

# The gingerbread man



## Teacher's Preparation

Prepare as for p.56. Print out and display the Story Green Words (see online file '5.4 The gingerbread man', starting with tab a): *test, fresh, crisp, cloth, felt like lead, currants, buttons, crafty, dusty, oven\**, *gingerbread\**, *finished, winked, pulled, sniffed, lifted, sticky, gasped, grinned, licked*.

Note that Challenge Words are marked with an asterisk.

Display these Red Word Cards in your pocket chart: *to, was, her, said, you, of, they, their*. You may like to bring in a gingerbread man to show the children.

**DAY 1**

<p><b>Day 1 timetable</b> See guidance below for activities in <b>bold</b>. See pp.56–58 for other Day 1 activities.</p>	a. Daily Speed Sounds Lesson	<b>g. Story Introduction</b>
	b. Speed Sounds from the Storybook	h. First Read – Children
	c. Story Green Words	i. Read Aloud – Teacher
	d. Speedy Green Words (online file 5.4b)	<b>j. Red Rhythms – Spelling Red Words</b>
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



## Story Introduction

One day, Ann and Seth decided to make gingerbread men. They rolled the dough between their fingers to make the hands, the legs and the head, and used currants to make the buttons. Then they laid them out on a tin tray and flattened them with a rolling pin. As Seth pushed the tin into the hot oven, the last gingerbread man winked, but Seth was so busy he didn't notice.

When the gingerbread men were fresh out of the oven, Seth put them on the side to cool and went to read his paper. As he left the room, the last gingerbread man peeled his sticky head off the bottom of the tin. He stood up, jumped out of the tin and onto the floor, and ran as fast as he could out of the kitchen.

Seth and Ann gasped. "Stop!" they yelled, but the gingerbread man ran on. Seth and Ann raced after him, running like the wind.

"Run, run, as fast as you can! You can't catch me. I'm the gingerbread man!" he sang.

Seth and Ann chased him across fields and over hills, slipping under fences and jumping over hedges. They ran so fast that their legs felt like lead. Finally, they stopped to rest.

The gingerbread man kept running until he came face to face with a crafty old fox.

"Stop!" yelled the fox, licking his lips. "Let me help you, gingerbread man!"

**TTYP:** How do you think the fox might trick the gingerbread man?

**Red Rhythms – Spelling Red Words** See *Get Writing! Yellow*, p.15.

**DAY 2**

<p><b>Day 2 timetable</b> See guidance below for activities in <b>bold</b>. See pp.58–60 for other Day 2 activities.</p>	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file 5.4b)	<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.15.

**GW** Hold a Sentence – 1 and 2

- 1 He jumped out of the tin and ran from the kitchen.
- 2 He stopped running and looked at the fox.

See *Get Writing!* Book, p.14.

**DAY 3**

<b>Day 3 timetable</b> See guidance below for activities in <b>bold</b> . See pp.60–61 for other Day 3 activities.	a. Daily Speed Sounds Lesson	e. Questions to Talk About
	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 Seth doesn't notice the last gingerbread man wink.
- p.10** **TOL** about what Seth does after he gets the gingerbread men out of the oven.
- p.11** Freeze Frame Seth's expression when he sees the gingerbread man jump up. **TTYP**: How is Seth feeling and why? *Amazed/Shocked/Cross.*
- pp.12–13** **TOL** about what the gingerbread man does and says. **MTYT** (with feeling): *"Run, run, as fast as you can! You can't catch me. I am the gingerbread man!"*
- p.13** Who helped Seth and Ann chase the gingerbread man? **TTYP**: Why did the gingerbread man keep on running?
- p.14** **TOL** about what the fox offers and why the gingerbread man accepts.
- p.15** **TOL** about what the fox is going to do with the gingerbread man. **TTYP**: Do you think the gingerbread man is clever or foolish? Explain why.



**GW** **Build a Sentence**

Tell children that tomorrow they will write about what happened to the gingerbread man. Explain that today you are going to help them build up a sentence in role as the gingerbread man as he runs away.

1. Display the picture of the runaway gingerbread man (online file 5.4d). Say the simple sentence: *You can't catch me.*
2. **TTYP**: Where do you go? For example, *over hills/through woods/across a river/up a tower/into the bushes/under fences/across fields/along a train track*. Use ideas to build up the sentence, e.g. *You can't catch me as I run under fences and race through the woods*. Encourage children to add as many ideas as they can.
3. Ask partners to decide on their own sentence and to practise saying it until they can remember it. Select a few partners to say their sentences to the group.
4. Ask children to write their own sentence on p.14 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 About the Gingerbread Man</b>
	<b>d. Vocabulary</b>	h. Handwriting

**Grammar**

1. Tell (or remind) children that when we are writing about things that happened in the past, we add the suffix *-ed* to the end of some verbs.
2. On the board write *I look at my friend*. Use **MTYT** to say the sentence. Use **TTYP** for children to identify the verb (*look*). Point out how this is in the present tense. Demonstrate how to turn the verb into the past tense by adding *-ed* (*looked*).
3. Ask children to complete the Grammar activity on p.15 of their *Get Writing!* Book.
4. Ask children to **TTYP** to check if they have written 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 written the words: *jumped, walked, ran.*)

**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. Tell (or remind) children that **adjectives** can describe people, animals or things. Use **MTYT** to say the sentences: *The first tortoise was slow. The second tortoise was slower. The third tortoise was the slowest.* Point out how the endings *-er* and *-est* help us to compare things.
3. Ask children to turn to the Vocabulary activity on p.15 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 written the same words and if not, to discuss which are correct and why.
5. Tell children the correct responses and explain any difficult points. (Children should have written: *fastest; colder, coldest.*)

**Write About the Gingerbread Man**

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

1. **TOL** about when you have had to run to catch something or to get somewhere in time, e.g. to catch a bus, a dog, your little brother or sister at the park, getting to school on time. Explain how you felt, e.g. *out of breath, tired, a sense of urgency*. **TTYP**: When have you had to run quickly? What did you feel?
2. Use online file 5.4 (tab g onwards) for this activity. Tell the children that Seth has returned home without finding the gingerbread man. His mother comes to visit him later in the evening and she asks him lots of questions about what happened. Ask children to take on the role of Seth, telling the story of his day while you play the role of Seth's mum. Explain that after the talk, children will write down their own account of what happened to the gingerbread man. Ask children to turn to p.16 in their *Get Writing!* Book.
3. Ask the first question and encourage children to respond orally. Prompt them to expand their answers into full sentences and to add extra detail with their own ideas. Continue to talk through all the questions, using **MTYT** to create full sentences based on children's ideas.
4. Go back to the first question and use the online file (tab g) to model how to write one of the children's responses on the board. **TOL** as you refer to some of the Useful words on p.16 of the *Get Writing!* Book. Keep re-reading the sentence as you write to make sure it makes sense.

5. Hide your writing. Ask children to discuss their first sentence with their partner and say it aloud until they can remember it. Select a few partners to say their sentences to the group. Then children can write their own sentence on p.16 of their *Get Writing!* Book. (Encourage them to not to simply copy your sentence, but to create their own.) Point out the Useful words and encourage children to use some of these words in their writing. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.
6. Repeat Steps 4 and 5 (demonstrate how you write, then ask children to write) with all the questions on pp.16–17 of the *Get Writing!* Book, modelling possible responses for as long as children need support.

**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 About the Gingerbread Man (continued)</b>	f. Linked Text



**Write About the Gingerbread Man (continued)**

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