

# Greedy Gretel



## The story

Gretel is King Kelly's cook. She is very greedy. One day, the king asks Gretel to cook a chicken because Prince Plum is coming. Gretel cooks the chicken but Prince Plum is late. King Kelly goes to look for him. The chicken smells good, so Gretel eats one leg, then the other, and finally eats the whole chicken. She throws the bones on to the kitchen fire. King Kelly comes back and tells Gretel to bring the chicken because Prince Plum is coming. Gretel is worried. Prince Plum arrives with a present for the king in a box. When he knocks on the door, Gretel answers it and tells the prince that the king is going to eat him! The prince runs away. Gretel tells the king that Prince Plum has stolen his chicken, so King Kelly chases him. When the king catches Prince Plum, the prince shows him the present in the box. It's a cake. They go back to the castle. Gretel tells them that she ate the chicken. She has to eat bread and drink water for a week.

## Introduce the book

### The cover



- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat after you.
- Point to the picture on the cover. Point to Gretel and ask *Who is this?* and elicit from the children that it is Gretel. Point to her name on the cover as they say her name. Then point to the chicken and ask *What is she eating? What other foods can you see?*

## Greedy Gretel

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- Elicit from the children what *greedy* means (eating too much).
- Then say *Look at her clothes. Are they nice clothes? Is Gretel rich or poor?*
- Talk about how we can tell the story takes place in the past by the style of her clothes.

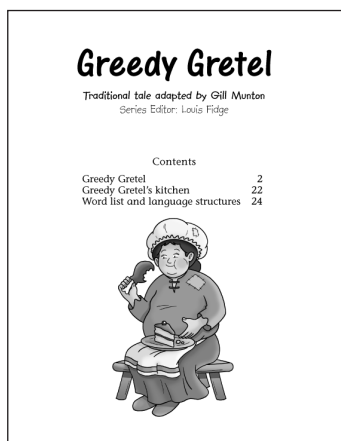
- Tell the children to look at the picture. Ask *Who can you see? What is she eating? What is on her plate? Is she thin or fat? Why is she fat?*



### Greedy Gretel

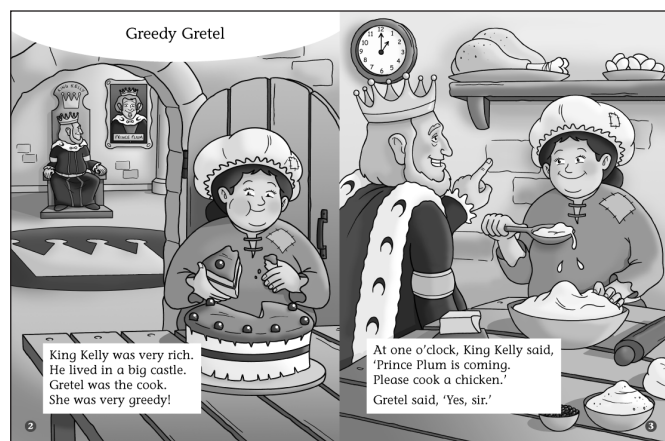
The story can be played at any time.

### The contents page



- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you. Point to the words *Traditional tale adapted by*. Explain to the children that a *traditional tale* is a story that has been told for many years and that an *adaptation* is a simple version of the story.
- Point to the word *Contents* and the contents list. Elicit from the children what it tells them about the book (what is in it and on what page). Read the title of the story (Greedy Gretel). Elicit from the children what they think the story is about. Then elicit from the children what page it is on.

## Pages 2 and 3



### Word list

*a, at, big, castle, chicken, coming, cook (n), cook (v), Greedy Gretel, he, in, is, King Kelly, lived, o'clock, one, please, Prince Plum, rich, said, she, sir, the, very, was, yes*

### Language summary

past simple tense, telling the time, present continuous tense, requests

### Preparation

Wordcards: 1, 9, 16, 29, 30, 32, 33, 53, 55, 58, 67, 69, 72, 79, 89, 93, 100, 102, 105, 106, 111, 112, 119, 133, 135, 144 plus punctuation

### Materials

cooking pan, lots of pretend money, a picture of a cooked chicken

## Before reading

- Before looking at the pages, teach the names *King Kelly*, *Gretel*, and *Prince Plum*. Write them on the board. Explain that these are the main characters in the story. Remind children that we use capital letters at the beginning of people's names. Elicit from the children what a king and a prince are. If necessary draw a head with a crown on and explain. Then ask *What sound does king start with? What sound does Kelly start with? (/k/)* *What sound does prince start with? What sound does plum start with? (/p/)*.

- Then teach the words *cook* (both the verb and the noun), *castle*, *rich* and *chicken*. Take the cooking pan and pretend to cook. Say *cook*. Write it on the board and encourage the children to repeat it after you. Explain to the children that *cook* is the action and the person who does it.
- Hold up the picture of the chicken and elicit from the children what it is. Write *chicken* on the board and encourage the children to repeat it after you. Then say *I cook the chicken*. and pretend to cook the picture in your pan.
- Hold up all the money you have brought with you and say *I am rich*. Write *rich* on the board and encourage the children to repeat it after you.
- Finally, draw a simple picture of a castle on the board and teach it in the same way. Point to each new word at random and ask the children to read it with you.
- Ask *Which words have a /tʃ/ sound? What word sounds the same as book?*
- Tell the children to open their books to pages 2 and 3. Open your own book and hold it up.
- Tell the children to look at the picture on page 2. Ask *What is Gretel doing? Is she greedy? Who is the man? How do you know? What is he wearing on his head? What colour are his clothes? What is he sitting on? Is he rich?* (introduce *crown* and *throne* if appropriate). Then say *Look at the picture on the wall. Who is it? How do you know?* Point out the name under the picture if necessary.
- Tell the children to look at the picture on page 3. Ask *Where are Gretel and King Kelly? How do you know? What time is it? What meal do we eat at this time? What food can you see? Is the chicken cooked? What is Gretel doing? What is the king pointing at? What is King Kelly saying to Gretel?* and elicit suggestions from the children.

