

“CATCH US IF YOU CAN!!!”

THE GINGERBREAD MAN

Presented by:
Priscilla Chaney
Martha Moore
Gary Page
Katrina Parks



Language Arts

The Gingerbread Man

CCSS

- [CCSS.ELA-Literacy.RL.2.5](#) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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- [CCSS.ELA-Literacy.RL.2.7](#) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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- [CCSS.ELA-Literacy.RL.2.2](#) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral
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Essential Questions:

- Do stories need a beginning, middle, and end? Why?
- What happens in the beginning, in the middle and at the end of the story, *The Gingerbread Man*?

Lesson Plan

Name: Priscilla Chaney	Plan Title: <i>Gingerbread Man</i> Language Arts	Date	Grade Level: 2nd
Objective(s)	Procedure	Materials	Assessment/Evaluation
<p>CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CCSS.ELA-Literacy.RL.2.7 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>CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p>	<p><i>Reading & Writing Workshop Method</i></p> <p>Essential Question: 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>Anticipatory Set: Activate Prior Knowledge 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>Introduction: 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>Modeling: Best Practice Optimal Learning</p>	<p>What is Gingerbread? (Wikipedia definition)</p> <p>The Gingerbread Man</p>	<p>Partner/Group discussion</p> <p>Reading & Writing Prompt Responses</p> <p>Ticket out the door response</p> <p>Completed graphic organizers</p>

Vocabulary Definitions

1. **sly**- cunning or wily: sly as a fox.
2. **riverbank**- the slopes bordering a river; bank of a river
3. **chanting**- a song; singing
4. **dough**- flour or meal combined with water, milk, etc., in a mass for baking into bread, cake, etc.; paste of bread.
5. **cottage**- a small house, usually of only one story
6. **gingerbread**- a type of cake or cookie flavored with ginger and molasses.



Gingerbread Man



Fox



Cow



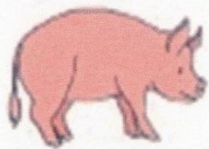
Oven



Little Old Lady



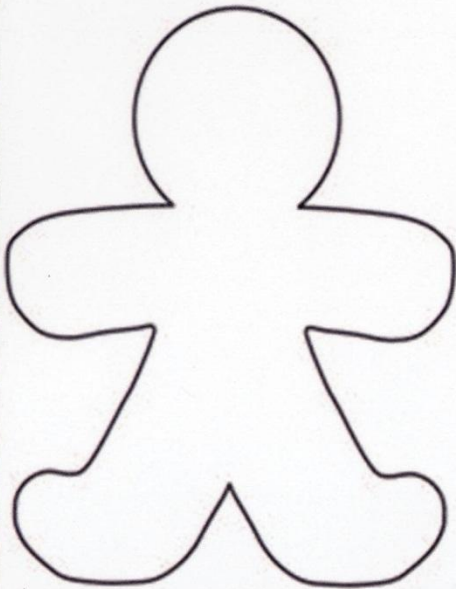
Little Old Man



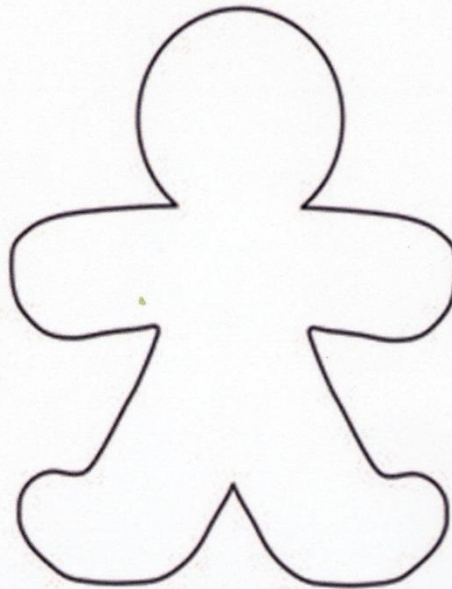
Name: _____

What Happened in the Story?

