

# The Care & Feeding of a Gingerbread Man

Special Area: Preschool

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## I. ABSTRACT

This unit will use the Gingerbread Man to teach children about their local community and community members. The book will come alive as gingerbread men the children have baked will “run away” and will be spotted all over town. Different community members will visit the school to tell the children where the gingerbread men have been spotted. They will tell the children about what happens at their places of business. Maps of the town will be used to mark the school and different sites where the gingerbread men have been spotted. Children will write the community members thanking them for helping them search for the gingerbread men.

## II. OVERVIEW

### A. Content from the *Core Knowledge Preschool Sequence*

1. Attend and listen to picture books with a simple storyline during a 15-minute reading. (Level II, page 48)
2. In books with repetitive phrases or a refrain, provide or join in repeating the refrain aloud.(Level I, page 49)
3. Retell a story that has been read aloud; include character(s), setting (time, place), the plot (central idea) of the story, the sequential events and the ending (Level II, page 49)
4. Sequence 5 illustrations of events from a story. (Level II, page 49)
5. Predict events in a story, i.e. what will happen next? (Level II, page 49)
6. Dictate a simple letter, invitation or thank you note. (Level II, page 54)
7. Depict and represent “in writing”: people, objects, events or activities, derived from his or her own experience or imagination. (Level II, page 55)
8. Follow a recipe depicted in words and pictures. (Level II, page 55)
9. Develop an understanding of the relationship between spoken word and written language by associating written word units on word labels and signs with spoken words. (Level II, page 55)
10. Indicate the number of phonemes (1-3) heard in a real or nonsense word by representing each phoneme heard with a token or object. (Level II, page 57)
11. Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger. (Level II, page 58)

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. *Core Knowledge Preschool Sequence*. Charlottesville, VA: Core Knowledge Foundation, 2000. 1-8905/7-21-6.
2. Johns, J.L., & Lenski S.D., *Improving Reading Strategies & Resources*. Dubuque, IA: Kendall/Hunt, 2001. 0-7872-7614-6.
3. Johns, J.L., *Basic Reading Inventory*. Dubuque, IA: Kendall/Hunt, 2001. 0-7872-5832-6.

#### IV. REREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

- A. Listening Skills
- B. Function & work constructively in a group setting using appropriate social skills
- C. Listen to stories read aloud

#### V. RESOURCES

- A. Books
  - 1. *The Gingerbread Man*, retold by Brenda Parkes & Judith Smith
  - 2. *The Gingerbread Man*, retold by Jim Aytsworth
  - 3. *Jake Baked the Cake*, B.G. Hennesy
- B. Other Materials
  - 1. map of town
  - 2. large chart paper
  - 3. journals
  - 4. drawing of Vinn diagram
  - 5. shoe boxes (at least 1 box for every 2 children)
  - 6. markers, crayons, or pencils
  - 7. collage materials (buttons, yarn, noodles)
  - 8. large drawing paper
  - 9. gingerbread man recipe and ingredients
  - 10. display board
  - 11. push pins

#### LESSONS OUTLINE

##### **Lesson One: *The Gingerbread Man***

- A. Daily Objective(s)
  - 1. Attend and listen to picture books with a simple story line during a 15 minute reading.
  - 2. In books with repetitive phrases or a refrain, provide or join in repeating the refrain aloud.
- B. Grouping: Whole Group
- C. Materials & Preparation
  - 1. *The Gingerbread Man* as retold by Brenda Parkes & Judith Smith
  - 2. large drawing paper
  - 3. markers, crayons, or pencils
  - 4. collage materials
- D. Language of Instruction
  - 1. Teacher: sultanas, currants, author, illustrator, title
  - 2. Students: gingerbread, flour, measure, sultanas, currants, out, through, down, past, up, river, fox

- E. Procedures/Activities
1. Explain to the children that we are going to read a story about a gingerbread man and the adventures that he had.
  2. Discuss parts of the book (title, author, illustrator).
  3. Read *The Gingerbread Man* as retold by Brenda Parkes & Judith Smith.
  4. Ask children questions about what happened. Make sure they answer in complete sentences.
  5. Give children large pieces of drawing paper. Allow them to draw a gingerbread man and decorate it. Children can name their gingerbread men. Write on the paper, "My gingerbread man's name is \_\_\_\_\_".
- F. Go A Little Further
1. For students who have difficulty: During small group time, read the book and have them answer questions.
  2. For students who excel: Allow time for children to "read" the book to you by looking at the pictures. They can dictate to you what each page should say.
- G. Assessment/Evaluation
1. Teacher can evaluate goals by listening to each child to see if he or she repeats refrain of gingerbread man.
  2. Teacher will evaluate prepositional words by having children put object in proper place (up, down, inside, across, etc.) Use checklist for evaluation.