### During reading

- Read the title again. Elicit from the children why *Gretel* starts with a capital letter (it's a name). Then ask *How many words can you see? Do they start with the same sound? What sound do they start with? (/g/)*.
- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Gretel and King Kelly.
- Ask *Can you see the word greedy? Can you see the word Gretel? Can you see the word King? Can you see the word Kelly? Can you see the word rich? Can you see the word castle? Can you see the word cook? Can you see the word chicken?*
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite three children to be the narrator, King Kelly and Gretel. They can read both pages out loud.
- Read page 2 to the class again. Say the following sentences and encourage the children to complete them:  
*King Kelly was very ... .*  
*King Kelly lived in a big ... .*  
*Gretel was the ... .*  
*Gretel was very ... .*
- Ask *How many full stops can you see?* Elicit why we need them. Read the last sentence with expression and point out the exclamation mark. Explain that exclamation marks are used to draw our attention to something unusual or surprising.
- Read page 3 to the class again. Ask *What did King Kelly say to Gretel? Was he polite? What word did he use?*

### After reading

- Write *King Kelly was very rich.* on the board. Ask the class to read it. Rub out *rich*. Ask the class to suggest other words that could go in the space, e.g. *old, tall, friendly* etc. Encourage the children to read each new sentence you make. Rub out *King Kelly* and write in other names in a similar way.

### Extension

Try replacing the word *castle* in *He lived in a big castle* with other words, e.g. *house*. Try replacing the word *chicken* in *Please cook a chicken*.

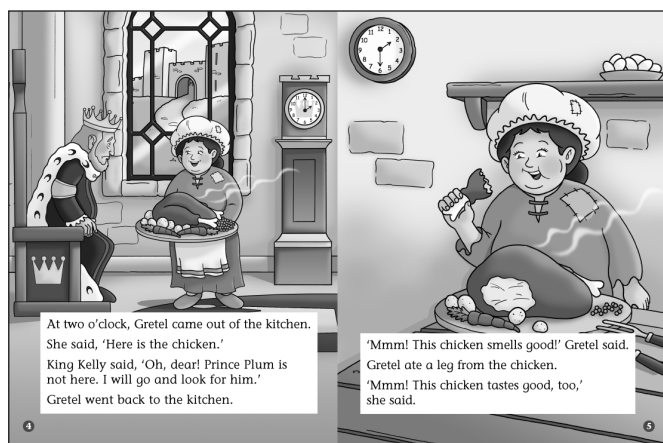
- Play some word games with the children. Write *big* on the board. Ask the children to read it. Then say each individual sound in the word (/b/ /i/ /g/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /big/ encouraging the children to repeat after you. Rub out the *i* and write in an *a*. Encourage the children to read the new word. Then rub out the *g* and write in a *d* and ask the children to read it (*bad*). Then rub out the *b* and write in an *s* and ask the children to read it (*sad*). Repeat with *h* to make *had*.
- Write *sing* on the board. Ask *What word from the story sounds the same as sing?* and elicit *king*. Ask the children for other words they know that sound the same, e.g. *wing, ring*.
- Ask *Do you want to be a king or a queen?* and elicit what things the children would do.

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 13 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



**Word list**

*a, and, at, ate, back, came, chicken, for, from, go, good, Gretel, here, him, I, is, King Kelly, kitchen, leg, look, Mmm!, not, o'clock, of, oh dear, out, Prince Plum, said, she, smells, tastes, the, this, to, too, two, went, will*

**Language summary**

telling the time, past simple tense, present simple tense, future tense with *will*

**Preparation**

Wordcards: 1, 6, 10, 11, 13, 25, 30, 44, 46, 49, 51, 55, 61, 62, 64, 69, 72, 73, 75, 80, 83, 88–91, 98, 102, 106, 110, 111, 113, 116, 119, 126, 129, 130, 132, 138, 140 plus punctuation

**Materials**

a food item that smells and tastes good  
objects the children know in English, e.g. book, ball etc.

**Before reading**

- Before looking at the pages, teach the words *smells, tastes* and *kitchen*. Smell the food item that you have brought in with you. Exaggerate the smelling action. Say *smells* and encourage the children to repeat the word after you. Write *smells* on the board. Ask *What smells good? What smells bad?*

- Then eat a little of the food item. Make a noise to show that it tastes nice and say *It tastes good. Tastes*. Write *tastes* on the board. Ask *What tastes good? What tastes bad?*
- Ask *Where do we cook food?* Write *kitchen* on the board and encourage the children to repeat the word after you. Ask *Have you got a kitchen? What do you do in the kitchen? What is in the kitchen?*
- Remind the children what *leg* means. Write it on the board and ask them to read it. Say *Touch your leg*.
- Tell the children to open their books to pages 4 and 5. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 4. Ask *What is Gretel carrying? Is the chicken cooked? How do you know? What time is it? Has Prince Plum come? How do you know?* (we can't see him and the king looks sad).
- Tell the children to look at the picture on page 5. Ask *Where Is Gretel? What time is it? What is she doing? Why is she eating the chicken? Does the king know? Will he be happy?*
- Ask *Do you like chicken? How do you cook it?* and encourage the children to tell you their favourite recipes.

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Gretel and King Kelly.
- Ask *Can you see the word chicken? Can you see the word kitchen? Can you see the word King? Can you see the word Kelly? Can you see the word smells? Can you see the word good? Can you see the word tastes?*

- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite three children to be the narrator, King Kelly and Gretel. They can read both pages out loud.
- Read page 4 to the class again. Ask *What time is it?* and encourage the children to read the words that say the time. Then ask *What did Gretel say to King Kelly? What did King Kelly say?* and encourage the children to read the words inside the speech marks. Elicit from the children why we use speech marks.
- Say *Find and point to the word him. Who is him.* and elicit that it refers to Prince Plum.
- Then say *Find the words here and dear.* Encourage the children to read them with you. Then ask *Do they sound the same?*
- Read page 5 to the class again. Ask *What did Gretel say before she ate the chicken? What did she say after she ate the chicken?* and encourage the children to read the words inside the speech marks.
- Tell the children to look at both pages. Say *Find two words with /ʊ/ in the middle.* When the children have found *look* and *good* ask *What letters make the /ʊ/ sound?*
- Say *Find a number word on page 4.* When the children have found *two*, say *Find a word that sounds the same on page 5.* Discuss the difference between *two* and *too*. (They are examples of homophones – words that sound alike but have different meanings.)

