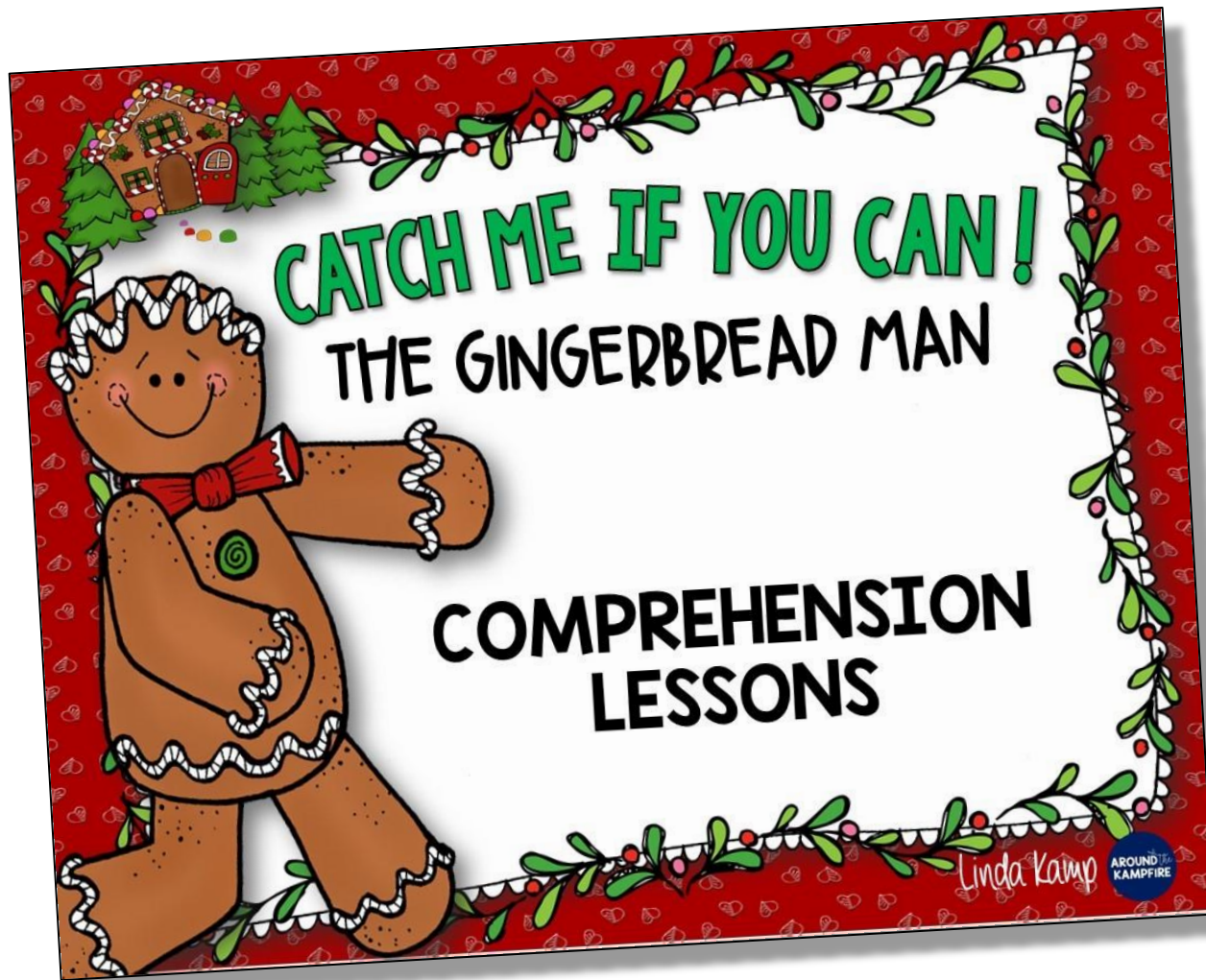


TEACHING POWERPOINT

**UNIT INCLUDES
POWERPOINT & GOOGLE SLIDES**



**9 ENGAGING,
COMPREHENSION
LESSONS:**

- Comparing Story Elements
- Central Message
- Non-Literal Language
- Character Traits
- Text Connections
- Problem & Solution
- Using Illustrations
- Fractured Fairy Tales
- Author's Use of Repetition

EACH LESSON INCLUDES:

- Power Point lesson
- Response activities
- Partner tasks & discussion questions
- Anchor charts & parts
- Graphic organizers
- Quick checks/exit tickets
- Writing craft
- Related literacy center

The collage features several educational resources:

- Anchor Chart:** Titled "What is the CENTRAL MESSAGE?", it lists key points: "Be careful what you wish for", "Bragging will not make people like you", "Being caddy will get you in trouble", "There are many ways to tell the same story", "Never go anywhere with...", and "Brains out!"
- Character Chart:** Titled "The Gingerbread Girl", it includes a drawing of the girl and a fox, with the question "Is she a... SMART cookie?"
- Retelling Craft:** Titled "GINGERBREAD FRIENDS RETELLING-CENTRAL MESSAGE CRAFT", it includes an objective, materials list, and a drawing of gingerbread figures.
- Lesson Plan & Pacing Guide:** Titled "GINGERBREAD STORIES THINKING ABOUT THE GINGERBREAD MAN", it includes a drawing of a gingerbread man and a house.
- Lesson Plan & Pacing Guide:** Titled "THE GINGERBREAD GIRL WHAT IS YOUR OPINION?", it includes a drawing of a fox and a table with columns for "INSTRUCTION", "TEACHER'S NOTES FOR EACH LESSON", and "ACTIVITIES/TASKS".
- Lesson Plan & Pacing Guide:** Titled "CENTRAL MESSAGE", it includes a drawing of a gingerbread man and a fox, and the text "A lesson that can be learned from a story."
- Exit Ticket:** A speech bubble asking "Is she a... SMART cookie?"