### **Lesson Two: *The Gingerbread Man***

- A. Daily Objective
1. Attend and listen to picture books with a simple storyline during a 15-minute reading.
  2. In books with repetitive phrases or a refrain, provide or join in repeating the refrain aloud.
  3. Predict events in a story, i.e. what will happen next?
  4. Depict and represent "in writing": people, objects, events or activities, derived from his or her own experience or imagination.
- B. Grouping: Whole Group
- C. Materials & Preparation
1. *The Gingerbread Man* as retold by Brenda Parkes
  2. journals – Write the sentence: "If I was the gingerbread man, I would run away to \_\_\_\_\_.", in each child's journal.
  3. markers, crayons, or pencils
- D. Language of Instruction
1. Teacher: same as lesson one
  2. Students: same as lesson one
- E. Procedures/Activities
1. Read *The Gingerbread Man*
  2. Have children say refrain: "Run, run, fast as you can! You can't catch me, I'm the gingerbread man."
  3. Have children predict what will happen on the next page as you read the book.
  4. After you read the book, allow the children to draw a picture in their journals of where they would run away to if they were the gingerbread man. Write what they dictate to you in their journal.

- F. Go A Little Further
  1. For students who have difficulty: Have the children describe what they think about the gingerbread man. Ask questions to help their understanding.
  2. For students who excel: Allow the children to “write” on their paper and then have them tell you what they have written.
- G. Go a Little Further
  1. Direct observation and participation charts can be used as you go through the lesson. As the children are listening to the story, choose several children to tell you what will happen next.

**Lesson Three: *The Gingerbread Man***

- A. Daily Objective(s)
  1. Attend and listen to picture books with a simple storyline during a 15 minute reading
  2. In books with repetitive phrases or a refrain, provide or join in repeating the refrain aloud.
  3. Retell a story that has been read aloud: include character(s), setting (time, place), the plot (central idea) of the story, the sequential events and the ending.
  4. Sequence 5 illustrations of events from a story.
- B. Grouping: Whole Group
- C. Materials & Preparation
  1. *The Gingerbread Man* as retold by Jim Aytesworth.
  2. large chart paper with Vinn Diagram drawn on it (Appendix A)
  3. display board
  4. marker
- D. Language of Instruction
  1. Teacher: none
  2. Students: batter, delicious, “quick as a wink”, butcher, sow, crumb, same, different
- E. Procedures/Activities
  1. Read *The Gingerbread Man* as retold by Jim Aytesworth
  2. Remind the children that this is still a story about the gingerbread man, but it is different. Tell them to listen to this story and remember what things are the same and what things are different in the two books.
  3. After reading the story, write the words: Book 1 and Book 2 at the top of the Vinn diagram. Have the children tell you things that are different or unique about Book 1 on the left side and things that are different or unique about Book 2 on the right. Then have them tell you things that are the same in both books on the lines in the middle. (You may have more than three lines per circle).
- F. Go a Little Further
  1. For students who have difficulty: read book again and allow them to look at pictures and tell you what is the same and what is different.
  2. For students who excel: allow the children to work on same/different activities during center time. Have them match colors, sizes, shapes, etc.
- G. Assessment/Evaluation
  1. Ask each child to tell you one thing that was the same in both books and one thing that was different. A checklist is the best method for this.

