



Mississippi Valley State University NCLB Summer Reading Institute

Name: Priscilla Chaney	Plan Title: <i>Gingerbread Man</i> Language Arts	Date	Grade Level: 2nd
Objective(s)	Procedure	Materials	Assessment/Evaluation
<p><b>CCSS.ELA-Literacy.RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>CCSS.ELA-Literacy.RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>CCSS.ELA-Literacy.RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p>	<p><i>Reading &amp; Writing Workshop Method</i></p> <p><b>Essential Question:</b> Do stories need a beginning, middle, and end? Why?</p> <p>What happens in the beginning, in the middle and at the end of the story, The Gingerbread Man?</p> <p><b>Anticipatory Set: Activate Prior Knowledge</b> What is gingerbread? Gingerbread is a type of cake or cookie flavored with ginger and molasses. Ginger is the root of a tropical plant, used as a spice for flavor food. Molasses is a thick, sweet dark brown syrup made from sugar cane.</p> <p>Gingerbread man is a biscuit or cookie made of gingerbread, usually in the shape of a human. These originated in England, and have been adapted to various seasonal themes and holidays, such as Christmas, Halloween or Easter.</p> <p><b>Introduction:</b> Introduce title and author; Discuss the cover and make predictions about what the story might be about and whether it is real or fictional.</p>	<p>What is Gingerbread? (Wikipedia definition)</p> <p>The Gingerbread Man</p> <p>Vocabulary Word Chart, words cards and picture cards</p> <p><b>Key Vocabulary:</b> sly, chanting, dough, riverbank, cottage,</p>	<p>Partner/Group discussion</p> <p>Reading &amp; Writing Prompt Responses</p> <p>Ticket out the door response</p> <p>Completed graphic organizers</p>

	<p><b>Modeling: Best Practice Optimal Learning Model (“I do, We do, You do”)</b>        (Best Practice page 40)        See Attachment</p> <p><i>Whole group teacher directed read aloud</i>        The teacher will read <i>The Gingerbread Man</i> to the whole group.        (See attachment)</p> <p>After reading the story the teacher will introduce character word cards and <i>key vocabulary</i>: Place the following character picture cards and character word cards in a pocket chart to be used to help the students write their sentences: <i>old woman, old man, oven, gingerbread man, pig, dog, cow, and fox</i>. (Character picture cards attached below. Can also be used for flannel board figures). (See attachment)</p> <p><b>Guided Practice: (“We do”)</b></p> <p>As the characters are discussed and placed in the pocket chart, the teacher will ask questions such as:        When(beginning, middle, end) was this character introduced?        What did this character do?        Did this character harm the gingerbread man?        Which animal came first?        Which animal came last?        What did the fox want the gingerbread man to do?</p> <p>Give students two minutes to <b>“turn and talk”</b> about the story prompt with a partner using the <b>“EEKK”</b> method. (See <i>Story Prompts and “EEKK” method attachments</i>)        (Best Practices page63.) See Attachment</p> <p><b>Independent Practice: (“You Do”)</b>        Student will use a sheet of construction paper to fold into three sections labeled beginning, middle, and end. Students will write</p>	<p>gingerbread</p> <p>Chart paper, markers</p> <p>Construction paper, markers, crayons, or colored pencils,</p> <p>Story picture cards, B,M,E, graphic organizer, art supplies</p> <p>Sequencing graphic</p>	
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	<p>one sentence in each section and provide an illustration for each part. (See attachment)</p> <p><b>Reteach/Remediation</b>  Student will use story picture cards with/without to put the story in sequential order. (See attachment)</p> <p><i>Option 2:</i> Students use the beginning, middle, and end graphic organizer to sequence events.  (See attachment)</p> <p><b>Enrichment</b>  Student will complete a Gingerbread Man Sequencing and descriptive writing activity using a graphic organizer. (See attachment)</p> <p><b>Writing Connection</b>  Student will respond to a writing prompt, chosen by the teacher, in their writing notebooks.  (See attachment for other writing prompts)</p> <p><i>Additional Activities:</i> (Optional)</p> <ol style="list-style-type: none"> <li>1. Students use Gingerbread Book Talk with a partner to form and answer questions about the story. Have them use the question starter cards at first then play without the cards as they become more skilled at forming their own questions. This can be used with any book as the questions are not book specific. (See attachment)</li> <li>2. Students can use post-it notes to respond to a prompt provided by the teacher as their <b><i>"Ticket out the door"</i></b> at the end of the day.</li> </ol>	<p>organizer,  pencils,  (art supplies optional)</p> <p>Student  Writing  Notebooks,  writing  prompts  pencils  (art supplies optional)</p> <p><i>Book Talk</i>  spinner</p> <p>Reading  Response  Prompt, post-it  notes</p>	
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