SAMPLE LESSON

PLANNING MADE EASY

Unit includes

- 10-15 day lesson plan
- Pacing guide
- Objectives
- Guiding questions
- Procedures
- Printable templates
- Teacher notes
- Management tips
- Read Aloud video links

Standards aligned
& differentiated
for Grades 1-3

STANDARDS BASED

UNIT OVERVIEW

This unit is designed to address a multitude of literacy standards aligned to grades 1-3.

ACTIVITIES AT A GLANCE

- LESSON 1:** Determining the Central Message
- LESSON 2:** Comparing Story Elements
- LESSON 3:** Identifying Non-Literal Language
- LESSON 4:** Inferring Character Traits
- LESSON 5:** Making Meaningful Connections
- LESSON 6:** Using Illustrations to Understand Text
- LESSON 7:** Comparing How Characters are Described
- LESSON 8:** Why Do Authors Use Repetition?
- LESSON 9:** Writing a Fractured Fairy Tale

LESSON PLAN & PACING GUIDE

DAY	BOOK TITLES STANDARD	INSTRUCTION SEE DETAILED TEACHER'S NOTES FOR EACH LESSON	ACTIVITIES/TASKS
DAY 9		Lesson 8: Why Do Authors Use Repetition?	-What words does the character repeat? Flip book -Check For "Understanding half" sheet

COMMON CORE STANDARDS ALIGNMENT

FIRST GRADE STANDARDS

- RL.1.1 Ask and answer such questions as who, what, where, when, and how in a text.
- RL.1.2 Use illustrations and media elements in a text to aid in understanding.

LESSON PLAN & PACING GUIDE

DAY	BOOK TITLES STANDARD	INSTRUCTION SEE DETAILED TEACHER'S NOTES FOR EACH LESSON	ACTIVITIES/TASKS
DAY 5		Lesson 4: Inferring Character Traits	-Class anchor chart -The Gingerbread Man Loose in the School Character Traits Craft Optional activity: Missing Poster

COMMON CORE STANDARDS ALIGNMENT

THIRD GRADE STANDARDS

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, citing specific details from the text.
- RL.3.2 Analyze how a particular story element (e.g., a character, setting, or plot element) contributes to the overall meaning and style of the text.

LESSON PLAN & PACING GUIDE

DAY	BOOK TITLES STANDARD	INSTRUCTION SEE DETAILED TEACHER'S NOTES FOR EACH LESSON	ACTIVITIES/TASKS
DAY 1	<u>The Gingerbread Man</u> Traditional version retold by Jim Aylesworth	-Introduce the unit by discussing ways to define a gingerbread man. -Students complete the graphic organizer. -Explain to students that they will be comparing many versions of The Gingerbread Man. -Read aloud book or view on YouTube. -Identify and discuss the time period of the story using the illustrations and text clues. Call attention to the stove in the kitchen, the pictures on the walls, and how the characters are dressed.	-What is a Gingerbread Man? graphic organizer -Begin making gingerbread house unit folders -Add entries to the story elements charts -Begin including the literacy center activities in your center rotations.
DAY 2	<u>The Gingerbread Boy</u> by Brandi Chase	Lesson 1: Determining the Central Message -Read aloud book or view on YouTube. -Use the illustrations to identify and compare the time period of the setting to yesterday's version. -Introduce the Central Message lesson visual and class chart. -Use the Examples of the Central Message list to discuss lessons students can learn from the story. -Add examples to the class chart.	-Central message class chart -Gingerbread Friends Retelling/Central Message Craft *Note-You may wish to save this craft until you have read more versions giving students more books to choose from.
DAY 3	<u>The Gingerbread Cowboy</u> by Janet Squires	Lesson 2: Comparing Story Elements -Introduce story elements charts. -Compare to the traditional version read yesterday to <u>The Gingerbread Cowboy</u> . -Review the characters and settings of previously read versions. -Find clues in the illustrations to identify the location of the setting. -Discuss what a cowboy is and locate the southwestern United States on a map. -Compare the main character and settings in <u>The Gingerbread Cowboy</u> to the traditional version of <u>The Gingerbread Man</u> adding entries to the story elements charts.	-I Can Compare Characters double bubble map -Add entries to the story elements charts -Optional activity: Candy Cane Cactus Ornaments

SECOND GRADE STANDARDS

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to aid in understanding.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and describe how characters in a story respond to major events and challenges.
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhyme, repetition) contribute to the meaning and style of a story, poem, or song.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to describe how characters, settings, or plots develop.
- RL.2.9 Compare and contrast two or more versions of the same story (e.g., traditional and retold).
- L.2.1A Use collective nouns.
- L.2.5.A Identify real-life connections between words and their use.
- L.2.6 Use words and phrases acquired through conversations, reading, and media, including using adjectives and adverbs to describe.
- W.2.2 Write informative texts in which they introduce a topic, use facts and definitions to present ideas, and include a concluding statement.

15 READ ALOUD VIDEOS

LINKS TO ONLINE READ ALOUDS

The following are YouTube video links for books read aloud online.

IMPORTANT NOTE: Always preview all videos before showing them to your class. Links on the internet can change. At the time of publishing, these YouTube links were appropriate, but it is always better to be safe than sorry.

[The Gingerbread Man](#) Traditional version by Jim Aylesworth

[The Gingerbread Boy](#) by Brandi Chase

[The Gingerbread Baby](#) by Jan Brett

[The Gingerbread Cowboy](#) by Janet Squires

[The Gingerbread Girl](#) by Lisa Camp

[The Gingerbread Girl Goes Animal](#)

[The Gingerbread Man Loose in the](#)