**Lesson Four: *The Gingerbread Man and Jake Baked the Cake***

- A. Daily Objective(s)
  - 1. Follow a recipe depicted in words and pictures
- B. Grouping: Small Group
- C. Materials & Preparation
  - 1. *Jake Baked the Cake*
  - 2. gingerbread recipe (words or pictures) and ingredients
  - 3. large chart paper
  - 4. display board
  - 5. marker
- D. Language of Instruction:
  - 1. Teacher: none
  - 2. Students: flour, baking soda, ginger, baker, ingredients, baker, baking
- E. Procedures/Activities
  - 1. Read *Jake Baked the Cake*
  - 2. Discuss what baking is and how Jake was a baker. Talk about other things that a baker can bake. Tell the children that they will be bakers today and will help make gingerbread men.
  - 3. Use the recipe for gingerbread men. Allow the children to come up in small groups to mix the ingredients and cut out the gingerbread men. As the children finish up, ask them what they think would be the best way to keep the gingerbread men from jumping out of the oven.
  - 4. Write the list on chart paper as they dictate it to you.
- F. Go A Little Further
  - 1. For students who have difficulty: Have the children match picture to real items.
  - 2. For students who excel: In the math center, have them taste different cookies and graph the ones they like best.
- G. Assessment/Evaluation
  - 1. Use a participation chart to list children that participated in helping with the recipe.

**Lesson Five: *The Gingerbread Man***

- A. Daily Objective(s)
  - 1. Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger.
  - 2. Indicate the number of phonemes (1-3) heard in a real or nonsense word by representing each phoneme heard with a token or object.
  - 3. Dictate simple letter, invitation or thank you note.
  - 4. Develop an understanding of the relationship between spoken word and written language by associating written word units on word labels and signs with spoken words.
- B. Grouping: Whole Group/Small Group
- C. Materials & Preparation
  - 1. shoe boxes (at least 10)
  - 2. marker, crayons, pencils
  - 3. large box to hold gingerbread men (cut hole in bottom)
- D. Language of Instruction
  - 1. Teacher: none
  - 2. Students: none

- E. Procedures/Activities
1. Bring in a box in which to keep the gingerbread men. Tell the children that as the cookies were baking, the gingerbread men kept trying to escape. Tell them you tried some of their ideas and it kept them in the oven. Show the children the box. Tell them that you wanted them to see how good the gingerbread men turned out. Ask them to tell you what is in the box. Act surprised when they say the box is empty. Tell the children the gingerbread men must have escaped out of the hole in the box.
  2. Tell the children that they need to figure out where the gingerbread men could be going. Make a list of things they will need (clothes, shoes, vehicle, gas, food, etc.) As children dictate list, write on chart paper. After the children have made the list, clap out the syllables for the words.
  3. Have children pair up and decorate the boxes to make traps for the gingerbread men. Explain to the children that you will take the traps to the stores they talked about.
  4. Allow the children to write letters describing what the gingerbread men look like. Send these letters with the traps.
- F. Go a Little Further
1. For students who have difficulty: Help them hold the writing utensil correctly.
  2. For students who excel: Allow them to work with the students with difficulties.
- G. Assessment/Evaluation
1. Call out words from the list and have each child clap out the syllables. Checklist would work for this.
  2. Direct observations can be used to see if they hold their writing utensils correctly.

### **Continuing Lessons: *The Gingerbread Man***

After the children decorate the traps, take the traps to local businesses. About every other day, have the different business owners come and talk about how they saw the gingerbread men at their store and how they almost caught them. Have the business owner explain what they do in their particular store. As they visit, use the map and put a pin where the business is located.

Some suggested stores: clothing store, grocery store, gas station, car dealership, doctor (our gingerbread man had a broken arm and had to get it x-rayed), real estate agent (our gingerbread man needed to buy a house), local airport (the children thought he might try to fly out of the country).

Get the media involved by calling the local newspaper, radio station, and/or television station letting them know about the unit. Some media outlets will do a human interest story on it.

## **VII. CULMINATING ACTIVITY**

- A. On the last day of the unit, have the school principal or building supervisor come running in and announce to the class that the gingerbread man has finally been caught in one of the traps. Show the class the gingerbread man and go over what places he has visited or has been seen. Use the map and point to where each place is located. Start at the school and have children point with their fingers and trace the path. Allow the children to decide what to do with the gingerbread man (eat him, let him go, etc.)