### After reading

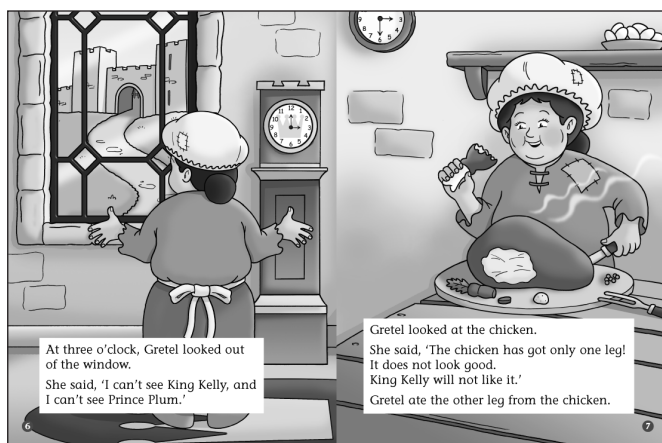
- Invite four children to the front of the class. Give each child a wordcard in random order. Use: *Here, is, the, chicken*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Here is the chicken*. When the children are in the correct order, write the sentence on the board.
- Rub out *chicken* and hold up a book. Ask the children to complete the sentence. Repeat this with the other objects you have brought in with you.
- Play some word games with the children. Write *leg* on the board. Ask the children to read it. Then say each individual sound in the word (/l/ /e/ /g/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /leg/ encouraging the children to repeat after you. Rub out the *e* and write in an *o*. Encourage the children to read the new word (*log*). Then rub out the *l* and write in *fr* and ask the children to read it (*frog*). Repeat with *not* and the letters *h* (*hot*), *i* (*hit*).
- Then write *at* on the board and ask the class to read it. Add *e* to the end and ask the class to read the new word. Talk about how the *magic e* changes the short /æ/ sound and makes it into a long /eɪ/ sound. Add *g, l, h, pl* to the beginning of *ate* to make some new words.

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 14 in the Comprehension and Vocabulary Workbook.

Pages 6 and 7



**Word list**

*and, at, ate, can't, chicken, does, from, good, got, Gretel, has, I, it, King Kelly, leg, like, look, looked, not, o'clock, of, one, only, other, out, Prince Plum, said, see, she, the, three, will, window*

**Language summary**

telling the time, past simple tense, future tense with *will*

**Preparation**

Wordcards: 6, 10, 11, 28, 30, 37, 46, 51, 52, 55, 56, 64, 70–72, 75, 77, 80, 81, 88–90, 93, 94, 97, 98, 102, 106, 109, 111, 119, 127, 140, 141 plus punctuation

**Before reading**

- Before looking at the pages, teach *window*. Point to a window in the classroom and say *window*. Write the word on the board and encourage the children to repeat it after you. Then say *Point to the window. What can you see out of the window? What sound does window start with?* Point to the word on the board and ask *Can you see some small words?* Give the children an example, e.g. *in*. Other words are *win, wind*.

- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 6. Ask *What time is it? What is Gretel doing?* Encourage the children to use *looking out* in their answers. Then ask *Who is she looking for? Can she see King Kelly and Prince Plum?*
- Tell the children to look at the picture on page 7. Ask *Where is Gretel? What time is it? What is she eating?* Encourage the children to refer to the chicken leg she is eating as *the other chicken leg*. Then ask *What will King Kelly say?*

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Gretel.
- Ask *Can you see the words looked out? Can you see the word window? Can you see the word King? Can you see the word Kelly? Can you see the word leg? Can you see the word good?*
- Read the text again and encourage the children to repeat each sentence after you.
- Explain that *can't* means *cannot*. Make sure the children understand the words *only* and *other* (*only* – a single one, *other* – an additional one of something that has already been mentioned).
- Read both pages again together as a class.
- Invite two children to be the narrator and Gretel. They can read both pages out loud.
- Read page 6 to the class again. Ask *What time is it?* and encourage the children to read the exact words from the page that say the time.

- Say the following sentences and encourage the children to complete them:  
*Gretel looked out of the ... .*  
*She said, 'I can't see ... , and I can't see ... .'*
- Say *Find and read* three and see. *What sound do they end with? Do they sound the same? What letters make the sound?*
- Point to the comma after *Kelly* on page 6. Read the whole sentence again. Explain that a comma tells the reader to take a short pause.
- Read page 7 to the class again. Ask *What did Gretel say before she ate the other chicken leg?* and encourage them to read the words inside the speech marks. Elicit from the children why we use speech marks.
- Say *Find the word* it. Elicit from the class what it refers to. They will need to look back two sentences to find the reference (the chicken).
- Say *Find and read* look good. *What sound is the same?*
- Talk about the difference between *look out of* and *look at* (look out of – look through something, look at – focussing on something). Give some examples to make the meanings clear, e.g. *Gretel looked out of the window* (you could look out of the classroom window to demonstrate), *Gretel looked at the chicken* (demonstrate looking at something in the classroom). To make sure the children have understood, give them some instructions, e.g. *Look at the door, book* etc.
- Write *The chicken has got only one leg.* on the board and ask the class to read it. Draw a simple face on the board with only one eye. Ask *What is wrong?* and elicit *The face has got only one eye.* Elicit from the children the words they have to change on the board to make this new sentence. Do other simple drawings, e.g. a person with one leg, a bike with one wheel etc. and ask the children to change the sentence each time.

### After reading

- Invite six children to the front of the class. Give each child a wordcard in random order. Use: *Gretel, looked, out, of, the, window.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Gretel looked out of the window.* When the children are in the correct order, write the sentence on the board. Ask *What did Gretel see out of the window?*
- Play *I spy* in the classroom. You begin by saying *I can see something beginning with /w/.* The first child to guess what it is (window) can choose another object for the class to guess.
- Write *it* on the board. Ask the children to read it and to tell you the two sounds in the word. Add *h* to the beginning and encourage the children to read the new word. The rub out the *i* and write in *o*. Then rub out the *h* and write in *g*.
- Ask *Will King Kelly and Prince Plum come? What will they say about the chicken? What will Gretel do?*

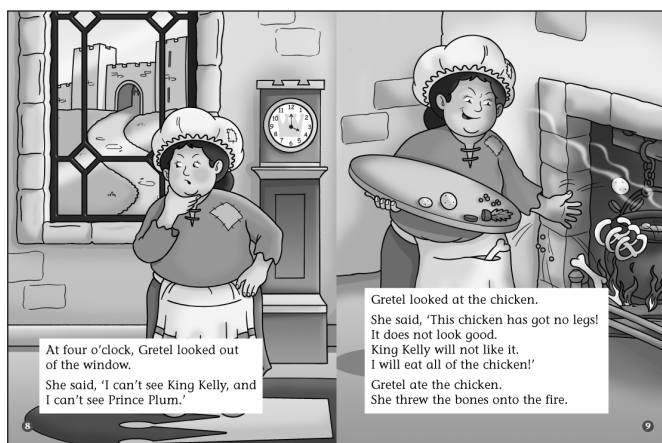
### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 15 in the Comprehension and Vocabulary Workbook.