[The Gingerbread Pirates](#) by Kristen

[The Musubi Man](#) by Sandy Takaya

[Gingerbread Friends](#) by Jan Brett

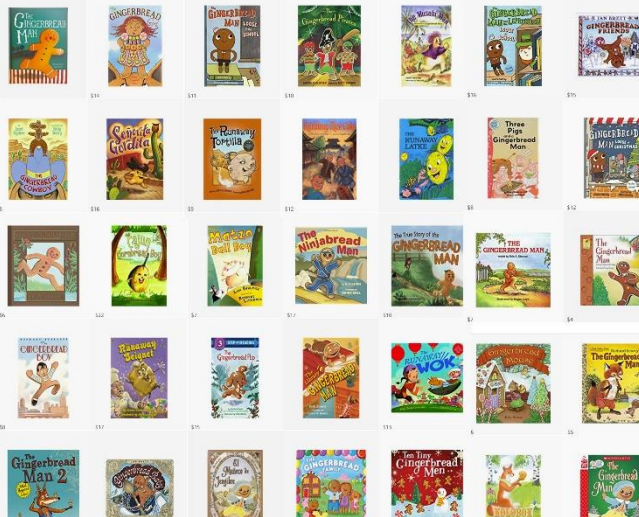
[The Gingerbread Baby](#) by Jan Br

[The Runaway Rice Cake](#) by Ying

[The Stinky Cheese Man](#) by John S

GINGERBREAD BOOK LIST

[CLICK HERE](#) to visit my Amazon Book Store to find many different versions of The Gingerbread Man



DON'T HAVE GINGERBREAD BOOKS?

NO WORRIES!

I've included links to 15 read aloud videos on YouTube. Choose the videos you want to use!

Or visit my Amazon bookstore to see all the different versions available.

Teacher Notes & Support Materials

LESSON 9: Writing a Fractured Fairy Tale
WHAT IF THE FOX WAS A COOKIE? A FRACTURED FAIRY TALE
OBJECTIVES: W.13, L.16, L.26, W.23, W.30A
Students will respond to a text by planning and writing a narrative story from the fox's point of view.

LESSON 8: Why Do Authors Use Repetition?
OBJECTIVE: RL.14 Students will identify words and repeated phrases in the stories that suggest feelings of excitement.
RL.2.4, RL.3.5 Students will describe how repeated words and phrases add meaning and help us understand a character.
MATERIALS: Lesson visuals.

LESSON 7: Comparing How Characters Respond
OBJECTIVE: RL.14 Students will describe how the experiences of the main characters in The Gingerbread Girl and The Gingerbread Man by comparing the endings.
RL.2.3 Students will compare and describe how characters respond to major challenges in the story.

LESSON 6: Using Illustrations to Understand a Story
GUIDING QUESTIONS FOR CLASS DISCUSSION
The following are some examples for guiding students to explain how using the illustrations helps them to better understand the story.

LESSON 6: Using Illustrations to Understand a Story
OBJECTIVE: RL.17 Students will use the illustrations in a story to describe its characters, setting, or events.
RL.2.7, RL.3.7 Students will explain how using of emotion gained from the illustrations helps them to better understand a character.

LESSON 5: Making Meaningful Connections
TEXT-TO-SELF CONNECTIONS
OBJECTIVE: RI.11, RI.2, RI.3.1 Students will make text-to-self connections by describing how an event in the story relates to their lives.
MATERIALS: Text-to-Self lesson visual, Making Connections student page.

LESSON 4: Inferring Character Traits
THE GINGERBREAD MAN LOOSE IN THE SCHOOL!
OBJECTIVE: RI.11, RI.2, RI.3.1 Students will make text-to-self connections by describing how an event in the story relates to their lives.

LESSON 3: Identifying Non-Literal Language
THE GINGERBREAD GIRL
OBJECTIVE: L.14A, L.24A, RL.3.4 Students will use context clues to determine the meaning of unknown phrases with literal and non-literal language.
MATERIALS: Copy of the book The Gingerbread Girl or The Gingerbread Girl Goes Around Crackers.

EXAMPLES OF THE CENTRAL MESSAGE IN VERSIONS OF THE GINGERBREAD MAN:
EXAMPLES:
• Be careful what you wish for.
• There are consequences for your actions.
• Little is more powerful than you think.

LESSON 1: Determining the Central Message
OBJECTIVE: RI.11, RI.2, RI.3.2 Students will identify the central message and lessons learned in The Gingerbread Man.
MATERIALS: Chart paper, Central Message chart parts, Sticky notes, Any version of The Gingerbread Man.
PROCEDURE:
1. Prep the class chart using the included chart parts or draw your own.
2. Project the Central Message lesson visual. Explain to students the definition of a central message as a lesson the reader can learn from the story and a

THE MATZAH MAN
USING TEXT EVIDENCE TO SUPPORT A CHARACTER DESCRIPTION
OBJECTIVE: RI.13, RI.2, RI.3.3 Students will use illustrations and text evidence to sort character traits of The Matzah Man.
MATERIALS PER STUDENT: Books: The Matzah Man by Naomi Howard, Matzah Man writing templates, Body copied on tan paper, Head copied on tan paper.
PROCEDURE:
1. After reading about The Matzah Man

THE GINGERBREAD COWBOY
CANDY CANE CACTUS ORNAMENT
MATERIALS PER STUDENT:
1 cactus template on red paper
5 1/4" x 11 1/2" strips of white paper
*Cut copy paper into 1/4" strips
4-6 Green pipe cleaner pieces cut approx. 1/4"
8" piece yarn or ribbon for ornament hanger
Optional ribbon or raffia to add a bow
Tacky Glue or strong Craft Glue

CLASS CHART IDEA
Identifying Character Traits
Readers can infer and draw conclusions about the personality of a character from the things they say, do, or think.

USING THE GRAPHIC ORGANIZERS
Character Traits lesson visual. Explain to students that they describe a character's personality and what they are like as a whole.