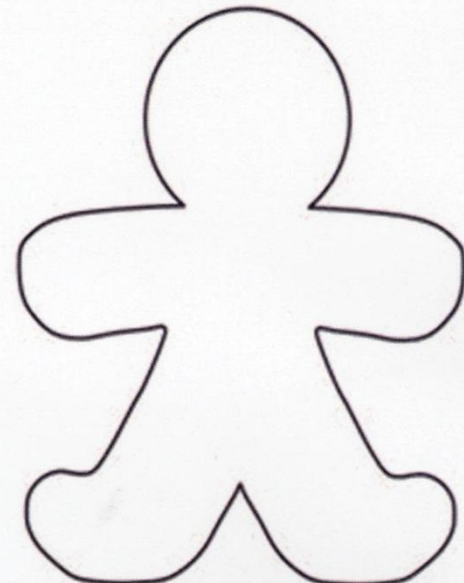
Beginning



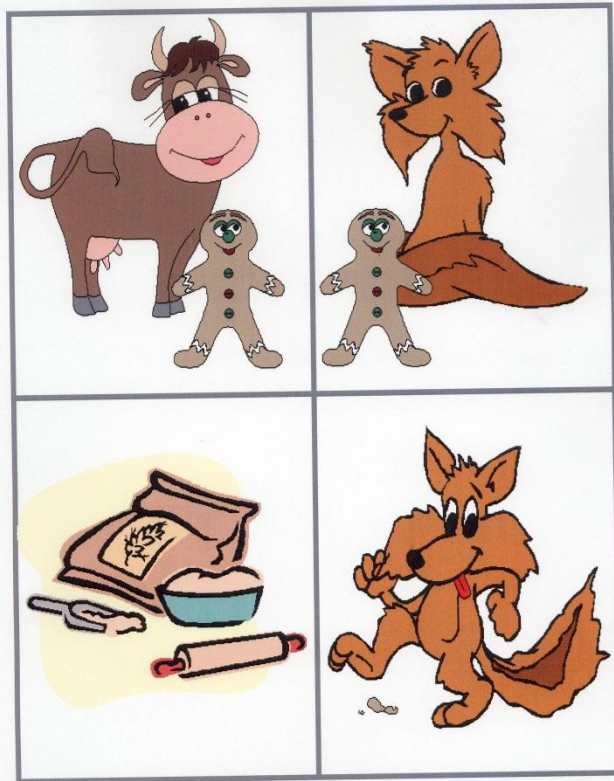
Middle







End



- Picture cards



- Picture cards with words

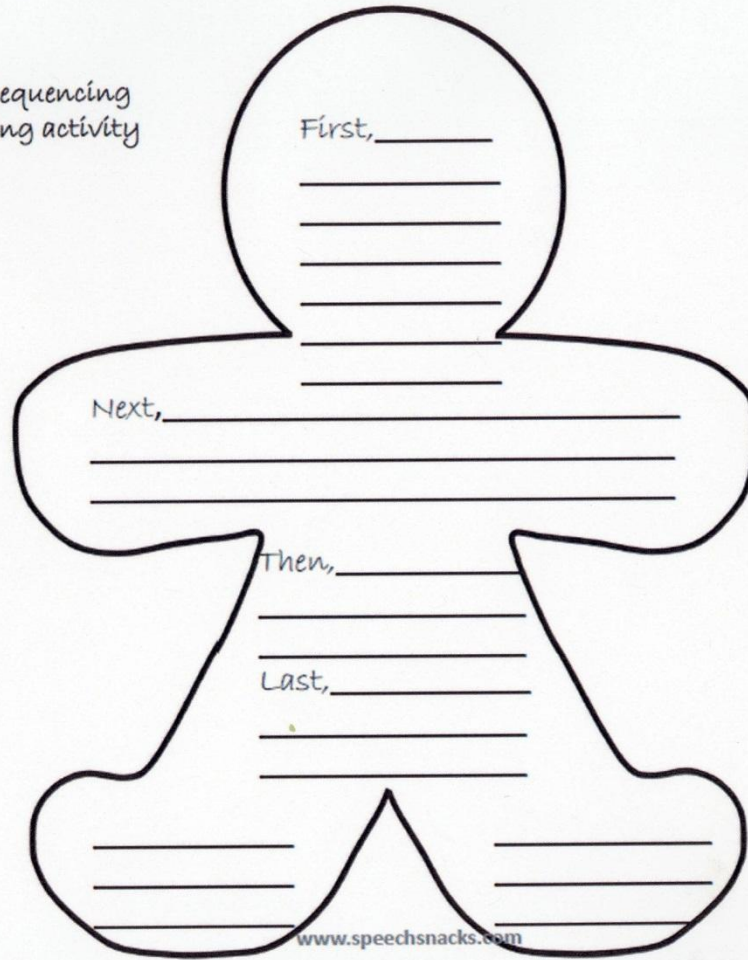
 <p>Run, run as fast as you can, you can't _____ me I'm the gingerbread man! catch hatch match</p>	 <p>Jump on my back and we'll cross the river, so you won't get _____. let pet wet</p>
 <p>The little old woman bakes a gingerbread _____. can fan man</p>	 <p>Yum!</p>

Circle the word that makes the most sense after you have read the story of the gingerbread man. Cut out the cards and arrange them in the same order as they happened in the story.

Gingerbread Man Sequencing
and Descriptive writing activity

Decorate your
gingerbread person
with icing, candy
and dried fruit,
then tell a story
about how you
made him and how
you would describe
him

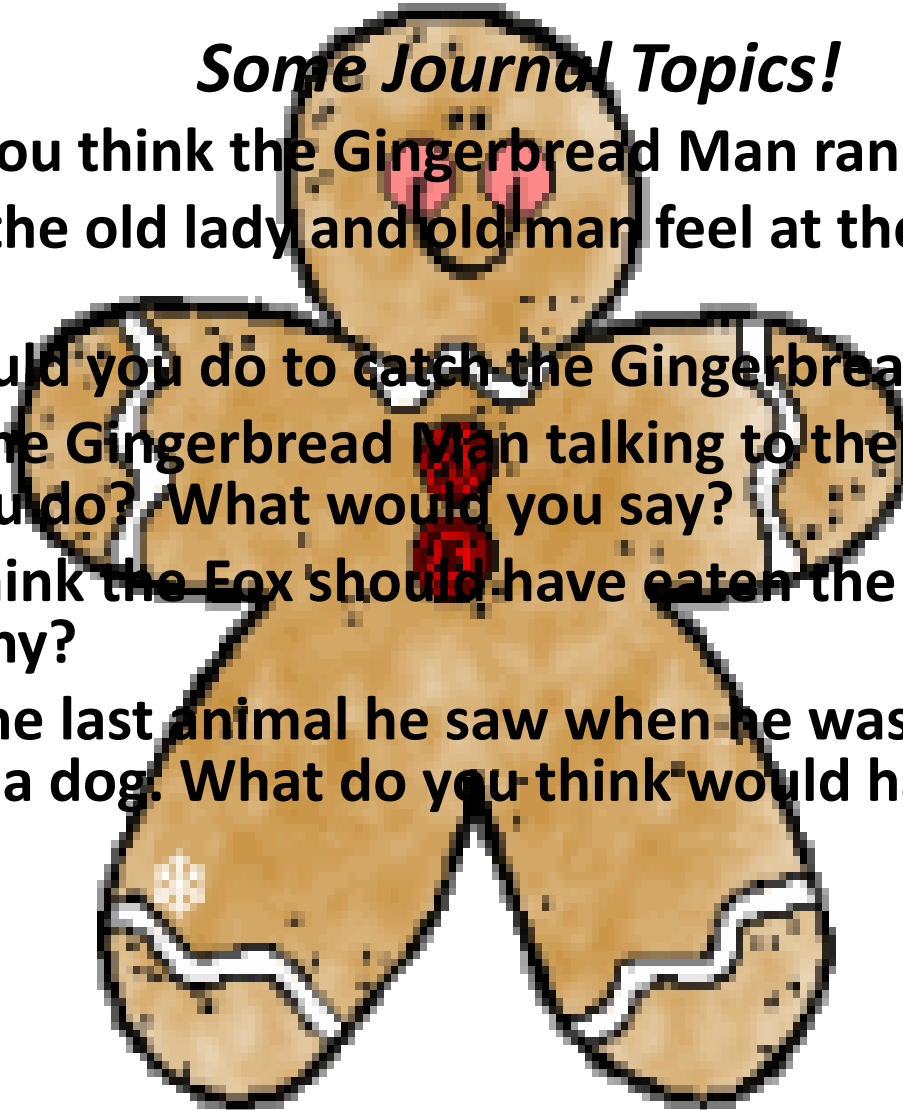
Use the last 6 lines
(in the feet) to add
descriptive words:
How does your
cookie look, smell,
taste and feel???