Pages 8 and 9



**Word list**

*all, and, any, at, ate, bones, can't, chicken, does, eat, fire, four, good, got, Gretel, hasn't, I, it, King Kelly, legs, like, look, looked, not, o'clock, of, onto, out, Prince Plum, said, see, she, the, this, threw, will, window*

**Language summary**

telling the time, past simple tense, future tense with *will*

**Preparation**

Wordcards: 4, 6, 7, 10, 11, 18, 28, 30, 37, 41, 42, 45, 51, 52, 55, 57, 64, 70, 72, 76, 77, 80, 81, 88–90, 96, 98, 102, 106, 109, 111, 119, 126, 128, 140, 141 plus punctuation

**Materials**

a pencil and a selection of other objects the children know in English

**Before reading**

- Before looking at the pages, teach *eat, bones* and *fire*. Mime eating something and say *eat*. Write the word on the board. Ask *What do you like to eat?* Encourage the children to answer *I eat ...*

- Draw a simple bone shape on the board (use the shape on page 9 of the reading book as a guide). Say *bone* and encourage the children to repeat it after you. Write *bone* on the board. Ask *Where are your bones?* Elicit from the children any animals they know that do not have bones, e.g. worms, jelly fish.
- Write *fire* on the board and tell the children what it means. Talk about how fire can help us and how it can be dangerous.
- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 8. Ask *What time is it? Who is Gretel waiting for? What is she thinking?* and elicit suggestions from the class.
- Tell the children to look at the picture on page 9. Ask *Where is Gretel? Where is the chicken? What did Gretel do with the chicken? Where is Gretel putting the chicken bones?* Encourage the children to use *throw* and *fire* in their answers. Then ask *Why is Gretel throwing the bones onto the fire? Can you see a chicken bone in Gretel's clothes?*

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Gretel.
- NB You may wish to read page 8 with the class before this stage as the text is the same as page 6 and they may feel confident enough to read it without any help.
- Ask *Can you see the words looked out? Can you see the word window? Can you see the word bones? Can you see the word fire?*
- Read the text again and encourage the children to repeat each sentence after you.

- Elicit that *can't* means *cannot*.
- Read both pages again together as a class.
- Invite two children to be the narrator and Gretel. They can read both pages out loud.
- Read page 8 with the class again. Ask *What time is it?* and encourage the children to read the exact words from the page that say the time. Compare pages 8 and 6. Tell the children to look at the text on page 6. Ask *What word is different?*
- Read page 9 with the class again. Ask *What did Gretel say when she looked at the chicken? What did she do?* For both questions, encourage the children to read the exact words from the text that give them the answers.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Say *Find the word and. What words sound the same as and?, e.g. sand, hand.*
- Write *The chicken has got no legs.* on the board and ask the class to read it. Draw a simple face on the board with no eyes. Ask *What is wrong?* and elicit *The face has got no eyes.* Elicit from the children the words they have to change on the board to make this new sentence. Do other simple drawings, e.g. a person with no legs, a bike with no wheels etc. and ask the children to change the sentence each time.
- Play some word games with the children. Write *like* on the board. Rub out the *l* and write in *b* and encourage the children to read the new words.
- Then write *bone* on the board. Rub out the *b* and write in *st* and encourage the children to read the new word. Point out that *bone* and *like* end with a *magic e* which gives the vowel in the middle of each word a long sound.
- Write *all* on the board. Ask *What words sound the same?* Show the children how to make these words by adding letters to the beginning of the word, e.g. *ball, wall, fall, call, tall* etc.
- Write *out* on the board. Ask *What word do we get when we add sh?* They can shout the answer!
- Ask *Who was the chicken for? Was it fair of Gretel to eat the chicken? Why did she eat it? What will happen when the king finds out?*

### After reading

- Draw a clock on the board and write *four o'clock* underneath it. Draw the hands to show 4 o'clock and ask the class to say *four o'clock*. Rub out the word *four* and change the hands on the clock to read three o'clock. Ask the children to tell you the new time and write it on the board. Continue changing the hands and eliciting new times: *one o'clock, two o'clock*.
- Hold up a pencil and ask *Can you see the pencil?* Elicit the response *Yes, I can*. Hide the pencil under a book and repeat the question. Elicit the response *No, I can't*. Repeat with different objects.

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 16 in the Comprehension and Vocabulary Workbook.

Pages 10 and 11



**Word list**

*at, back, bring, came, chicken, coming, five, he, is, King Kelly, me, o'clock, Prince Plum, said, the*

**Language summary**

telling the time, past simple tense, present continuous tense, imperatives

**Preparation**

Wordcards: 10, 13, 21, 25, 30, 32, 43, 59, 69, 72, 82, 89, 102, 106, 119 plus punctuation

**Materials**

objects the children know in English, e.g. pen, book, ball, bag etc

**Before reading**

- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *What time is it? Is King Kelly back? Where is he? What is he doing? What food is on the table? What is King Kelly holding? Why? What does he want to eat? Where is Gretel? What is she holding? Does the king know Gretel ate the chicken? How do you know?* If necessary, tell them to look at the king's face for clues.

- Then ask *What is the king saying to Gretel?* and elicit suggestions from the class. Say *Look out of the window. Who is coming? What is the prince carrying? What is in the box?* and elicit suggestions from the children.
- Talk about presents. Ask *When do we give presents? When do we get presents?* Talk about the excitement of trying to guess what is in a present when it is wrapped up.