LITERACY CENTERS
GRAMMAR: Types of Nouns Sort
L1.B, L2.1A
WORD WORK: Short and Long /ea/
L1.D, L2.2D
READING: Sentence Punctuation

FOLLOWING MULTI-STEP DIRECTIONS
How To Make A Gingerbread Man
OBJECTIVE: RI.11, RI.2, RI.3.1 Students will read and understand multi-step directions by answering questions about a recipe.
MATERIALS: How To Make A Gingerbread Man recipe, Class set of student page.
PROCEDURE:
1. Project the recipe on your white board or print a copy if using in a literacy center.
2. Ask students how many of their families bake during the holidays and how many have ever seen a recipe.
3. Discuss with students the importance of following directions carefully and correctly. Explain that

GINGERBREAD FRIENDS RETELLING-CENTRAL MESSAGE CRAFT
OBJECTIVE: RI.12, RI.2.2 Students will read a story and identify the central message by retelling key details and events in the beginning, middle, and end.
MATERIALS PER STUDENT:
3 large gingerbread shapes on brown paper
Writing templates on white paper
OPTIONAL: Save paper by copying all on white copy paper and having students color the gingerbread shapes.
PROCEDURE:
1. Direct students to choose a Gingerbread Man version to summarize and determine the central message. Review with students that when retelling in writing they need only include the most important events in each part of the story.
2. Students write key details and events at the beginning, middle, and end of the story on the writing templates.
3. Students complete the additional templates by writing the central message, evidence/how they know, and what the character learned.
4. Cut out the templates and gingerbread shapes.
5. Glue the writing templates to the middle of each gingerbread shape.
6. Glue the gingerbread shapes together, in story order, by overlapping the hands.
7. Glue the Central Message, How do you know?, and What did the character learn? templates to the backs of the gingerbread shapes.
8. Write the book title, author, and illustrator in the spaces at the bottom of the gingerbread shape.

THE GINGERBREAD MAN LOOSE IN THE SCHOOL
As an additional activity (I use this as a writing center!) I have my students make a missing poster. They imagine that the gingerbread man is loose in our school and make posters, like the students in the book did, to hang in the hallway to help find him.
CLICK OVER TO MY BLOG to see how we also use this craft for a gingerbread man exchange and make a class book as we search for our gingerbread man loose in our school!

BOOK TALK PARTNER GAME
OVERVIEW: Use the Book Talk game as a partner activity during small groups, literacy centers, or buddy reading time. Students choose a familiar gingerbread version to work with. The game lends itself well to determining students' understanding of story elements, characters, and answering questions about key details. The questions also give insight into students' language and speaking skills, as well as their understanding and use of the strategies and comprehension skills you have taught during this unit.
PREP: Make a copy of the game for each set of partners or group of 3. Copy the question cards on cardstock and laminate. Students will use a paper clip and pencil to spin. Put the cards on a ring or in a bag and place them in book boxes or a
TO PLAY: Write the questions with a partner. Students will use a paper clip and pencil to spin the cards and answer the questions.

BREAD JOG ROAM THE ROOM
Bread Jog can be done in a number of different ways: in small groups at a time, or as task cards in a learning center to use if the last week before the holiday break so students can get some of their wiggles out. I've even done it by class outside on the playground by taping the cards to end benches in the play area.
Put out the gingerbread shapes. Tape them in various places in the classroom. Give each student a clip board and a recording sheet of the questions, and record their answers on the sheet. Also make a recording sheet for each student.

Guide you through each lesson

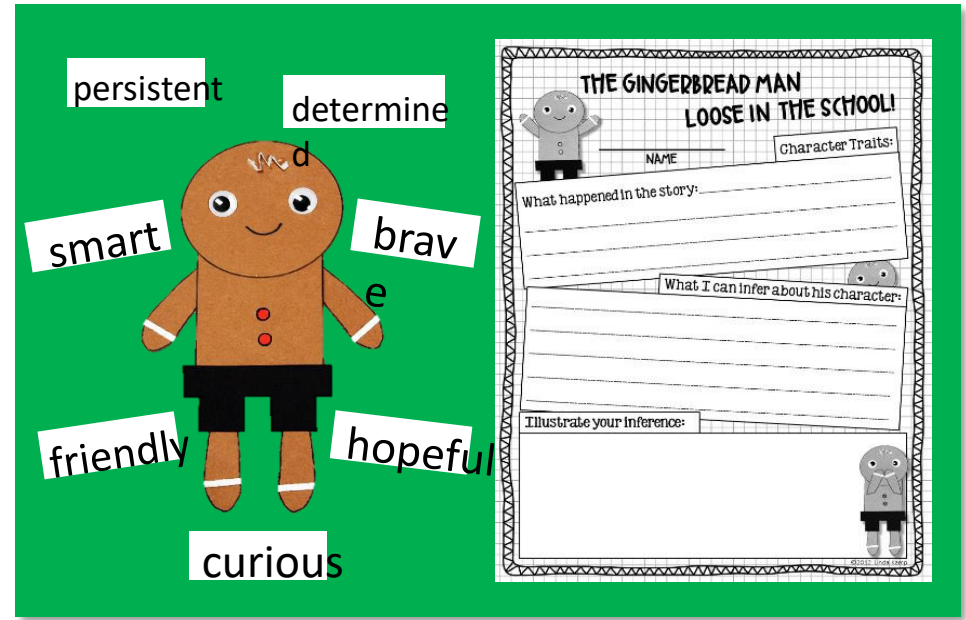
Engaging comprehension lessons



PRINT OR PROJECT
Anchor charts
to explain the
reading skill
with examples
from the text

Turn your readers into thinkers!

