

The Giant Gingerbread Man

Written by Jenny Feely

Illustrated by Scott Vanden Bosch



Getting ready for reading

Ask children if they have heard the story of the gingerbread man. If not, you could tell it to them. If they are familiar with the story, ask a volunteer to retell it for the rest of the group.

Talking through the book

You could say: *This is a story a lot like the story of the gingerbread man. It is called 'The Giant Gingerbread Man'. Ask the children to predict how the story might be different from the traditional tale. How might it end?*

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

What does the little old woman do when she sees the giant gingerbread man?

Why do you think the giant gingerbread man chased the little old woman?

The giant gingerbread man was very big. Does this mean he would hurt the little old woman? Why?

Being a code breaker

Vocabulary

- High-frequency words: *the, one, old, a, little, she, put, it, in, to, saw, said, and, out, of, as, he, ran, after, her, did, not, you, get, by, man, or, too, run, over, into, they, did, so*
- Word families: *man – ban, can, fan, pan, ran, tan, van, than*
cook – book, hook, look, crook, shook, took

Sounds and letters

- Hearing sounds: soft /g/ – *ginger, giant*; /j/ *jumped*; hard /g/ – *get, ground*

TEXT FEATURES

- **This story is an innovation on the traditional tale of the gingerbread man.**
- **Text is cumulative with repetitive sections.**
- **Text placement varies.**
- **Up to ten lines of text on a page.**
- **Colour illustrations support and extend the story.**
- **Line breaks support phrasing.**

Writing conventions

- Punctuation: capital letters, full stops, exclamation marks, quotation marks, commas
- Grammar: contractions – *you'll, let's*

Being a text user

Discuss:

Does this book teach you how to make gingerbread?

What does it teach you?

Is this a book you would recommend to someone else? Why? Why not?

Being a text critic

Discuss:

In the story, the little old man and woman are scared of the giant gingerbread man. Are all old people like this?

The gingerbread man is scary because he is a giant. Are all big things scary?

Literacy learning centres

Writing centre

Suggest that children can try writing a different ending for the story in which the giant gingerbread man does not get eaten. They can then compare endings.

Interactive literacy centre

Children practise and perform a readers theatre of the text. They can make simple masks to wear to identify themselves as the gingerbread man, the little old man, and the little old woman.

Book browsing centre

Collect versions of the story of the gingerbread man, such as *The Gingerbread Boy* by William Holdsworth. Children can compare the versions and list the things that are the same in each one, and the things that are different.



Keeping track

Children's personal response to a text provides information about their progress as text users. Listening to children's responses provides clues to inform future selection of guided reading material.