

Look and listen

The Gingerbread Man/The Three Billy Goats Gruff

Key text features

For each 'text', a key incident from a familiar story is depicted.

- The Teaching text is a picture of the Gingerbread Man arriving at the river, pursued by a line of people and creatures (access on CD ROM or online at My Rising Stars).
- The Practice text is a picture of the Troll arriving on the bridge to confront Big Billy Goat Gruff (see p13).

Reading the Teaching text: The Gingerbread Man

The Teaching text can be accessed on the whiteboard modelling software CD ROM and online at My Rising Stars.

- Which story is this picture about? [*The Gingerbread Man*] Listen to the audio retelling of the story.
- Can you tell me the names of all of the people and animals that are chasing the Gingerbread Man in this picture? [*Little Old Woman, cat, dog, Little Old Man, horse, sheep*].
- And what's that in the doorway? Oh yes, it's a... ? [*hen/chicken*]

Read the teacher's script below aloud to the children. Some of what you read out will be incorrect. The children should mark/cross the parts of the picture (or on screen) to show which bits are wrong. Read slowly, giving them time to mark their picture.

[Adult : Don't read the words in square brackets. This is only there to help you.]

Teacher's script

I'm going to tell you some things about the picture, but I can't see your picture and some of the things I say might be wrong. If I say something and you think it's wrong, I want you to put a cross on the thing that's wrong.

Let's try.

The Gingerbread Man is running away. He's being chased by a lot of people and animals. But one of the animals isn't chasing. She's watching from the farmhouse door. She's a mouse.

Did I say something wrong? Yes – it's not a mouse. It's a hen. Did you put a cross on the hen? Show me. Remember, you don't have to say anything if I make a mistake, you just have to draw a cross on the thing I get wrong.

Questions

1. The Gingerbread Man is running away. Behind him, there's a Little Old Woman, and behind her there's a white and ginger badger. [cat]
2. The Little Old Man is number 5 in the line, and in front of him there's a cow. [dog]
3. The last of the animals chasing the Gingerbread Man is a giraffe. [sheep]
4. Just behind the Gingerbread Man is a Little Old Woman. She's looking very happy. [sad/cross]
5. Oh no. The Gingerbread Man has a problem. He can't run any further because there's a busy road [river] in front of him.
6. But he's not too worried. He can see a rabbit [fox] in front of him. She'll help him to get across.

Talk-about questions

Ask these questions after the children have done the comprehension activities.

- What happened next? Can anyone tell me how the story ends?
- What do you think the fox is thinking now? How do you know?

Extending reading

Retellings of the *Gingerbread Man* and *Billy Goats Gruff*

Each Peach Pear Plum by Janet and Allen Ahlberg (9780670882786, Puffin 1999)

Mixed Up Fairy Tales by Hilary Robinson and Nick Sharratt (9780340875582, Hodder Children's Books 2005)

Moving into writing

- Listen again to the audio recording of *The Gingerbread Man* while the children look at their picture.
- Let the children work in pairs. Each child should use their picture to retell part of the story to their response partner.
- Show children the names of the Gingerbread Man and the Fox.
- Let the children work with their response partner to role-play a more extended dialogue between the Gingerbread Man and the Fox. Give both children the opportunity to try out both parts.
- Show the children a speech bubble. If the Gingerbread Man were speaking, what is the most important thing he would say to the Fox? If the Fox were speaking, what is the most important thing he would say to the Gingerbread Man?
- Create a shared word bank of key words that children might need support with in spelling.
- Give children speech bubbles to write their ideas in.

Listening Comprehension: Questions and Answers

Q1: Who made the Gingerbread Man?

A1: The Little Old Woman.

Strategy: The children may know the answer from their own experience of the story. Ask them to listen again to the opening of the story and to raise their hands when they hear the answer to the question, which begins with the word 'Who'. Ask them whether it would be sensible to suggest a place or a time in answer to that question. Identify the fact that the question word 'Who' needs a person or character as the answer.

Q2: What did she use for his eyes?

A2: Currants.

Strategy: The children may know the answer from their own experience of the story. Ask them to listen again to the relevant part of the story and to raise their hands when they hear the answer to the question, which begins with the word 'What'. Ask them whether it would be sensible to suggest a person or a time in answer to that question. Identify the fact that the question word 'What' needs a thing as the answer.

Q3: Where did the Gingerbread Man meet the Fox?

A3: At the river.

Strategy: The children may know the answer from their own experience of the story. Ask them to listen again to the relevant part of the story and to raise their hands when they hear the answer to the question, which begins with the word 'Where'. Ask them whether it would be sensible to suggest a person or a time in answer to that question. Identify the fact that the question word 'Where' needs a place as the answer.