Meaningful response activities



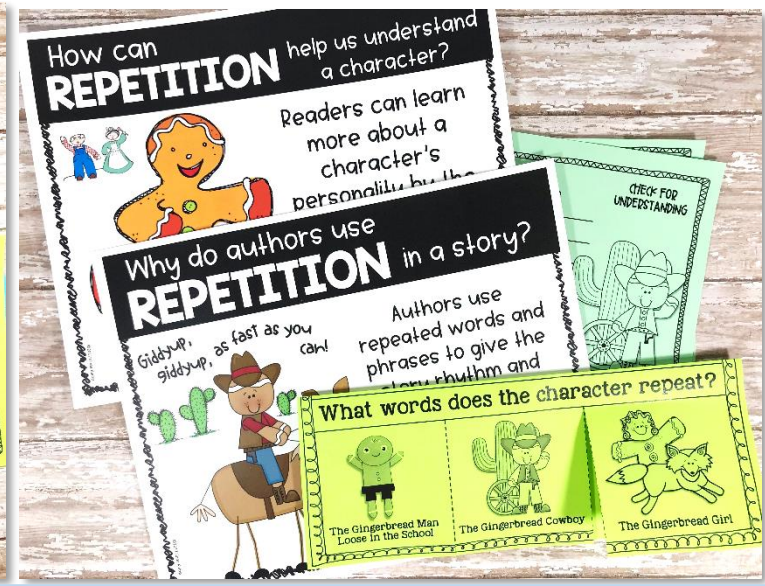
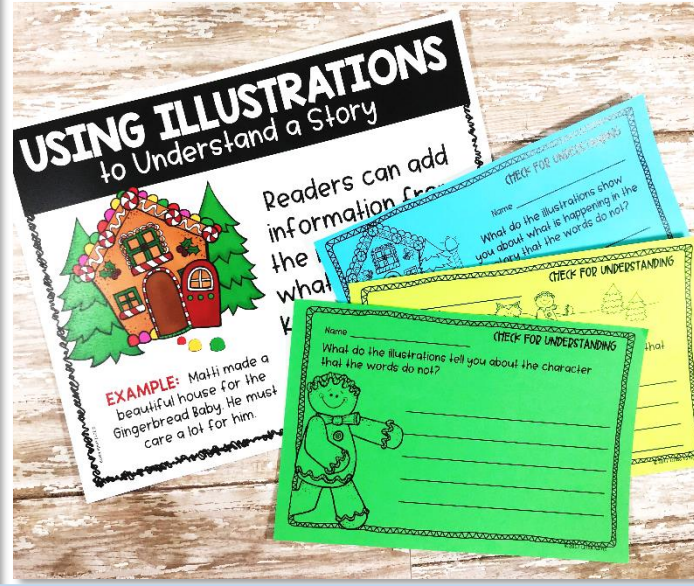
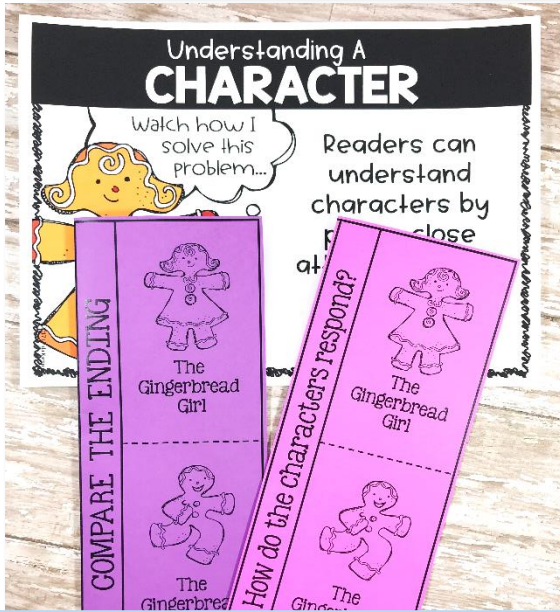
THE GINGERBREAD MAN LOOSE IN THE SCHOOL!