**During reading**

- Read the text to the class slowly and clearly. Read the page again pointing to each word as you read it. If you wish, use a different voice for King Kelly.
- Ask *Can you see the words King Kelly? Can you see the word chicken? Can you see the words Prince Plum?*
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand *came back* and *bring*.
- Read both pages again together as a class.
- Invite two children to be the narrator and King Kelly. They can read the page out loud.
- Ask *What time is it?* and encourage the children to read the exact words from the page that say the time.
- Say the following sentences and encourage the children to complete them:  
*At five o'clock, King Kelly ... .*  
*He said, '... is coming. Bring me the ... .'*
- Say *Find three words that end with /ɪ/. (king, coming, bring)*
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

### After reading

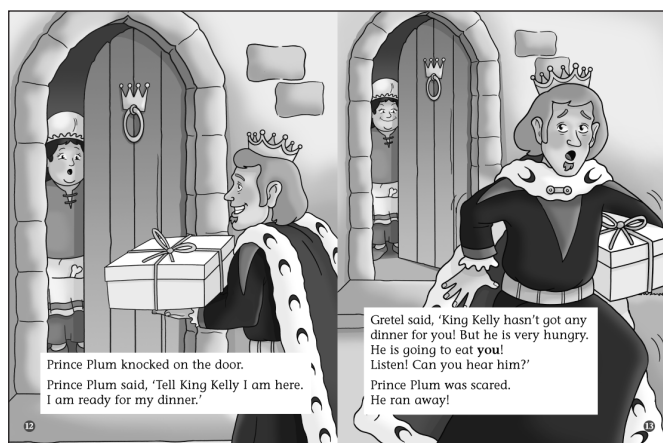
- Write *Prince Plum is coming.* on the board and ask the class to read it. Rub out *Prince Plum* and write in a child's name. Beckon to the child, indicating for them to come out to the front of the class. Ask the rest of the class to say the sentence as the child comes out. Repeat with other children.
- Place the objects you have brought in with you on your table. Invite a child to the front of the class. Write *Bring me the pencil.* on the board. Ask the child to read the sentence out loud and to follow the instruction. Repeat with other objects and other children.
- Play a word game with the children. Write *came* on the board. Rub out the *c* and write in *g* and encourage the children to read the new word. Repeat with the letters *n* and *s*.
- Talk about what food the children would choose if they were having a special dinner.
- Ask *Will Gretel tell King Kelly about the chicken? What will he say? What will happen next?*

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 17 in the Comprehension and Vocabulary Workbook.

Pages 12 and 13



**Word list**

*am, any, away, but, can, dinner, door, eat, for, going, got, Gretel, hasn't, he, hear, here, him, hungry, I, is, King Kelly, knocked, listen, my, on, Prince Plum, ran, ready, said, scared, tell, the, to, very, was, you*

**Language summary**

past simple tense, present simple tense, future tense with *going to*

**Preparation**

Wordcards: 5, 7, 12, 23, 27, 34, 39, 41, 44, 50, 52, 55, 57–64, 69, 72, 74, 78, 85, 92, 102–104, 106, 108, 118, 119, 129, 133, 135, 146 plus punctuation

**Before reading**

- Before looking at the pages, teach the phrase *knocked on the door*. Go to the door of the classroom and knocked on it. Then turn to the class and say *I knocked on the door*. Invite some children to do the same. Say (*child's name*), *knocked on the door*. Write the phrase on the board and encourage the children to say each word with you as you write.
- Teach *dinner*. Write it on the board and explain what meal it is. Ask *Do we eat dinner in the morning? When do we eat dinner? What do you eat for dinner?*

- Teach *listen* and *hear*. Put your finger to your lips and say *Shh! Listen*. Make a quiet sound, e.g. tap a pencil on your table. Say *Listen* again and write it on the board. Make the noise again and ask *Can you hear?* Put your hand to your ear as though you are trying to hear something. Write *hear* on the board. Say *Shh! Listen. What can you hear?* and see what sounds the children can hear in the school by being quiet. Point out that the *t* in *listen* is silent.
- Write *I hear with my ear* on the board. Ask the children to find *ear* in *hear*.
- Teach *scared*. Pretend to be scared. Say *I'm scared*. Write *scared* on the board and encourage the children to repeat it after you. Ask *What makes you scared?* Ask the class to make scared faces.
- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 12. Ask *Who is at the door? Is he happy? What is he carrying? What is in the box?* and elicit suggestions from the class. Then ask *Who opened the door? How did Gretel know Prince Plum was at the door? Point out the knocker on the door. Ask Is Gretel happy? Why not? Can you see the chicken bone in her clothes?*
- Tell the children to look at the picture on page 13. Ask *What is the prince doing? Is he happy? How does he feel?* Encourage the children to use *scared*. Ask *Why is he scared? What did Gretel say?* and elicit suggestions from the class. Then ask *Is Gretel happy now? Why?*

### During reading

- Read the text to the class slowly and clearly. Read the page again pointing to each word as you read it. If you wish, use a different voice for each character.
- Ask *Can you see the phrase* knocked on the door? *Can you see the word* dinner? *Can you see the word* listen? *Can you see the word* hear?
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand *hungry* and *ran away*.
- Read both pages again together as a class.
- Invite three children to be the narrator, Prince Plum and Gretel. They can read both pages out loud.
- Ask *Who knocked on the door? What did Prince Plum say? What did Gretel tell Prince Plum?* and encourage the children to read the exact words from the text inside the speech marks.
- Ask *What did Prince Plum do? Why? Why did Gretel make Prince Plum run away?* Talk about what this tells us about Gretel's character. Ask *Is it right to tell lies?*

### After reading

- Write *Knock on the door.* on the board and ask the class to read it. Write a child's name in front of it. The child must read the sentence and do it. Repeat using other names. Rub out *door* and elicit from the children other things they can knock on, e.g. table, window, wall. Add each new word to the sentence on the board and change the name for a child to read and do.
- Play a listening game. Ask the children to shut their eyes. Say *Listen! What can you hear.* Make an animal sound. Encourage the children to say *I can hear a ...* each time.