Teaching text: The Gingerbread Man

Cracking the questions

Question	Answer	Focus	Strategy
1. The Gingerbread Man is running away. Behind him, there's a Little Old Woman, and behind her there's a white and ginger badger.	badger cat	1a 1b	Encourage the children to point with their fingers or their eyes at each of the characters you mention. If you say something wrong, they should cross out the character you get wrong. Check they understand the vocabulary 'behind'.
2. The Little Old Man is number 5 in the line, and in front of him there's a cow.	cow dog	1a 1b	Tell them to check everything you say. Is the Little Old Man really number 5? Check they understand the vocabulary 'in front'.
3. The last of the animals chasing the Gingerbread Man is a giraffe.	chicken sheep	1a 1b	Remind children to point with their fingers and eyes to every character you mention. Check they understand the vocabulary 'last'.
4. Just behind the Gingerbread Man is a Little Old Woman. She's looking very happy.	happy sad/cross	1a 1b	You have introduced some new information focusing on a detail about the character. Remind them to check everything is true. Check they understand the vocabulary 'behind'.
5. Oh no. The Gingerbread Man has a problem. He can't run any further because there's a busy road in front of him.	road river	1a 1b	This time, they can't point to a character with their eyes, they need to point to a place. You have given two pieces of information about the place: (a) busy and (b) road. What is the most important thing that is wrong? Check they understand the vocabulary 'in front'.
6. But he's not too worried. He can see a rabbit in front of him. She'll help him to get across.	rabbit fox	1a 1b	Now, you're focusing on an event that will happen rather than a character. However, you are still talking about things the picture shows.

Reading the Practice text: The Three Billy Goats Gruff

- Which story is this picture about? [*The Three Billy Goats Gruff*]. Listen to the audio retelling of the story.
- Can you tell me the names of all of the animals in the picture? [*Troll, Little Billy Goat Gruff, Middle Sized Billy Goat Gruff and Big Billy Goat Gruff*].
- Which smaller creatures can you see? [*frogs, snails, birds, fish*]

Read this script aloud to the children. Read slowly, giving them time to mark their picture.

[Adult : Don't read the words in square brackets. This is only there to help you.]

Teacher's script

I'm going to tell you some things about the picture, but I can't see your picture and some of the things I say might be wrong. If I say something and you think it's wrong, I want you to put a cross on the thing that's wrong.

Let's try.

Lots of little animals have come to see what's happening. A family of cats is sitting on the bridge.

Did I say something wrong? Yes – it's not a family of cats. It's a family of snails. Did you put a cross on the snails? Show me.

Now listen carefully. You don't have to say anything if I make a mistake, you just have to draw a cross on the thing I get wrong.

Questions

1. Two of the Billy Goats have already crossed the bridge. They are lying down and having a sleep. [*standing up/watching/eating*]
2. The bridge goes over a busy road. [*river*]
3. Near the two Billy Goats who have crossed the bridge, there is a group of five [*two*] birds. One is watching to see what happens.
4. A fierce tiger [*troll*] is climbing onto the bridge.
5. It has sharp teeth, claws and three hairs [*two long horns*] on its head.
6. Sitting beside Big Billy Goat Gruff are some penguins [*frogs*]. They usually live in the river, but they have come out to see what's going on too.

Talk-about questions

Ask these questions after the children have done the comprehension activities.

- Big Billy Goat Gruff is about to walk across the bridge. What happens next?
- Can anyone tell me how the story ends?



Practice text: The Three Billy Goats Gruff

Cracking the questions

Question	Answer	Focus/Mark	Strategy
1. Two of the Billy Goats have already crossed the bridge. They are lying down and having a sleep.	sleep standing up/watching/eating	1a 1b	Remind the children to point with their fingers or their eyes at each of the characters you mention. If you say something wrong, they should cross out the character you get wrong. Check they understand the vocabulary 'already'.
2. The bridge goes over a busy road.	road river	1a 1b	This time, they can't point to a <i>character</i> with their eyes, they need to point to a place. You have given two pieces of information about the place: (a) busy and (b) road. What is the most important thing that is wrong? Check they understand the vocabulary 'over'.
3. Near the two Billy Goats who have crossed the bridge, there is a group of five birds. They're watching to see what happens.	five two	1a 1b	You have introduced some new information focusing on a detail in the picture. Remind them to check everything is true. Check they understand the vocabulary 'near'.
4. A fierce tiger is climbing onto the bridge.	tiger troll	1a 1b	You have given two pieces of information about the character: (a) fierce and (b) tiger. What is the most important thing that is wrong? Check they understand the vocabulary 'onto'.
5. It has sharp teeth, claws and three hairs on its head.	three long hairs two long horns	1a 1b	You have given information focusing on a detail in the picture. Remind them to check everything is true. Check they understand the vocabulary 'claws' and 'horns'.
6. Sitting beside Big Billy Goat Gruff are some penguins. They usually live in the river, but they have come out to see what's going on too.	penguins-frogs	1a 1b	Remind the children to point with their fingers or their eyes at each of the creatures you mention. Check they understand the vocabulary 'usually'.