NAME _____ Character Traits: _____

What happened in the story: _____

What I can infer about his character: _____

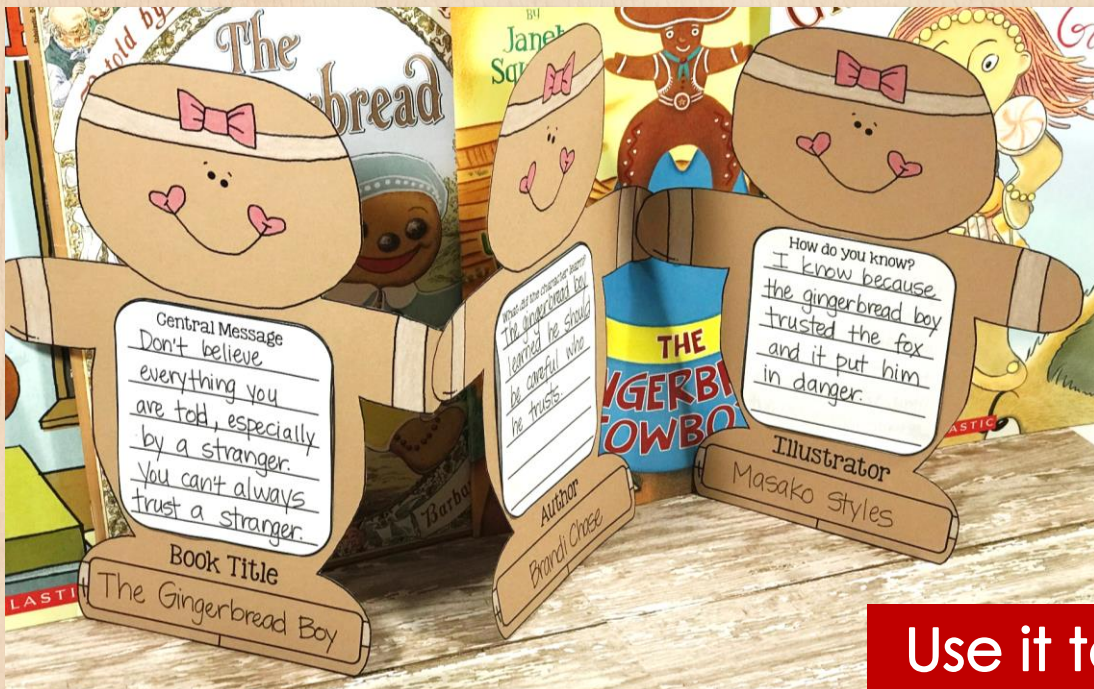
Illustrate your inference: _____



Assess & check for understanding

Easily Differentiate

Many activities include multiple versions



Skills practice

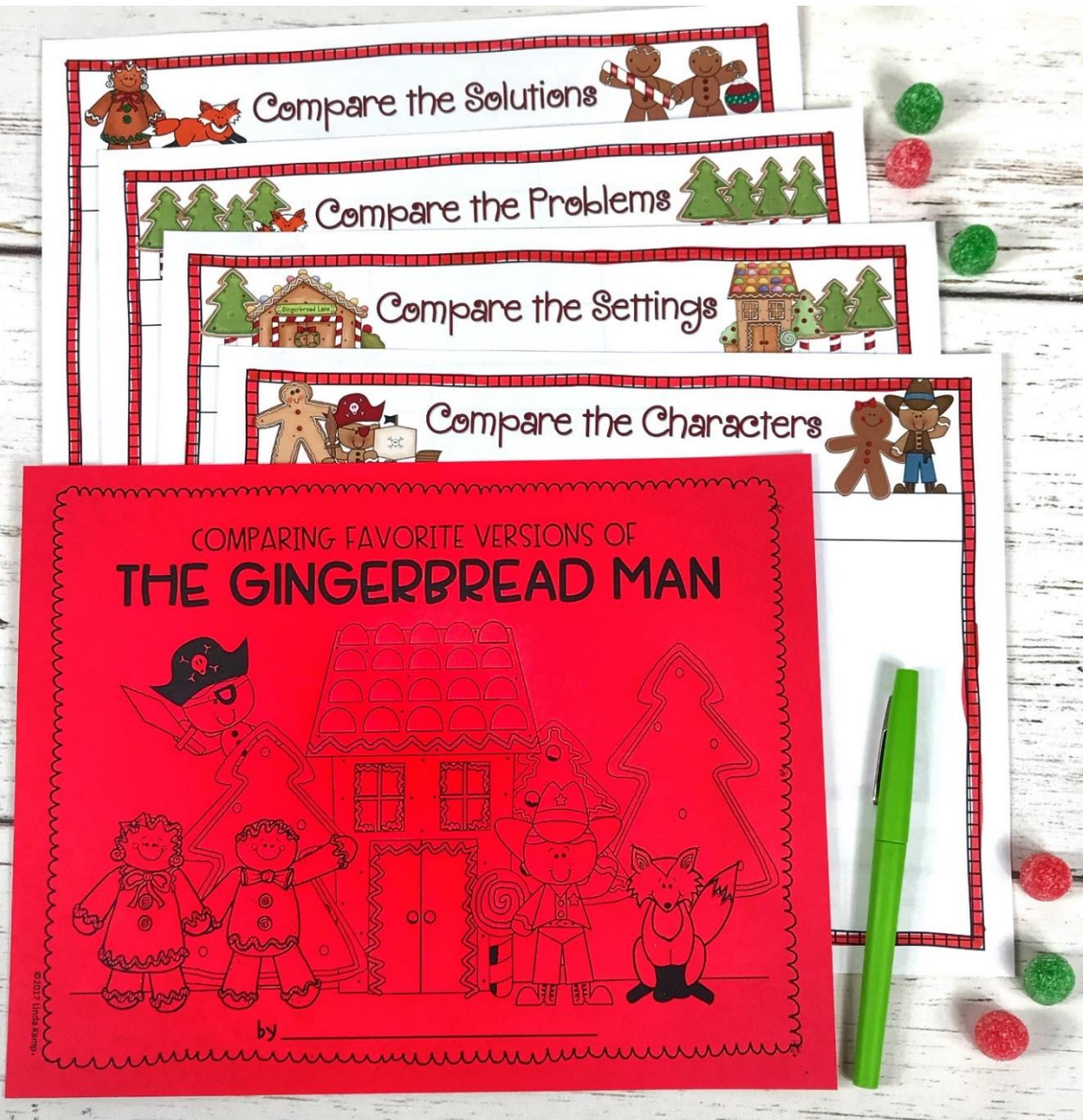
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PRINTABLE LITERACY CENTERS

- Noun types
- Ask & answer questions
- Book Talk partner game
- Punctuation Sort
- Long & short vowel word work
- Grammar
- Story elements



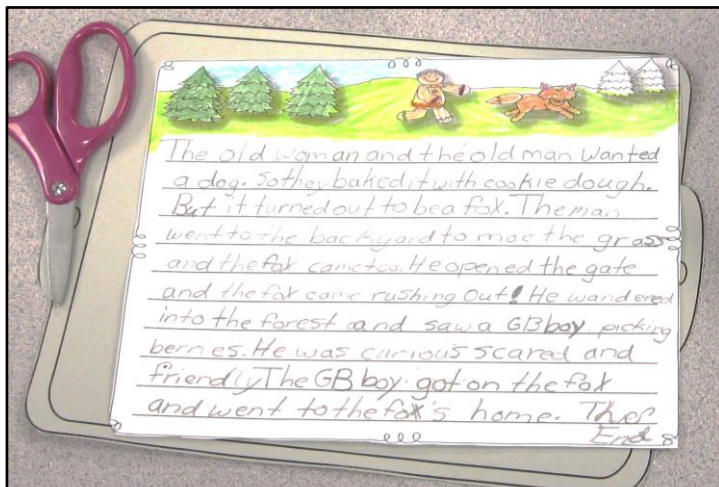
Compare Story Elements



PRINT & DIGITAL
Projectable color charts
& student booklet to
compare story elements
in your favorite versions