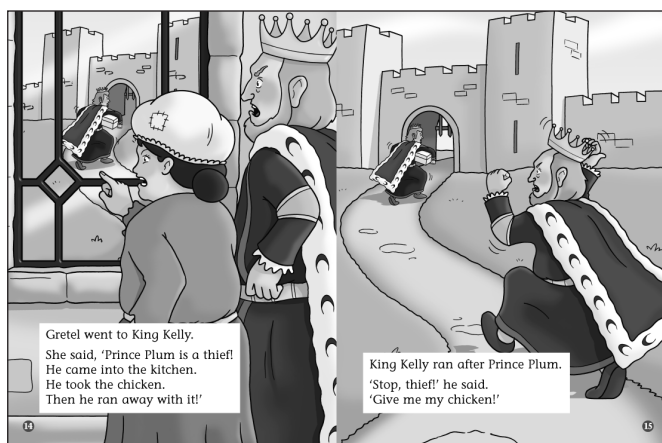
- There are a range of facial expressions used on pages 12 and 13. Facial expressions tell us a lot about people. Get the class to practise different expressions showing different emotions e.g. happy, sad, angry, scared, bored, surprised etc.
- Play some word games with the children. Write *can* on the board. Ask the children to read it. Then say each individual sound in the word (/k/ /æ/ /n/ ) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /kæn/ encouraging the children to repeat after you. Rub out the *c* and write in an *v*. Encourage the children to read the new word. Continue, changing the first letter to *m*, *p*, *r*, *v*.
- Write *listen* on the board. Ask *What number word can you see?* (ten).
- Write *on* and *no* on the board. Show the children how the letters can be changed round to make the other word.
- Ask *Was Gretel clever? Was she silly? What will she say to King Kelly? What will he do?*

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 18 in the Comprehension and Vocabulary Workbook.

Pages 14 and 15



**Word list**

*a, after, away, came, chicken, give, Gretel, he, into, is, it, King Kelly, kitchen, me, my, Prince Plum, ran, said, she, stop, the, then, thief, to, took, went, with*

**Language summary**

past simple tense, present simple tense, imperatives

**Preparation**

Wordcards: 1, 2, 12, 25, 30, 47, 55, 58, 59, 68–70, 72, 73, 82, 85, 102, 103, 106, 111, 115, 119, 122, 124, 129, 131, 138, 142 plus punctuation

**Materials**

objects the children know in English, e.g. book, pencil etc.

**Before reading**

- Before looking at the pages, teach *thief*. Write it on the board and explain what it means. Ask *Is a thief good or bad?*
- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.

- Tell the children to look at the picture on page 14. Ask *What are Gretel and the king doing? Who is Gretel pointing at? What is Prince Plum doing? Is King Kelly angry? Why? What is Gretel saying to the king?* and elicit suggestions from the children.
- Tell the children to look at page 15. Ask *What is happening? Why is the king chasing the prince? What does King Kelly think is in the box? What is King Kelly saying?* and elicit suggestions from the children. Then ask *What will King Kelly do if he catches the prince?*

**During reading**

- Read the text to the class slowly and clearly. Read the page again pointing to each word as you read it. If you wish, use a different voice for Gretel and King Kelly.
- Ask *Can you see word thief? Can you see the word kitchen? Can you see the word chicken? Can you see the words ran away?*
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite three children to be the narrator, King Kelly and Gretel. They can read both pages out loud.
- Tell the children to look at page 14. Say the following sentences and encourage the children to complete them:  
*Gretel went to ... .*  
*She said, 'Prince Plum is a ... .*  
*He came into the ... .*  
*He took the ... .*  
*Then he ... away with it.'*
- Say *Find a word that sounds the same as look.*

- Tell the children to look at page 15. Say the following sentences and encourage the children to complete them:  
*King Kelly ran after ...*  
*'Stop, ... !' he said.*  
*'Give me my ... !'*
- Say *Find a word that sounds the same as shop.*
- Elicit the difference between *ran away* and *ran after*. Ask *Who ran away? Who ran after Prince Plum?*
- Ask *How many exclamation marks can you see?* and elicit why they are used.
- Write *ran* on the board. Ask the children to read it. Then say each individual sound in the word (/r/ /æ/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /ræn/ encouraging the children to repeat after you. Rub out the *r* and write in a *c* Encourage the children to read the new word. Continue, changing the first letter to *c, m, p, v.*
- Write *stop* on the board and ask the children to read it. Change the *st* to *sh* and encourage the children to read the new word. Then rub out the *s* and ask the children to read the word. Change the *h* to *t, p* and encourage the children to read the new word each time.
- Ask *Will King Kelly catch Prince Plum? What will he say? What will Prince Plum say?*

### After reading

- Write *Prince Plum is a thief.* on the board and ask the children to read it. Rub out *thief* and ask the children to think of another word to write in so that the sentence still makes sense, e.g. *man.*
- Write *Prince Plum came into the kitchen. He took the chicken. Then he ran away with it.* on the board. Ask the class to read it. Put the objects you have brought in with you on the table. Ask a boy to go outside. Then tell him to come into the classroom, pick up one of the objects and run away with it. Rub out *Prince Plum's* name and write in the boy's, and rub out *chicken* and write in the object the boy took. Ask the class to read the new sentences. Repeat with other boys and different objects.
- Play some word games with the children. Write *me* on the board. Change the *m* to *w, h, b* and encourage the children to read the new word each time.

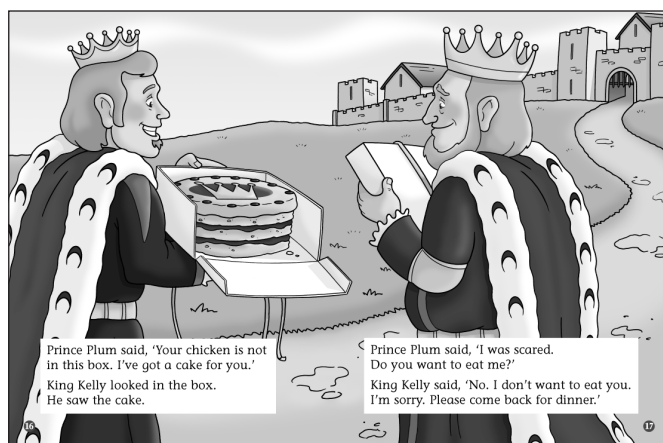
### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 19 in the Comprehension and Vocabulary Workbook.



