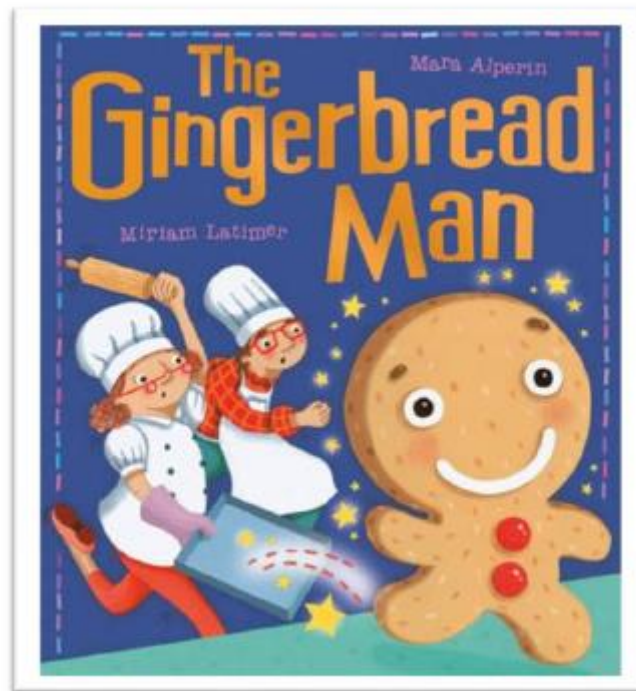



Literacy Wb 19.10.20



This video of this book being read can be found at

<https://www.youtube.com/watch?v=WCyG85kvf8g>

<p>Session 10:</p> <p>↔ Give meaning to marks as they draw and write</p> <p>Hear and say the initial sound in words</p> <p>Link sounds to letters</p> <p>Use some clearly identifiable letters to communicate meaning</p> <p>Write labels</p>	<p>Finish the rest of the story. TOL as you read sharing your thoughts and asking pupils questions to support understanding of what is happening. Make links with the fox in <i>Rosie's Walk</i>- they both wanted to eat the character in their story but the fox in the gingerbread man was a clever fox.</p> <p>Receive a letter from Mr. and Mrs. Baker about their 'Design a cake competition' (see resources). Discuss ideas for an award-winning cake – what could it have on it? What flavours would it be? A TA could scribe down some of these ideas on flip chart paper for pupils to refer to when they create their own (with images next to them to aid pupils' recall).</p> <p>Model drawing a cake, using the ideas shared and label parts of the cake, asking for support with initial sounds e.g. strawberries, jelly buttons, cream, custard.</p> <p> This could lead into pupils creating their own cake ideas during Continuous Provision for the competition. Tell the pupils that you will send them off to Mr. and Mrs. Baker for the competition.</p> <p>It would be nice to receive a letter back from Mr. and Mrs. Baker saying that they loved all the entries and will be making them in the bakery. They could have sent a variety of tasty treats from their bakery as a prize for the class. You could then model writing a thank you letter back to Mr. and Mrs. Baker. As you write this, you would focus on initial sounds.</p>
---	---

Monday

Rosie's walk can be found here

<https://www.youtube.com/watch?v=rYuINILGW1A>

Award Winning Cakes

Mr. and Mrs. Baker

Dear Children,

We have some exciting news for you.

We will be hosting a big cake making competition very soon and we thought you would like to take part.

Your teachers have told us that you all love baking so we thought this competition would be perfect for you.

The title of the competition is 'Award Winning Cakes' so you will need to design a brand-new cake for us and the winning designs will be baked in our bakery.

You will need to think about what your cake could have on it and what flavours it might have in it. Also think about the size of your cake.

You will need to send us a drawing of your cake with some labels on it so that we know what everything is. For example: jam dots, jelly buttons, cream.