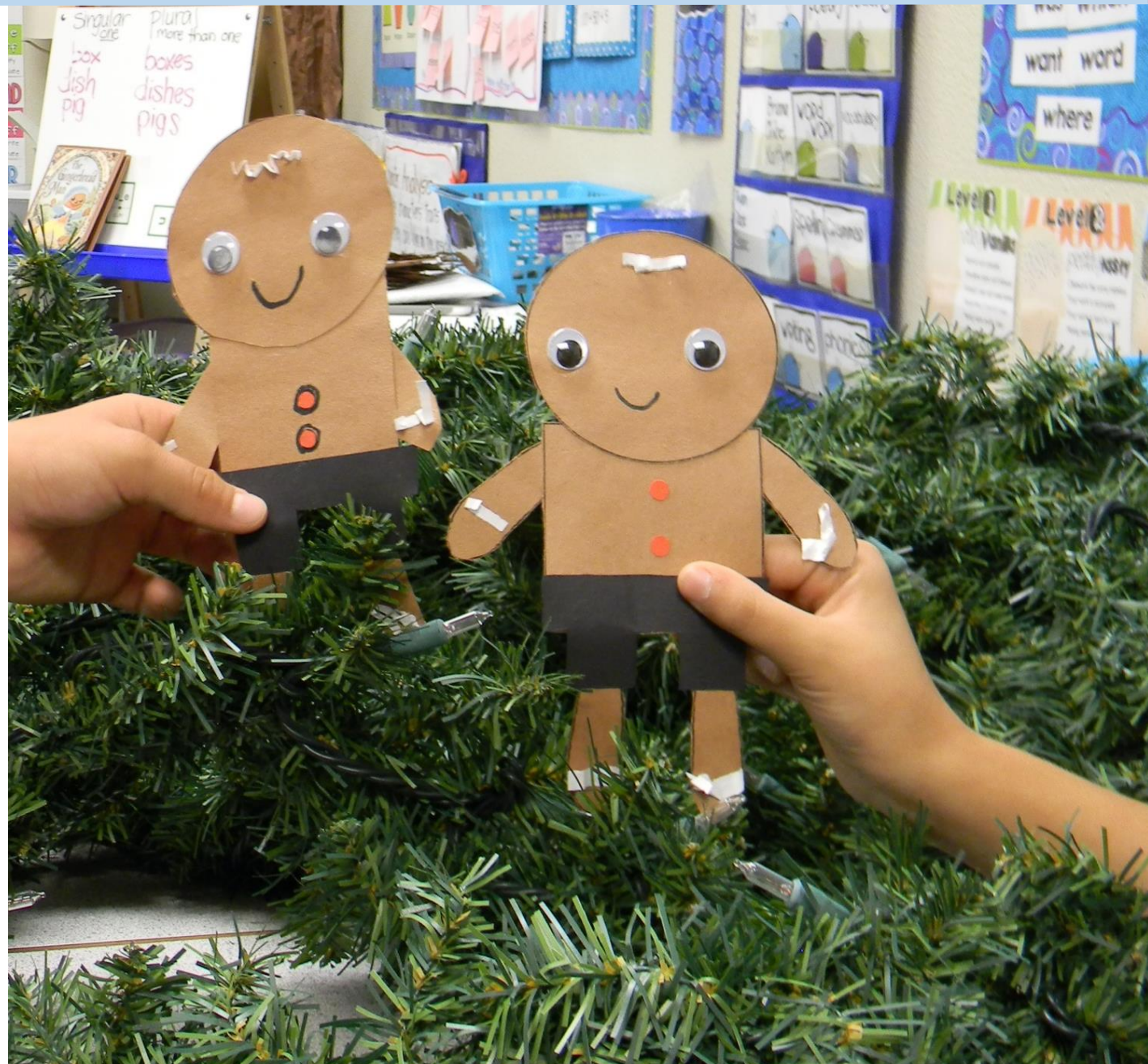
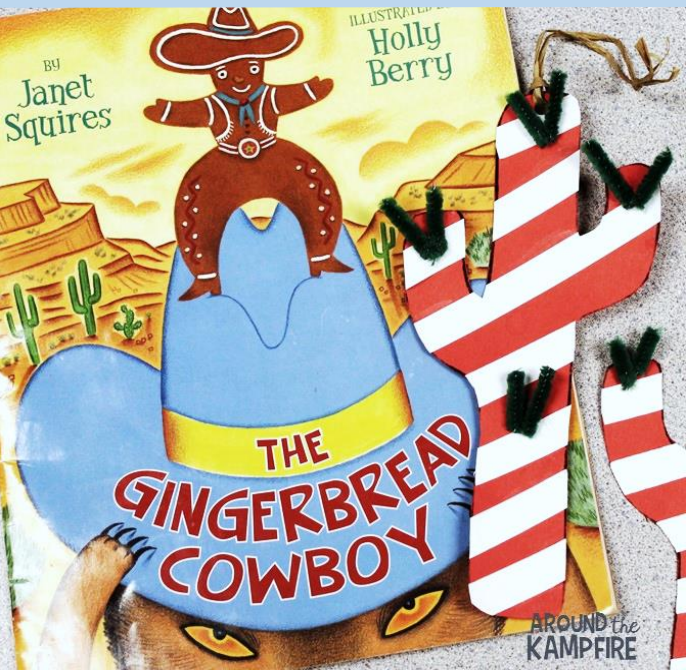


Creative writing project



Students
PLAN, WRITE & PUBLISH
a **FRACTURED FAIRY TALE**
from the fox's point of view

Additional book activities & crafts



Printable graphic organizers booklet



DEFINE, DESCRIBE CATEGORIZE & COMPARE your favorite versions of **THE GINGERBREAD MAN**

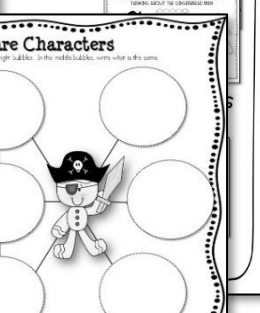
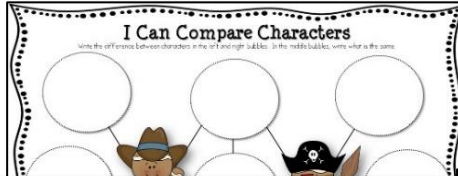
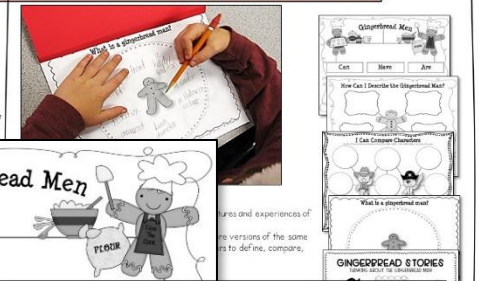
GUIDING THE THINKING & DISCUSSION

The following is a tool to help you guide your students' thinking and class discussion as they define, describe, compare, and classify the characters and story elements in the versions you are reading. This guide may also be used as a "flexible" answer key since students' responses will vary.