Writing Connections:

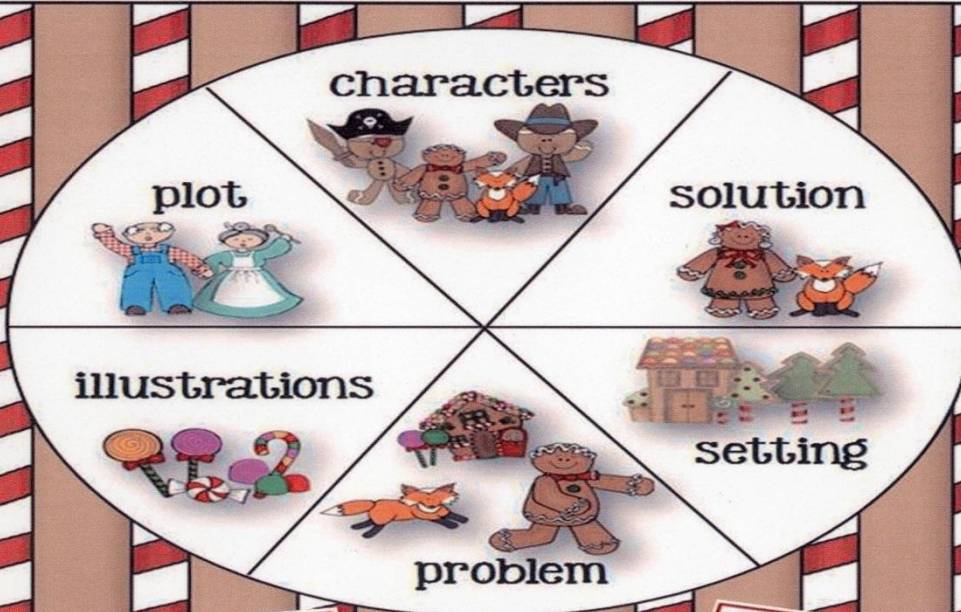
Some Journal Topics!

- Why do you think the Gingerbread Man ran and ran?
- How did the old lady and old man feel at the end of the story?
- What would you do to catch the Gingerbread Man?
- You see the Gingerbread Man talking to the Fox. What would you do? What would you say?
- Do you think the Fox should have eaten the Gingerbread Man? Why?
- What if the last animal he saw when he was running was not a Fox but a dog. What do you think would happen in the end?



Additional Activities:

Gingerbread Book Talk



Characters

In the book _____

- Who is the most important character?
- Choose a character. What are some of their traits?

Solution

In the book _____

- What was the solution to the problem?
- How did the characters try to solve the problem?

Problem

In the book _____

- What is the problem in the story? Is it a problem for all of the characters?
- What caused the problem?

Setting

In the book _____

- Where does the story take place?
- Compare this setting to the setting of another version we have read. Could there be an actual place like the one in the story?
- Are any of the settings like where you live?
- When does the story take place? Can you tell?

Illustrations

In the book _____

- Why do you think the author added the illustrations to the story?
- Did the illustrations help you to better understand the story? How?
- Do the illustrations tell the same story as the words?
- Did your mental picture of the words match the illustrations? Tell why or why not.

Plot

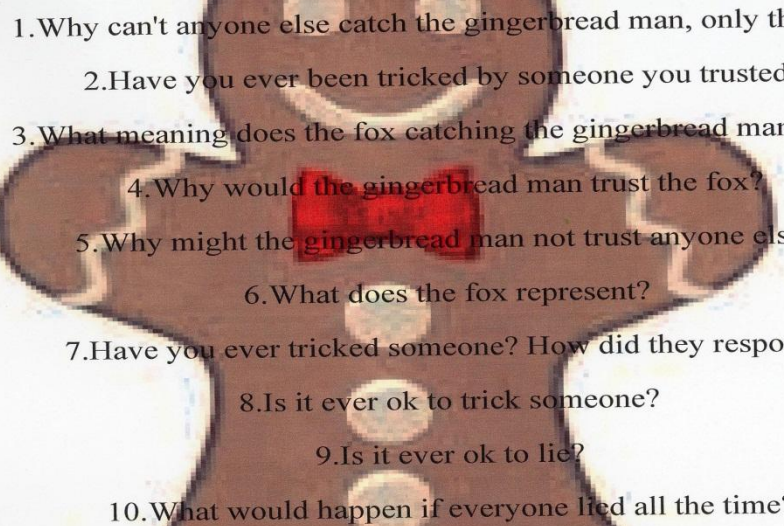
In the book _____

- What are the important events that happen in the story?
- What would you have done differently if you were a character in the story?
- How could the story have ended differently?
- How did you know what was going to happen next?

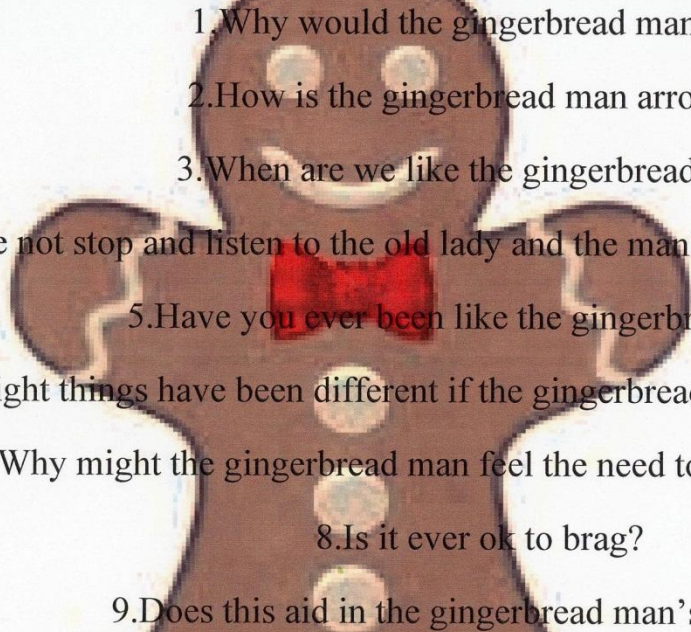
Around the Campfire

Reading Response Prompts

The fox laughed, "I don't want to catch you, little gingerbread man. Why do you run?"

