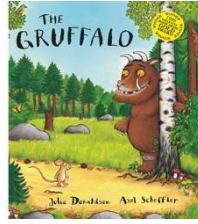




**Title- The Gruffalo**

**Author- Julia Donaldson**



**Experiences and Outcomes-**

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-01c/0-19a**

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a/0-16a**

<b>Learning Intention</b>	<b>Begin to explore and understand events, characters and ideas in a story.</b>
<b>Success Criteria</b>	Contribute to discussions to identify a big problem facing a character in a story. Describe and share ideas about the actions taken to solve the problem. Contribute to discussions by asking and answering questions to find out about the characters in a story.
<b>Introduction - Connect the learning</b>	
<i>How will you introduce the book? (build excitement, wonder, curiosity)</i>	Prop basket with story spoons and puppets Sing the Gruffalo song Basket of 'forest finds' e.g., Sticks, pinecones, acorns, conkers, bark, (leaves in autumn)
<i>How will you build on children's own experiences to help them enjoy and relate to the text?</i>	Discussion about forest school, or trips to woodland areas – <b>'what do we do when we are there?'</b> <b>'What animals might we see/have we seen/live in the forest?'</b> – <b>'Another name for the forest is the woods.'</b>
<b>Development- Learners are actively involved in their learning and demonstrate learning</b>	
<i>What shared interactive reading approach will you focus on during the experience/s?</i>	i.e. - building phonological awareness - turning book reading into a conversation - Shooting for the SSTARS – vocabulary development - <b>Story Elements – story comprehension</b> - E's an P's – language for thinking and learning
<i>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</i>	Wood, Tusks, Poisonous, Creature <b>SSTARS - Feast</b> Show – pictures of a feast e.g., buffet at birthday/christening/wedding party. Tell – a special meal with good food or a large meal for many people Relate – recall a time when there has been a feast in the nursery e.g., Christmas Lunch. share a time when you have had a feast at a celebration ask children – 'have you ever been to a feast?' Say – seek opportunities to use the word possibly when talking about celebrations or large meals in different book

<p>How will you actively involve children in the shared interactive reading experience?</p>	<p>i.e. - sound elements</p> <ul style="list-style-type: none"> <li>- repeated phrases <ul style="list-style-type: none"> <li>• “A Gruffalo? What’s a Gruffalo?” A Gruffalo! Why, didn’t you know?</li> <li>• “Where are you going to, little brown mouse?”</li> <li>• “A mouse took a stroll through the deep dark wood/ On went the mouse through the deep dark wood. A _ saw the mouse and the mouse looked good”</li> </ul> </li> <li>- actions</li> <li>- props <ul style="list-style-type: none"> <li>• Character puppets or soft toys</li> <li>• Story spoons</li> <li>• Sequencing cards</li> </ul> </li> </ul>
<p>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</p>	<p><i>First read:</i></p> <p>The first time you read The Gruffalo, the children should grasp the basic elements of the story, using <b>Story Elements</b>. Keep the story moving to ensure flow and have short conversations to help children remember and understand the <b>Character(s)</b>, <b>Setting</b>, <b>Problem</b>, <b>Actions</b> and <b>Resolution</b>.</p> <p>After your first read, you might want to make a <i>think aloud</i> comment around the problem e.g. <b>‘This mouse has a big problem - everyone wants to eat him!’</b> and wait to see how the children respond as this is not explicitly stated in the story. You could also ask a question like <b>‘Why is the snake really inviting the mouse over for a feast?’</b></p> <p>Your questions and <i>think alouds</i> should focus on extending or reinforcing the children’s basic understanding of the plot.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Who (character)?</li> <li>• Where (setting)?</li> <li>• What (action/big problem/resolution)?</li> <li>• Why (explaining understanding)?</li> <li>• ‘I’m trying to understand why...’</li> </ul> <p><i>Second read:</i></p> <p>The second time you read the story, start to have longer conversations and talk more deeply about the story. Strive for 5 turns in conversations. Discuss characters’ thoughts and feelings, refer to illustrations. Encourage the children to use reasoning skills by making <i>think aloud</i> comments and asking questions that build understanding.</p> <p>To explore the characters’ motivations or <b>Actions</b> in The Gruffalo you could use the following <i>think alouds</i>.</p> <p><b>‘I’m thinking that the mouse doesn’t believe there is such a thing as a Gruffalo.’</b>  <b>‘I’m wondering if the fox really wants to have the mouse over for lunch.’</b>  <b>‘I’m trying to figure out why the Gruffalo is scared of the mouse.’</b></p> <p>How the children respond to these comments will give you an idea of how much they understand. You can elaborate on these comments and use the pictures and text to support the children’s understanding. For example, if you say, <b>‘I’m wondering if the fox really wants to have the mouse over for lunch’</b> and the children don’t respond, you could then provide further information by pointing to the picture of the fox and saying, <b>‘Look at his face, at his eyes and mouth - he looks pretty suspicious to me. I think he’s trying to trick the mouse so he can eat him for lunch’</b>. Modelling this approach will demonstrate different ways that children can think about what’s happening in the book and begin to unpick meaning beyond the written words of a story.</p>

	<p><i>Subsequent reads:</i>  You may want to read this story several more times to help build the children’s understanding of the mouse’s actions. This could have a particular focus on the <b>Resolution</b>- what happens at the end, how did mouse solve his big <b>Problem</b> that everyone in the forest wanted to eat him? Keep asking why questions and encourage children to explore characters’ <b>thoughts</b> and <b>feelings</b>, imagine and project.  <b>‘What would you say if ...? Why?’</b>  <b>‘What do you think about ...? Why?’</b>  Remember to Strive for Five.</p>
<b>Plenary Review and Recall</b>	
<p><i>How will you help children to connect further with the story?</i></p>	<p>i.e., the three sharings</p> <ul style="list-style-type: none"> <li>- <i>sharing enthusiasms</i> – <b>‘what is your favourite part of the story/character and why?’</b></li> <li>- <i>sharing puzzles</i> – <b>‘Why is the mouse so surprised when the Gruffalo appears?’</b>, <b>‘How do you know the mouse is lying to the other animals?’</b> or <b>‘How do you know the mouse’s plan is working?’</b></li> <li>- <i>sharing connections</i> – children share a time that they have tricked someone, or someone had tricked them.</li> </ul>
<p><i>Further play experiences and provocations</i></p>	<p>Children retell the story  Act out the story using props from the story basket.  Sequence the story from picture cards e.g., beginning, middle and end or first, next, last.  Go on a Gruffalo hunt in the woods/forest  Learn about forest animals if children are interested  Children create their own story about meeting the Gruffalo  Learn the Gruffalo Song, you can also learn to sign the Gruffalo song In Makaton  <a href="https://youtu.be/qCdVP9Qg6HM">https://youtu.be/qCdVP9Qg6HM</a>  Play games online - <a href="https://www.gruffalo.com/in-the-woods/?ReturnUrl=/">https://www.gruffalo.com/in-the-woods/?ReturnUrl=/</a></p>