## **VII. HANDOUTS/WORKSHEETS**

Appendix A: Vinn Diagram

Appendix B: Gingerbread man recipe/cards

**IX. BIBLIOGRAPHY**

*Core Knowledge Preschool Sequence*. Charlottesville, VA: Core Knowledge Foundation, 2000. 1-8905/7-21-6.

Aytesworth, Jim. *The Gingerbread Man*. New York, NY: Scholastic, 1998. 0-590-81298-X.

Hennessy, B.G. *Jake Baked the Cake*. New York, NY: Penguin Putnam Books for Young Readers, 1990. 0-14-050882-1.

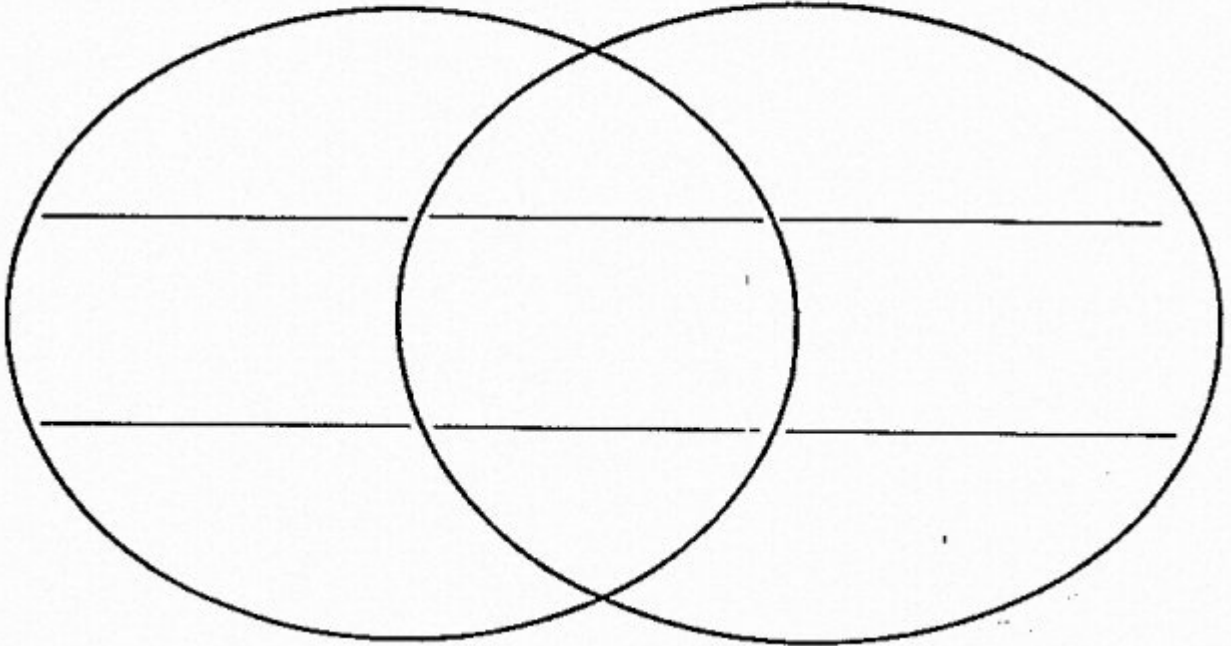
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Appendix A

Directions: Write the category for comparison in each box.  
List differences in outside circles. List likenesses in overlapping circles.



## Appendix B

### Gingerbread Man Recipe

½ cup butter or margarine, softened  
¾ cup sugar  
1 egg  
¼ cup molasses  
Juice of ½ orange  
3 ½ to 4 cups all-purpose flour  
1 teaspoon baking soda  
½ teaspoon salt  
1 teaspoon ground cinnamon  
1 teaspoon ground ginger  
raisins  
frosting

Cream butter, gradually add sugar until fluffy and light. Add egg, molasses, and orange juice; beat well.

Mix flour, soda, salt, and spices; add to creamed mixture. Divide dough in half; chill 1 hour.

Roll one portion of dough to 1/8-inch thickness on a greased cookie sheet. Cut out gingerbread men.

Decorate with raisins. Bake at 350 degrees for 10 minutes.

Will yield about 3 dozen cookies.