



Level 27

Word Count 815

Text Type Procedure

High-Frequency draw

Word/s Introduced

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to critical analysis  
(text critic or analyser)*

## BEFORE READING

Have the students read the title and the name of the author and photographer on the front cover. Ask the students – *Have you ever eaten gingerbread? What does it taste like? What ingredients do you think are needed to make gingerbread men?* (List them on the board.)

## DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

**Pages 2–3** *Name three things that are made in this bakery. What does the word savoury mean?*

**Pages 4–5** *Who makes the gingerbread men? How many are made at one time?*

**Pages 6–7** *Compare the list of ingredients in Kim's recipe with the list on the board. Which ingredients on the students' list were correct?*

**Pages 8–11** *When all the ingredients are mixed together, what is the mixture called? What is the machine that Kim puts the dough through?*

**Pages 12–13** *At what temperature are the gingerbread men baked? How long does it take for them to cool?*

**Pages 14–15** *What do Abbey and Shamima do at the bakery?*

**Pages 16–17** *What is a funnel? What does Kim use it for?*

**Pages 18–19** *How does Kim make the icing dark brown?*

**Pages 20–21** *Why did the girls make one gingerbread man look angry?*

**Page 22** *Why are Kim and the girls proud of their gingerbread men?*

A Hairy Story

Unusual  
Creepy-Crawlies

Carla Visits  
Tin Can Bay

Making  
Gingerbread Men

Accident in  
the Forest

Chinese New Year

The Magic Horse

Predators

## AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Remind the students to read the labels on the photographs for extra information.

# CODE BREAKER



## Developing Specific Skills

Word building – *ough* words

See the BLM.

# TEXT USER



Read again the ingredients and method for making gingerbread (pages 6–13). Ask the students – *Do you think gingerbread would be difficult to make? If you made gingerbread men would you follow Kim's recipe exactly? What would you change?*

See the BLM.

## MEANING MAKER



Read pages 2–5 and make a list of all the foods that are made in this bakery. Ask the students – *What do you think is the most common ingredient in these foods? Why are the bakers and the children wearing white plastic gloves while they are preparing the food and baking?*

## TEXT CRITIC



Ask the students to look closely at the photographs which accompany the text. Ask the students – *Do you think they match the text and add further information? Select one photograph which you think matches the text well. Select one photograph which you think does not match the text. Are the labels on the photographs helpful?*

## 27d Making Gingerbread Men

Name \_\_\_\_\_

There are many words which end with the letters *ough*. Dough is one example from the book, *Making Gingerbread Men*. But, words with this letter pattern do not all sound the same. For example –

- dough – sounds like *go*
- cough – sounds like *off*
- rough – sounds like *tuff*
- through – sounds like *shoe*

Write down as many words as you can which end in *ough*.

\_\_\_\_\_

Now write sentences with the following *ough* words –

dough \_\_\_\_\_

\_\_\_\_\_

cough \_\_\_\_\_

\_\_\_\_\_

rough \_\_\_\_\_

\_\_\_\_\_

through \_\_\_\_\_

\_\_\_\_\_

## 27d Making Gingerbread Men

Name \_\_\_\_\_

Kim's recipe for gingerbread makes 100 gingerbread men. Here are his ingredients –

700 g butter	2,700 g soft flour
350 g white sugar	35 g baking soda
350 g brown sugar	10 g mixed spice
855 g golden syrup	20 g ground ginger
8 eggs	

If you wanted to make gingerbread men at home, this recipe would make too many. Write Kim's recipe again so that it will make only 10 gingerbread men. The first ingredient and the eggs are calculated for you.

70 g butter	_____ g soft flour
_____ g white sugar	_____ g baking soda
_____ g brown sugar	_____ g mixed spice
_____ g golden syrup	_____ g ground ginger
1 egg	

Write the method for making gingerbread, using the story to help you. The first two steps are completed for you. (Use the back of the sheet to write the remaining steps.)

1. Weigh the butter, the sugars, and the golden syrup and pour them into a bowl.
2. Crack the eggs into a jug and pour them into the bowl, too.
3. \_\_\_\_\_

### **Research Tasks**

Choose one of the research tasks below.

1. The History of Gingerbread

- In which country was gingerbread originally made?
- What other popular shapes is gingerbread made into?
- What special time of the year is gingerbread often eaten?
- What traditional stories have gingerbread in them?

Use an encyclopedia, books, or the Internet to help you find your information. Make a poster with your information to present to the class. Your poster should include –

- A clear heading
- Drawings
- Your information in your words
- The name of the book, encyclopedia, or Internet site where you found your information.

2. Being a Baker

Ask your teacher to help you contact your local bakery. Arrange a time when you can interview the baker. Here are some questions you could ask. Think of any other questions as well.

- How long have you worked as a baker?
- What special training did you need to become a baker?
- What time do you start work in the morning?
- What types of breads or cakes do you bake?

Write a report from the information you have received. Present your report to the class.