- 
1. Why can't anyone else catch the gingerbread man, only the fox?
 2. Have you ever been tricked by someone you trusted?
 3. What meaning does the fox catching the gingerbread man have?
 4. Why would the gingerbread man trust the fox?
 5. Why might the gingerbread man not trust anyone else?
 6. What does the fox represent?
 7. Have you ever tricked someone? How did they respond?
 8. Is it ever ok to trick someone?
 9. Is it ever ok to lie?
 10. What would happen if everyone lied all the time?

“Run, run, as fast as you can, you cant catch me, I’m the Gingerbread man.”

- 
1. Why would the gingerbread man run?
 2. How is the gingerbread man arrogant?
 3. When are we like the gingerbread man?
 4. Why would he not stop and listen to the old lady and the man?? Why would he stop for the fox?
 5. Have you ever been like the gingerbread man?
 6. How might things have been different if the gingerbread man stopped and listened?
 7. Why might the gingerbread man feel the need to list who he outran?
 8. Is it ever ok to brag?
 9. Does this aid in the gingerbread man’s undoing?

MATH???



It's About

"TIME" !!!!!

CCSSS

1.MD.3

Tell and write time in
hours and half-hours
using analog and digital
clocks



Name: Martha Moore	Name of Unit: The Gingerbread Man	Date: July 19, 2013	Grade Level: First
Objective	Procedures	Materials	Evaluation
<p>IMD-B IMD-B3 The students will tell time to the hour and half-hour intervals using both digital and analog clocks. (DOK 1)</p> <p>The students will recognize and apply mathematics in contexts outside of mathematics. (Best Practices/p. 166)</p>	<p>The teacher will ask the essential questions: What is a clock used for? What are the two hands on a clock called?</p> <p>Have students to look at a clock and identify the hour that is shown on the clock. Have students to write the time.</p> <p>Input: (Teaching) (Explain what the objective is and why it is important) The teacher will: *Have students to tell some of the reasons it is good to know how to tell time *Have students to tell the hour and minute hand on the clock *Have students to know that there are 24 hours in a day *Have students to know that each time is done twice in a day *Tell students that time is told in a.m. and p.m. *Have students to know that a.m is in the morning and that p.m. is in the afternoon</p> <p>Modeling: TTW display a large analog clock. TTW model certain times on the clock indicating times to the hour and half hour. TTW set times on the clock and allow students to volunteer and tell her the time that is shown. The teacher will display a bag with different times in it. Students will be asked on a volunteer basis to come up and pull a time out of the bag. Once the time is pulled, students will be asked to model the time on a large clock that is provided.</p> <p>TTW also:</p> <ul style="list-style-type: none"> ▪ Give students a situation and ask is the time is a.m. or p.m. ▪ Have students to write time on the board ▪ Tell students that we can go an hour from the time shown ▪ Tell students that one hour from a given time means that the minute hand moves around the clock one time back to twelve ▪ Show students the time 1:00, model one hour later by moving hand one time around the clock ▪ Ask students to tell the time <p>Check for understanding: Have students to look at the clock's face and tell the time, have students to show the time one hour from time shown Work Period: The student will work in pairs modeling a time and the other student will have to show an hour later. Guided practice: (What will the teacher do? What will the student do?) DOK After listening to the story on the Gingerbread Man, TTW model word problems about elapsed time about the gingerbread man. Example: If the gingerbread man jumped out of the oven at 2:30 and it took him thirty minutes to get to the old man, what time will it be when he makes it to him? Students will work in small group answering and writing a rationale to other questions like the example given. Closing : (Reflection of lesson) Students will explain what the hands on the clock mean. Independent practice: The student will complete an activity in which they will have to show the times and then draw the time in hour and half hour. Reteach--- Students will look at clock and identify the hour and minute hand on the clock. Students will be told that they always say the short hand first when telling time.</p> <p>Enrichment----Students will make a time booklet showing the things that are done at certain times a.m. and p.m.</p>	<p>Digital clock Analog clock Dry Erase Board</p>	<p>Student Observati on Teacher Made Test</p>

Essential Questions



What are clocks used for?

What are the two hands on the clock called?

Types of Clocks

Digital Clock

A *digital clock* is a type of clock that displays the time digitally.



Analog Clock



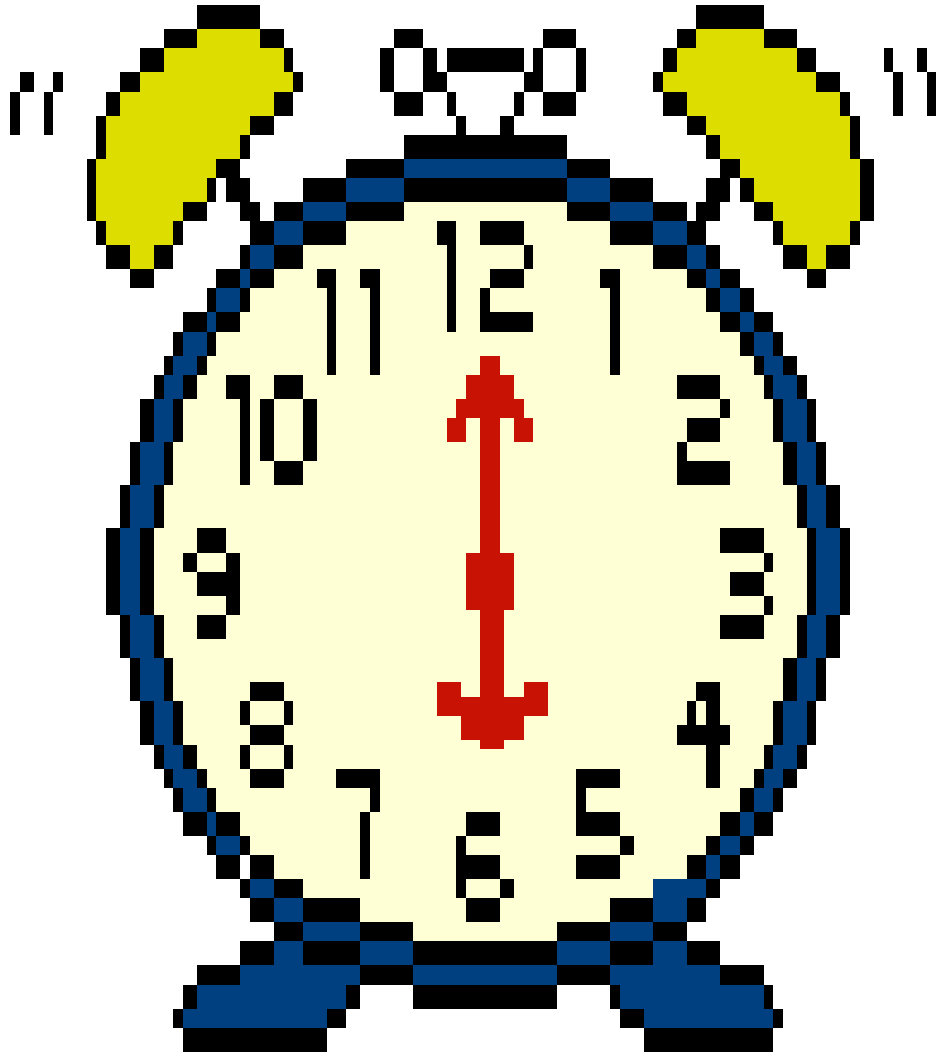
An analog clock display times using hands. Hands on the clock are called the minute hand and the hour hand.