Pages 16 and 17



- Tell the children to look at the picture. Ask *Are the king and the prince inside or outside the castle? Did King Kelly catch Prince Plum? What is the king holding? What is the prince holding? What is in the box? What did King Kelly think was in the box? Is King Kelly happy or angry? How do you know? Who has got the biggest crown? Why? (because Kelly is the king and Plum is a prince).*
- Then ask *Is it a nice cake? What picture is on the top of the cake? What colour is the cake? Is it big or small? When do you have cakes?*

**Word list**

*a, back, box, cake, chicken, come, dinner, do, don't, eat, for, got, he, I, I'm, I've, in, is, King Kelly, looked, me, no, not, please, Prince Plum, said, saw, scared, sorry, the, this, to, want, was, you, your*

**Language summary**

past simple tense, questions with *want to*, apologising, requests

**Preparation**

Wordcards: 1, 13, 19, 24, 30, 31, 34, 36, 38, 41, 44, 52, 59, 64–67, 69, 72, 81, 82, 87, 88, 100, 102, 106–108, 114, 119, 125, 129, 134–136, 146, 148 plus punctuation

**Materials**

a box of objects: a cake, a book, a toy car, a ball, an onion

**During reading**

- Read the text to the class slowly and clearly. Read the page again pointing to each word as you read it. If you wish, use a different voice for Prince Plum and King Kelly.
- Ask *Can you see the word chicken? Can you see the word cake? Can you see the word scared? Can you see the word sorry?*
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand that *I've* means *I have*, *don't* means *I do not* and *I'm* means *I am*.
- Read both pages again together as a class.
- Invite three children to be the narrator, King Kelly and Prince Plum. They can read both pages out loud.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

**Before reading**

- Before looking at the pages, teach *sorry*. Write *sorry* on the board. Say the word in an apologetic tone and elicit from the children when we might use it. Encourage them to repeat it after you.
- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.

- Tell the children to look at page 16. Say the following sentences and encourage the children to complete them:  
*Prince Plum said, 'Your ... is not in this ... .  
I've got a ... for you.'*  
*King Kelly looked in the ... .  
He saw the ... .*
- Tell the children to look at page 17. Ask *What did Prince Plum say? What did King Kelly say?* and encourage them to read the words inside the speech marks.
- Ask *Why did King Kelly say sorry to Prince Plum? What word did he use to be polite?*
- Write *saw* on the board. Put the children into pairs and ask them to write the word backwards. Ask *What word can you make? (was).*
- Write *I'm sorry.* on the board and ask the children to read it. Talk about when we might say this to someone.
- Ask *What will King Kelly and Prince Plum do? Will they talk to Gretel? What will they say?*

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

### After reading

- Write *I've got a cake in this box.* on the board and ask the class to read it. Put the box of objects on your table. Take out the cake and show it to the class. Read the sentence on the board. Rub out *cake*. Pull out another object from the box and ask the class to read the sentence using the new object word. Repeat until all of the objects are out of the box.
- If the cake is large enough you may wish to say *Do you want to eat the cake?* Encourage the children to say *Yes, please.* and share it out.
- Play a word game with the word *box*. Rub out the *b* and write in *f* and encourage the children to read the new word. Then rub out the *x* and write in *r* and encourage the children to read the new word.
- Write *I can make a cake.* on the board and ask the class to read it. Ask *Which words sound the same?* Write *cake* separately on the board. Change the *c* to *sn, sh, t* and encourage the children to read the new word each time.
- Do page 20 in the Comprehension and Vocabulary Workbook.

Pages 18 and 19



**Word list**

*a, and, at, ate, back, bone, castle, chicken, Gretel, I, I'm, into, is, King Kelly, kitchen, looked, oh dear, pocket, Prince Plum, said, saw, sorry, the, they, to, went, where*

**Language summary**

past simple tense, questions with *where*, present simple tense, apologising

**Preparation**

Wordcards: 1, 6, 9, 11, 13, 17, 29, 30, 55, 64, 65, 68, 69, 72, 73, 81, 91, 101, 102, 106, 107, 114, 119, 123, 129, 138, 139 plus punctuation

**Materials**

an item of clothing with a pocket

**Before reading**

- Before looking at the pages, teach *pocket*. Show the children the pocket in the item of clothing you have brought into class. Say *pocket* and encourage the children to repeat it after you. Write *pocket* on the board. Ask *Have you got pockets? Show me? What do you put in your pocket?*
- Tell the children to open their books to pages 18 and 19. Open your own book and hold it up to show the class.

- Tell the children to look at the picture on page 18. Ask *Where are King Kelly and Prince Plum? Who are they talking to? What is Gretel doing? Is she worried? Why? What is King Kelly saying to her?* and elicit suggestions from the children. Finally ask *What food can you see?*
- Tell the children to look at the picture on page 19. Ask *What is the king pointing at? Is he angry? Why? Does he know that Gretel ate the chicken? Is the prince angry or surprised? Did she know about the bone in her pocket? What did she do with the other chicken bones?*

**During reading**

- Read the text to the class slowly and clearly. Read the page again pointing to each word as you read it. If you wish, use a different voice for King Kelly, Prince Plum and Gretel.
- Ask *Can you see word castle? Can you see the word kitchen? Can you see the word chicken? Can you see the word pocket? Can you see the word sorry?*
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand that *I'm* means *I am*.
- Read both pages again together as a class.
- Invite four children to be the narrator, King Kelly, Prince Plum and Gretel. They can read both pages out loud.
- Tell the children to look at page 18. Say the following sentences and encourage the children to complete them:  
*King Kelly and Prince Plum went back to the ... .  
They went into the ... .*

- Ask *Can you see the word they? Who are they?* and elicit that it refers to King Kelly and Prince Plum.
- Ask *What did King Kelly say to Gretel? What did Prince Plum say to her?* and encourage the children to read the text inside the speech marks.
- Then ask *How many questions can you see? How can you find them?*
- Tell the children to look at page 19. Ask *What did King Kelly and Prince Plum see in Gretel's pocket? What did Gretel say?*
- Tell the children to look at both pages. Say *Find the word went. How many can you see?* Repeat the activity with: *chicken, the, looked, said.*
- Write *I ate all the chicken.* on the board and ask the class to read it. Rub out *chicken* and ask the children to suggest other words that could go there. Write in one suggestion at a time and ask the children to read each one.
- Ask *What will King Kelly do? What will he say to Gretel? What will happen next?*

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 21 in the Comprehension and Vocabulary Workbook.

