the same words and if not, to discuss which answers are correct and why.
5. Tell children the correct responses and explain any difficult points. (They should have circled: *trick, evil, screamed, pushing, chucked*.)



**Write Hansel’s Story**

Note that this activity should be started on Day 4 and completed on Day 5.

1. **TOL** about when you read the story of Hansel and Gretel as a child. Recall who read it to you and how you puzzled over why the father and stepmother abandoned Hansel and Gretel in the forest. Not just once, but twice! **TTYP**: Why do you think Hansel and Gretel were abandoned?
2. Use online file 5.10 (tab g onwards) for this activity. Ask children to imagine that they are Hansel and explain that they are going to write the end of the story from his point of view. Ask children to turn to p.40 in the *Get Writing!* Book. Draw attention to the possible sentence starters.

3. **TTYP**: What did Hansel think about when he was in the hut? *How he could escape/Why his father had abandoned them/What the witch was doing to Gretel.*

**TTYP**: What different ideas did Hansel think of to escape? *Break down the door/Call to Gretel to push the key under the door/Dig a hole in the ground to escape.*

Use **MTYT** to build up children's ideas into full sentences, e.g. *When I was in the gloomy hut, I thought about escaping. Maybe I could kick the door and break it down.*

4. Use the online file (tab g) to model how to write the first paragraph on the board, using the children's response. **TOL** as you write, and keep re-reading to make sure it makes sense.
5. Hide your writing. Ask children to practise their own first sentences aloud with their partner until they can remember them. Select a few partners to say their sentences to the group. Then children can write their own sentences on p.40 of their *Get Writing!* Book, using the Useful words if necessary. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.
6. Repeat Steps 3, 4 and 5 (ask the questions, demonstrate how you write, then ask children to write) with each paragraph, so that children complete writing the story.

**DAY 5**

<b>Day 5 timetable</b> See Day 4 for guidance on the activity in <b>bold</b> . See pp.63–64 for other Day 5 activities.	a. Daily Speed Sounds Lesson	d. Partner Proofread
	b. Spell Test	e. Words to Keep
	<b>c. Write Hansel's Story (continued)</b>	f. Linked Text



**Write Hansel's Story (continued)**

On Day 5, children continue the writing activity that they began on Day 4.