Important Facts

- There are 60 seconds in a minute.
- There are 60 minutes in an hour.
- There are 30 minutes in a half hour.
- There are 24 hours in a day.



What time is it?



A. 12:00











B. 6:30

C. 6:00

D. 12:30

Let's
try
it!

Name _____

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	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
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What time is it now?



1. If the gingerbread man ran through the kitchen at 1:00 o' clock and it took him 30 minutes to make it to the pig, what time will it be?
2. It took him an hour to run from the pig to the cow. What time did he make it to the cow?
3. After running past the cow he made it to the fox at 3:00. How much time did it take him to get from the cow to the fox?

Attachments

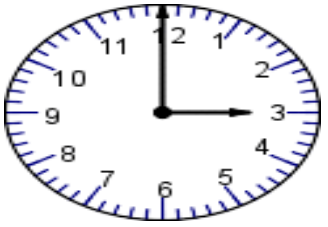

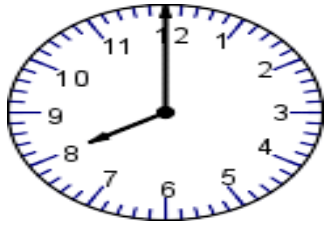
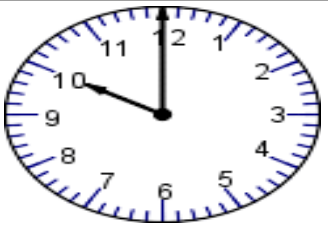
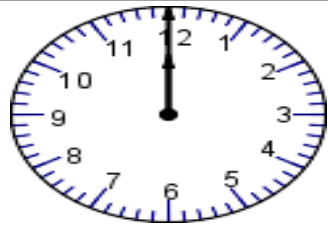
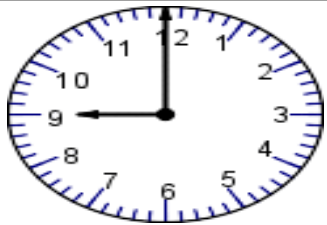
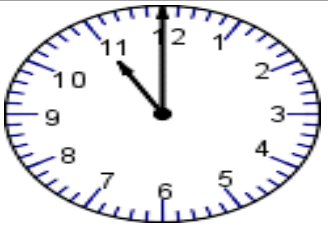
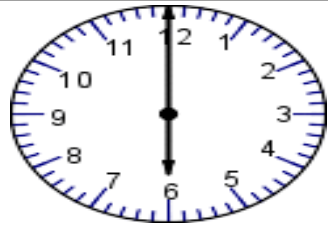
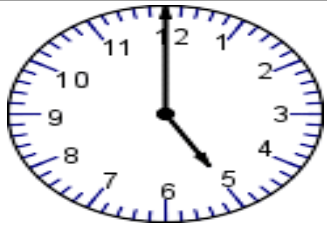