### After reading

- Invite five children to the front of the class. Give each child a wordcard in random order. Use: *They, went, into, the, kitchen.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *They went into the kitchen.* When the children are in the correct order, write the sentence on the board. Ask *Who went into the kitchen?*
- Rub out *kitchen* and write in *castle.* Encourage the children to read the new sentence. Elicit from the children other words they could use, e.g. *school, house.*
- Write *went* on the board separately. Change the *e* to *a* and encourage the children to read the new word.
- Put a pencil in your pocket, so that the children can see it (or somewhere else if you haven't got pockets, e.g. on the table, in a book). Make sure the children see where it is put. Ask *Where is the pencil?* Encourage the children to answer *In your pocket.*

Pages 20 and 21



**Word list**

*a, again, and, are, bad, be, bread, drink, eat, for, Greedy Gretel, I, King Kelly, must, never, oh dear, only, said, very, water, week, will, you*

**Language summary**

past simple tense, present simple tense, *must*, future tense with *will*

**Preparation**

Wordcards: 1, 3, 6, 8, 14, 15, 20, 40, 41, 44, 53–55, 64, 72, 84, 86, 91, 94, 95, 106, 133, 136, 137, 140, 145 plus punctuation

**Materials**

bread, a glass of water

**Before reading**

- Before looking at the pages, teach the words *bread*, *water*, and *week*. Hold up the *bread* and say *bread*. Write the word on the board. Then hold up the *water* and elicit what it is. Encourage the children to repeat the word after you. Ask *Do you eat bread? What do you put on your bread? Do you drink water? What other things do we do with water?*

- Write *week* on the board and explain what it means. Ask *How many days are in a week?* Try and elicit the days of the week in English in the correct order.
- Then point to the words on the board and ask *Which words start with /w/?*
- Tell the children to open their books to pages 20 and 21. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Who is King Kelly talking to? Is he angry with Gretel? Why? How do you know he is angry?* (point out his finger pointing at Gretel and his angry face) *Is Gretel happy? Why not?*
- Ask *What food can you see on the table? Who is it for?*

**During reading**

- Read the text to the class slowly and clearly. Read the page again pointing to each word as you read it. If you wish, use a different voice for King Kelly and Gretel.
- Ask *Can you see the word greedy? Can you see the word bread? Can you see the word water? Can you see the word week?*
- Read the text again and encourage the children to repeat each word or phrase.
- Make sure the children understand *only*, *never*, and *again*.
- Read both pages again together as a class.
- Invite three children to be the narrator, King Kelly, and Gretel. They can read both pages out loud.
- Tell the children to look at page 20. Say the following sentences and encourage the children to complete them:  
*King Kelly said, 'Gretel! You are very ... ! You are ... ! You must eat only ... and ... only ... for a ... .'*

- Say *Find the words greedy and week*. Ask *What sound is the same? What letters make the sound?*
- Tell the children to look at page 21. Say the following sentence and encourage the children to complete it:  
*Gretel said, 'I will never be ... again.'*
- Tell the children to look at both pages. Say *Find two words with the letter v in them*.

### After reading

- Write *You are very bad*. on the board and ask the class to read it. Ask *What is the opposite of bad?* Rub out *bad* and write in *good*.
- Write *bad* on the board. Ask the children to read it. Then say each individual sound in the word (/b/ /æ/ /d/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /bæd/ encouraging the children to repeat after you. Rub out the *b* and write in an *s*. Encourage the children to read the new word. Then rub out the *s* and write in *h*. Then rub out the *d* and write in *t*. Then rub out *a* and write in *i*. Encourage the children to read the new word each time.
- Write these sentences on the board:  
*You \_\_\_\_\_ bread.*  
*You \_\_\_\_\_ water.*  
Ask the class to suggest words to write in.  
Write in each suggestion that makes sense.
- Ask *Was King Kelly right? Would you like to have bread and water for one week? What food would you miss most?*
- Then ask *Will Gretel be greedy again? Why? Why not?*
- Give the children time to read the whole story again with a partner or to read it quietly by themselves.

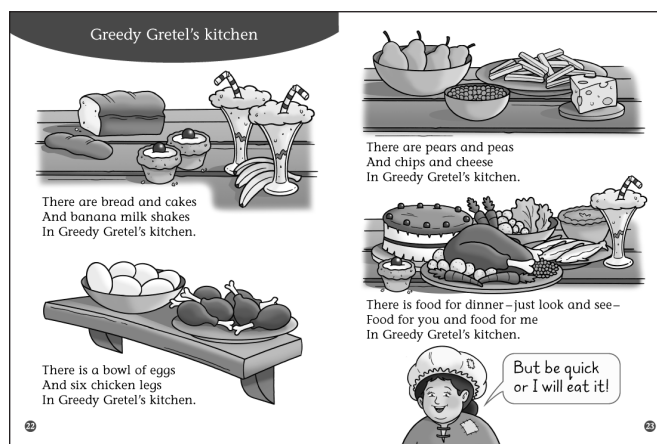
### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 22 in the Comprehension and Vocabulary Workbook.

### Pages 22 and 23

## Greedy Gretel's kitchen



- Read pages 22 and 23 to and with the class.
- Focus on one verse at a time and ask *What words sound the same?*
- Point out how the pictures can help the children to work out what the food words mean in each verse. Explain that the pictures are in the same order as the words (left to right). Read the rhyme again and tell the children to point to the food items in the pictures as you say them.
- Do pages 23 and 24 in the Comprehension and Vocabulary Workbook.

## After reading the book

### Response to the story

- Ask *Did you like the story? Why? Why not?*  
*Did you like the end? Why? Why not?*

### Characters

- *Did you like Gretel? Was she greedy? What did she do? Did she tell the truth? What lies did she tell? Why did she lie?*
- *Did you like King Kelly? What did he do to Gretel? Was he fair?*
- *Did you like Prince Plum? Why did Gretel make him run away? Were they sorry for him?*

### Setting

- *Where did the story take place? Elicit all the places and rooms inside and outside the castle (kitchen, garden, throne room).*

### Plot

- Encourage the class to re-tell the story simply in their own words.

### Moral issues

- The story shows what can happen if you are greedy and tell lies.

### Vocabulary

- Use the **Word recognition record sheet** to check what sight vocabulary the children have learnt.

### Follow-up ideas

**Discussion** Ask *Is it wrong to tell lies? Why? Why do people tell lies?*

**Class behaviour** Gretel behaved badly. Talk about how the children should and shouldn't behave in school. Brainstorm ideas with the class. Write their ideas on the board. Ask the children to choose ten things from the list and write them onto a large piece of paper to put on the wall.

**Kings and queens** Give the children time to think about what they would do if they had lots of power and money. They will probably talk about buying lots of things they like. Encourage them to think about how power can make the world a better place for everyone, not just ourselves.

**Diet** Talk about why it is unhealthy to be greedy. Ask *What happens if we eat too much? What food is healthy? What food is bad for us?*

**Art** Photocopy and enlarge the pictures of the three characters from page 24 in the Comprehension and Vocabulary Workbook. Have a colouring competition. Make a portrait gallery with the winning pictures.