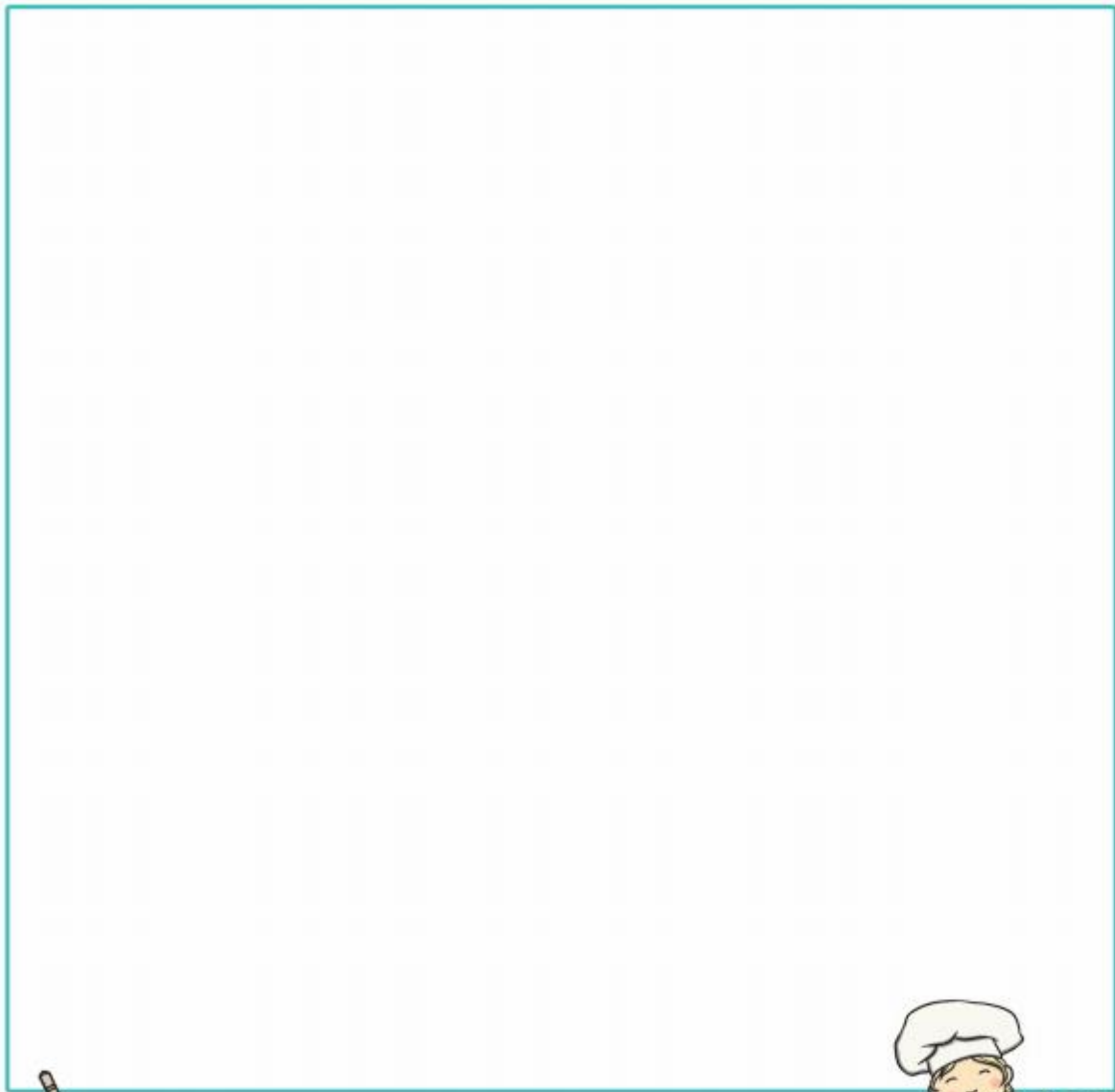
We are really looking forward to receiving your designs.

Good luck.

From

Mr. and Mrs. Baker

Design a cake to put in the competition. What colour will it be? What flavour? Etc



Tuesday

Session 11:

Introduce a storyline or narrative into their play

Use vocabulary and forms of speech that are increasingly influenced by experience of books

Investigate a model.

Using the shortened version of the text (see resources) and draw images to represent the story (story pathway). These images could have been built up as the unit progressed alongside the floor map.

Use the story pathway to orally retell the story, using actions to aid recall.

The Gingerbread Man by Mara Alperin
Shortened version of the text

Mr. and Mrs. Baker lived all alone. Day after day, they made lots of delicious treats, but they had no one to share them with and that made them sad. One day, Mrs. Baker made a little gingerbread man to cheer them both up. He had jolly jelly buttons and a big smile.

Suddenly, the gingerbread man popped up and skipped off. 'Run, run, run as fast as you can, you can't catch me, I'm the gingerbread man!' Mr. and Mrs. Baker chased the gingerbread man, but he was too quick for them and he ran off.

The gingerbread man saw a hungry cow who wanted to eat him. 'Run, run, run as fast as you can, you can't catch me, I'm the gingerbread man!' He ran away from the cow.

The gingerbread man ran all the way down the hill and got to a river. He stopped. Just then, a fox appeared. 'I can help you cross the river'. The gingerbread man hopped onto the fox's back. 'Climb onto my head' said the fox. The gingerbread man scrambled up. Suddenly the fox tossed the gingerbread man up in the air and opened his mouth wide. SNAP! That was the end of the gingerbread man!

Wednesday

Draw three pictures from the *Gingerbread Man* story and orally retell to an adult.

Friday

Underneath each picture label what is happening (see template, but you can chose to complete on a larger piece of paper if your child wishes to paint their pictures)

Questions to consider

Have they given meaning to their marks as they draw, write and paint?

Can they link sounds to letters?

Can they hear and say the initial sound in words?

Are they beginning to use recognisable letters to convey meaning?

Are they beginning to write labels?

The Gingerbread Man Story by _____