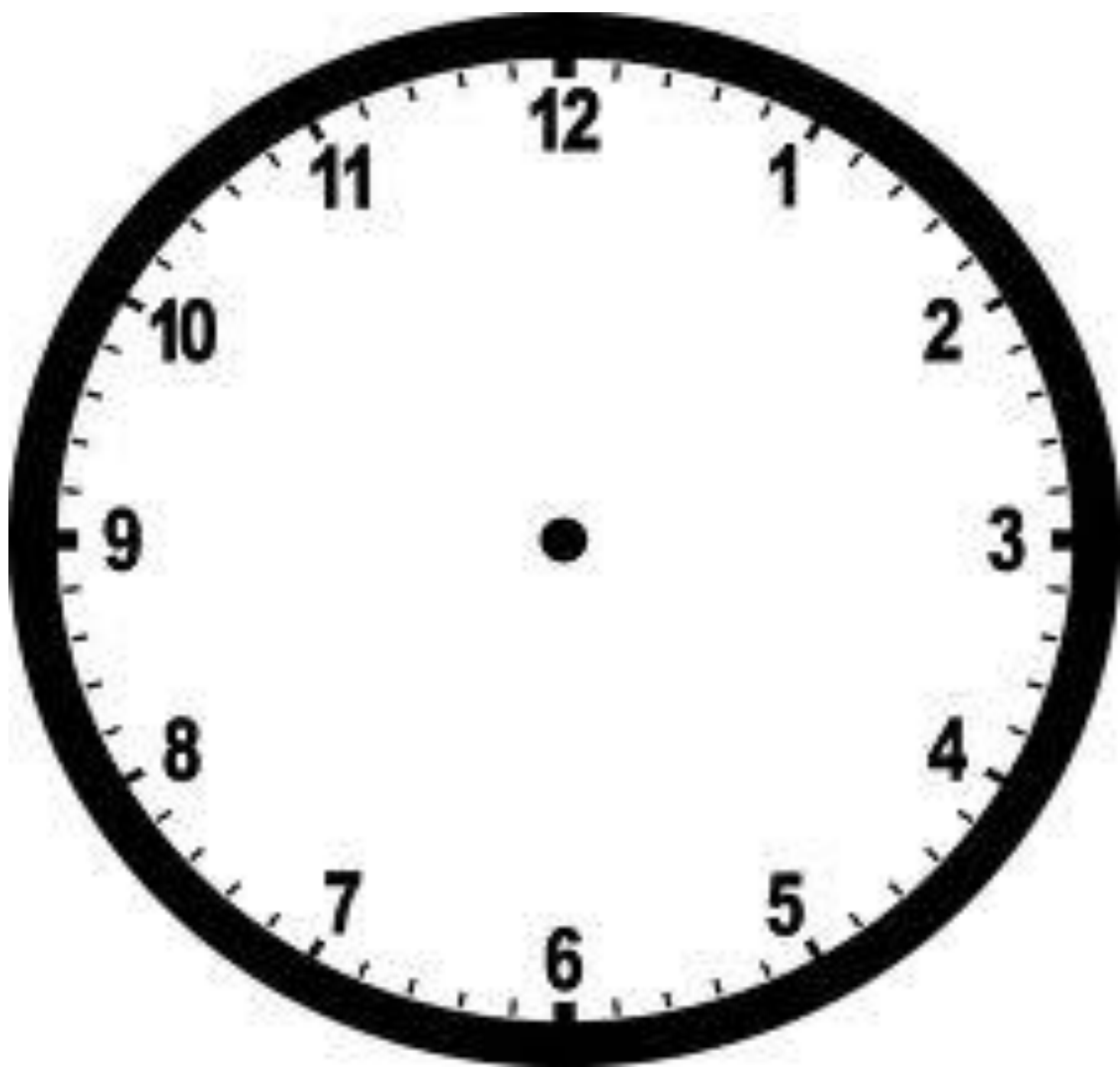
Name _____ Date _____

Directions: Write the time in two different ways



TELLING TIME TO THE HOUR

1.  ___ o'clock ___ : ___	2.  ___ o'clock ___ : ___	3.  ___ o'clock ___ : ___
4.  ___ o'clock ___ : ___	5.  ___ o'clock ___ : ___	6.  ___ o'clock ___ : ___
7.  ___ o'clock ___ : ___	8.  ___ o'clock ___ : ___	9.  ___ o'clock ___ : ___





QUIZ

Math Quiz on Telling Time/ Elapsed Time

1 Kathy is making brownies. They need to bake for 30 minutes. She put them in the oven at 6:00 P.M. At what time should she take them out?

6:00 P.M.

7:00 P.M.

7:30 P.M.

6:30 P.M.

2 An airplane left the Memphis Airport at 9:30 A.M. and arrived at Detroit, Michigan at 10:30 A.M. How long did the trip take?

1 hour

30 minutes

1 hour and 30 minutes

2 hours

3 How long did John sleep if he went to bed at 9:30 P.M., and got up at 10:00 P.M.?

2 hours and 20 minutes

9 hours and 20 minutes

9 hours and 40 minutes

0 hours and 30 minutes

4. If Mrs. Stone leaves home at 6:00 A.M. and arrives at school at 6:30 A.M., how long did it take her to get there?

45 minutes

30 minutes

66 minutes

50 minutes

SCIENCE



Science Objective

- SC1.a Formulate questions about objects and organisms and predict outcomes in order to conduct a simple investigation



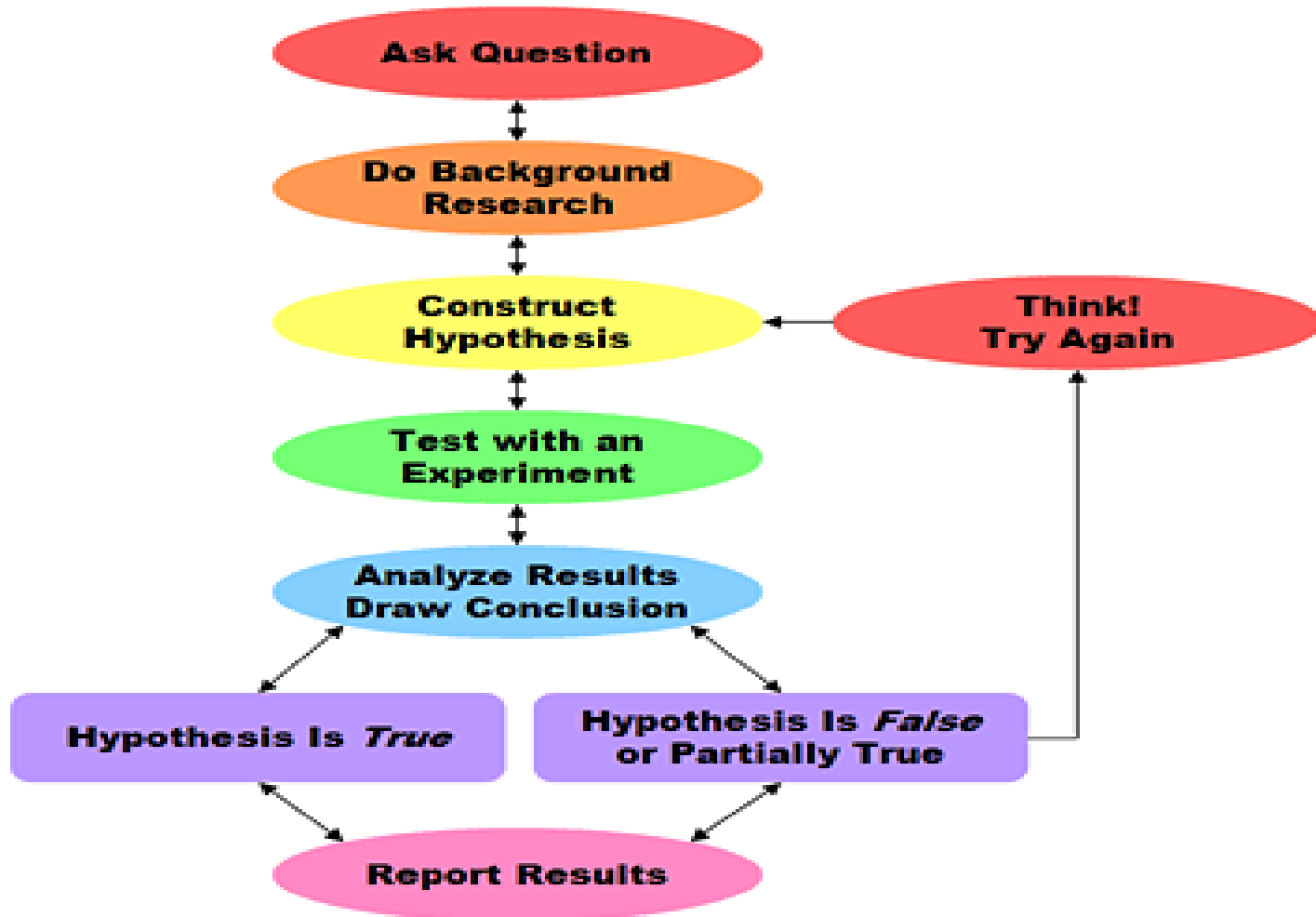
Essential Question

- **What would have happened if the gingerbread man swam across the river by himself?**



Name: Katrina Parks	Name of Unit: The Gingerbread Man	Date: July 29, 2013	Grade Level: 2
Objective	Procedures	Materials	Evaluation
<p>SC1.a Formulate questions about objects and organisms and predict outcomes in order to conduct a simple investigation</p>	<p>The teacher will: Present students with the Essential Question <i>What would have happened if the Gingerbread Man swam across the river by himself?</i> Ask students to think about ways they could find out the answer to this question. Allow students to pair-share with their neighbor for 1 minute and discuss their answers to this question. After listening to given responses, explain that in order to find out the answer to a question, we can perform an experiment. Ask students to pair-share with their neighbor for 40 seconds and explain what they think an experiment is. Display the Scientific Method Chart. Explain each step of the Scientific Method.</p> <ul style="list-style-type: none"> • Ask Question • Do Background Research • Construct Hypothesis • Test with an Experiment • Analyze Results and Draw Conclusion • Report Results <p>Guided Practice: Guide students through a virtual implementation of the scientific method using the projector, computer, and whiteboard using the following website: http://studyjams.scholastic.com/studyjams/jams/science/scientific-inquiry/scientific-methods.htm Engage students in discussing each step as it is performed throughout the video.</p> <p>Independent Practice: Draw student's attention to the essential question. Pair students, and inform them that they will implement the scientific method to answer the essential question. Give each pair of students a Gingerbread Science Experiment sheet, pencil, gingerbread cookie, and a bowl of water.</p> <ul style="list-style-type: none"> • Question: students will write the essential question • Background Research: students will hold a verbal discussion about what they already know pertaining to a gingerbread cookie. • Construct hypothesis: pairs will discuss what they think will happen and why they think so • Experiment: conduct the experiment • Analyze data and draw conclusion: students will make observations, record results, and draw conclusions. *Students are free to either write the information on the science journal or draw pictures to illustrate each portion. Students who choose to draw pictures must explain their journal entry as a means of reporting their results.* • Report Results: each pair of students will report their findings to the class and explain if their hypothesis were supported or rejected. <p>Have students engage in a class discussion about the results of each of their experiment and why they feel the results were as they were.</p> <p>Reteach: Explain the steps of the scientific method in details. Create a flap booklet with the steps to the scientific method. Within the strap book, include each step, explanation of it in student terms, and allow students to draw an illustration of what it would look like to them. Afterwards, lead students in completing an experiment with the teacher in a small group to implement the steps of the scientific method.</p> <p>Enrichment: Students will pull a random teacher-made science question from the bag. Students will complete the steps of the scientific method to answer the question and report their findings.</p>	<p>Scientific Method Chart</p> <p>Computer and projector</p> <p>Science Experiment sheet, Science Journal, pencil, gingerbread cookie, bowl of water</p> <p>Scientific Method Chart, Science Journal, flap booklet, pencil/crayon</p> <p>Science Journal, Bag, strips of questions</p>	<p>Observation/Listening to reasoning</p> <p>Student responses, listening to reasoning</p> <p>Science Journal</p> <p>Science Journal</p> <p>Science Journal</p>

Steps in Scientific Method



Activity 1

Gingerbread Science Experiment

Essential Question: What would have happened if the Gingerbread Man had swam across the river by himself?



My Hypothesis:



Experiment: I put the Gingerbread Man cookie in water to see what would happen.

20 minutes elapsed time

30 minutes elapsed time

My Conclusion:

Activity 2



SCIENCE JOURNAL

NAME _____

DRAW PICTURES OR WRITE ABOUT YOUR PROJECT!

WHAT I THINK WILL HAPPEN

MY QUESTION

WHAT I USED

WHAT I DID

WHAT I FOUND OUT

WHAT REALLY HAPPENED

Social Studies/ Geography



Gingerbread Man/ Group 2

Gary Page

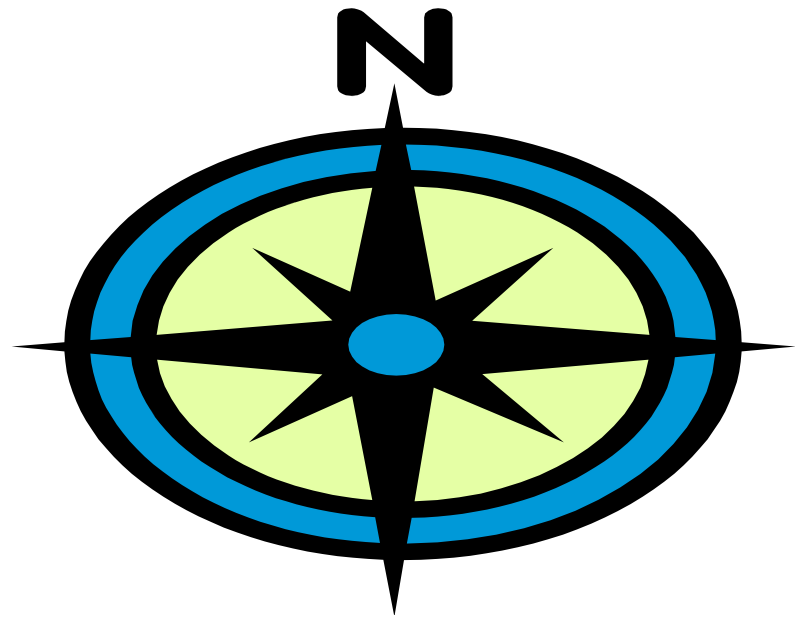
Objective:



- **2. Understand everyday life in different times and places around the world.**
- **a. Use a map and/or globe to locate the local community, Mississippi, the United States, the seven continents, and the oceans. (DOK 1)**
- **b. Identify and apply cardinal directions to maps (i.e., N, E, S, W). (DOK 2)**

Essential Question:

What are cardinal directions and why are they important?



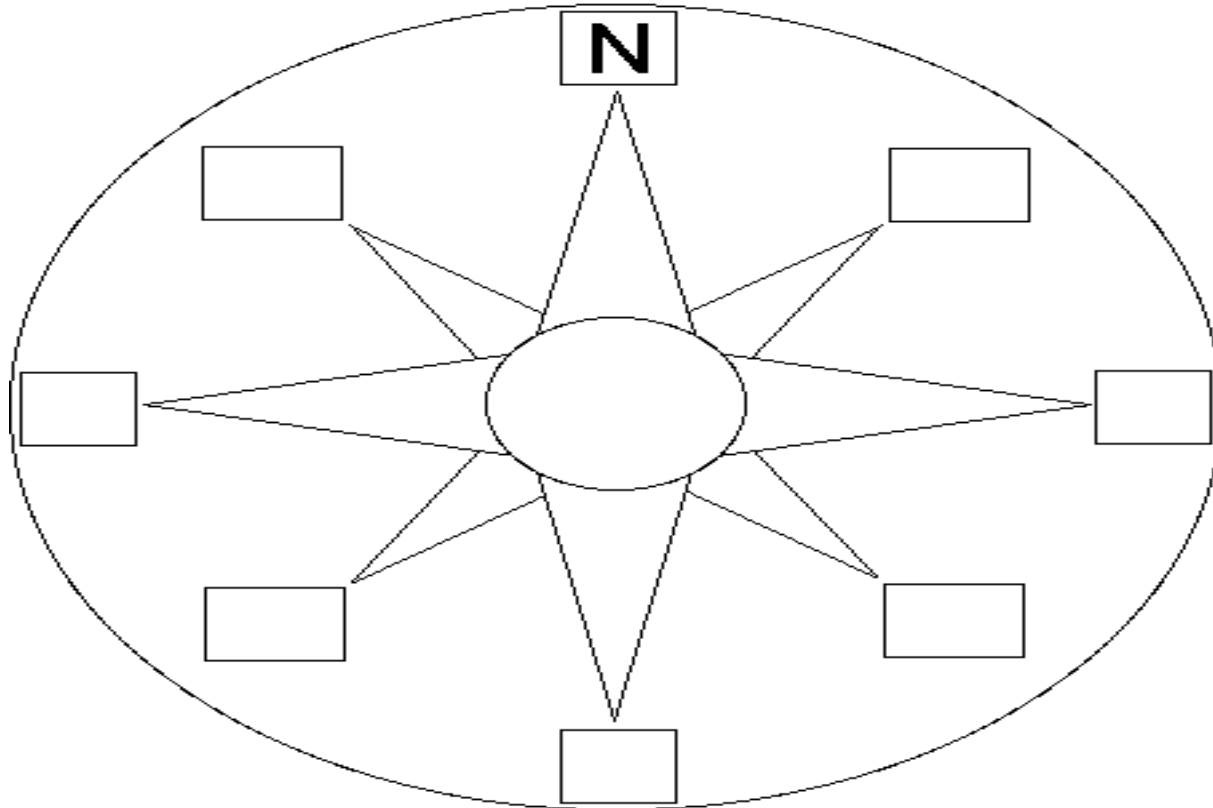
Name: GARY L PAGE	Name of Unit: Social Studies	Date: 7/16/2013	Grade Level
<u>Objective</u>	<u>Procedure</u>	<u>Materials</u>	<u>Evaluation</u>
<p>This is a thematic unit in the area of Social Studies; which is to introduce the basic map skills to first graders.</p> <p>Objectives MS Frameworks Global/International Affairs 2. Understand everyday life in different times and places around the world. b. Identify and apply cardinal directions to maps (i.e., N, E, S, W). (DOK 2)</p>	<p>Essential Question: What are cardinal directions and why are they important?</p> <ul style="list-style-type: none"> • Students will fill out a concept map showing the different places the gingerbread man traveled during the story. • Point out that the gingerbread man may have traveled forward, backwards, to the left, or to the right as he was running. • After students have filled in the web, engage in a conversation about the different places the gingerbread man traveled. • Explain to students that another way to give directions is to use cardinal and lateral directions. • Show students a Compass Rose. • Allow students to pair-share what they think the N, S, W, and E represent. Explain what each cardinal direction letter represents on the compass rose. • Then allow students to pair-share and discuss what they think NW, NE, SW, and SE represent. • Explain the Intermediate directions. • Inform students that an easy way to remember the order of cardinal direction is to remember the following acronym... Never Eat Sour Watermelon. <p>N-North S- South W- West E- East</p> <p>NW- North West NE- North East SW- South West SE- South East</p> <p>Guided Practice: Have students to stand at their seats. Tell students we will play a game called “Gingerbread Man Says”. Explain that the game is played just like “Simon Says”, and explain the rules for students. Students will perform various movements as given by the teacher. (Ex. Gingerbread Man says take two steps north. Gingerbread man says take four steps west.)</p> <p>Independent Practice</p> <p>Inform students that the Gingerbread man was in our classroom this morning, but he is now lost. He has left notes for them to use to find him. Give students the first note left by the gingerbread man. Students will follow the directions given on the notes to show their knowledge of the cardinal and intermediate directions. After each note has been found and the directions have been followed correctly, the students will locate the missing gingerbread man.</p> <p>Reteach Students will work with peer tutor for help with cardinal and intermediate directions.</p>	<p>Index cards Marker</p>	<p>Students will fill in a blank cardinal and intermediate compass rose.</p>

Cardinal and Intermediate Directions

North	South
East	West
Northeast	Southeast
Northwest	Southwest

Compass Rose

A **compass rose** is a design on a map that shows directions. It shows north, south, east, west, northeast, northwest, southeast, and southwest.



On the compass rose above, only north is filled in. Fill in the rest of the directions on the compass rose, using the standard abbreviations:

N=North, S=South, E=East, W=West, NE=Northeast, NW=Northwest, SE=Southeast, SW=Southwest.

When north is at the top of the compass rose (as it often is), south is at the bottom, east is on the right, and west is on the left. Northeast is between north and east, northwest is between north and west, southeast is between south and east, and southwest is between south and west.

The World



RESOURCES

Daniels, H., Hyde, A., & Zemelman, Steven (2012). *Best Practices: Bringing Standards to Life in America's Classrooms*. Fourth Edition. (pp. 39-68).

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The Gingerbread Man Story. Retrieved from [www.enchantedlearning.com/stories/folktale/gingerbreadman/story /](http://www.enchantedlearning.com/stories/folktale/gingerbreadman/story/)