WHAT IS A GINGERBREAD MAN?

I CAN COMPARE CHARACTERS

USING THE GRAPHIC ORGANIZERS



Gingerbread house folder

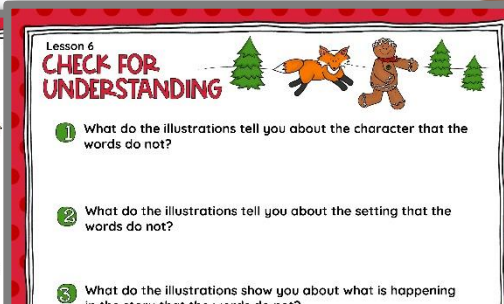
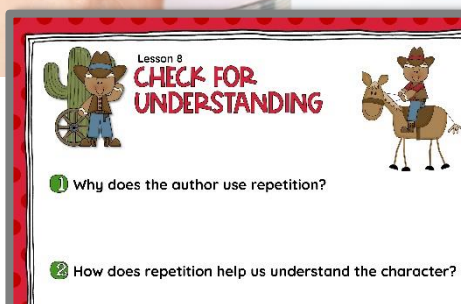
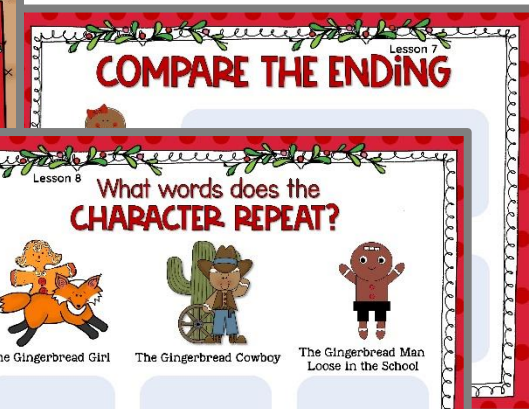
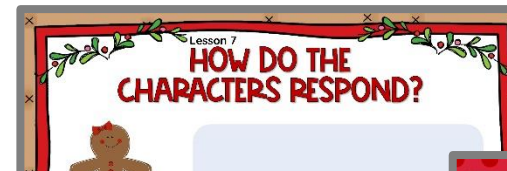
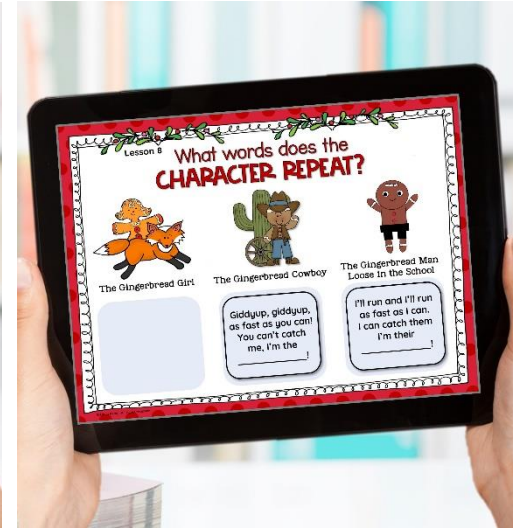
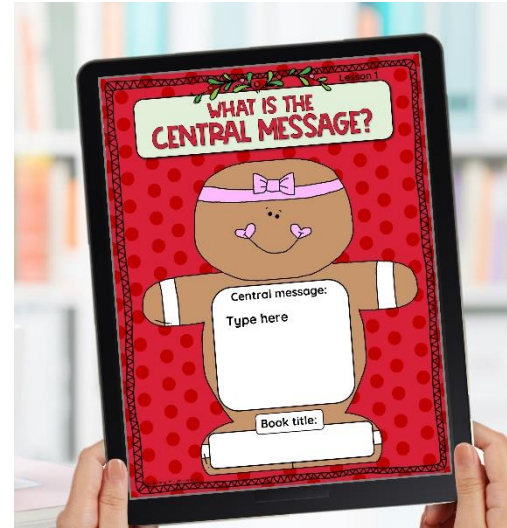


Keep students organized throughout the unit!

12 Digital activities included

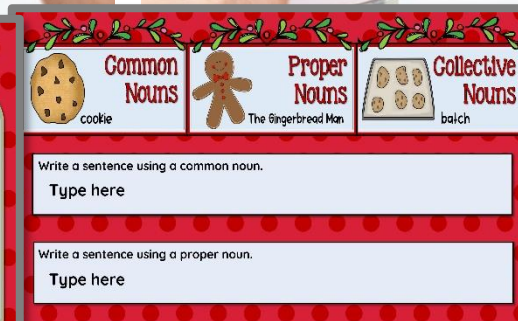
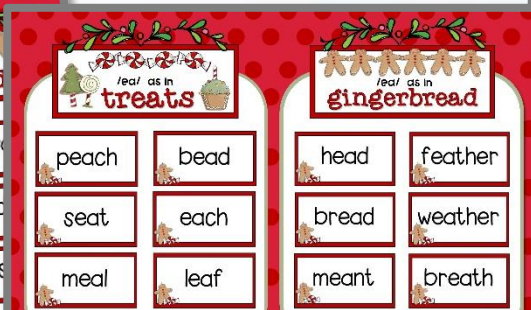
The Gingerbread Man
Loose in the School

Each lesson includes digital
activities on Google Slides™



Digital literacy center games

4 Digital literacy centers with moveable parts



Central Message bulletin board



*Title letters included

Make an EASY December hallway display!

BONUS Math Graphing Project

Make A Gingerbread Man Glyph

Girl..... red eyes
 Boy..... green eyes

Number of years old..... number of buttons

I like gingerbread..... curvy smile
 I do not like gingerbread..... straight smile



What Did We Eat First?

Pictograph

Head	20
Arm	14
Leg	18
Body	17
	16

Bar Graph

Head	
Arm	
Leg	
Body	

Part eaten the most _____
 Part eaten the least _____

5
 Talk about how you know the number of each part bitten

6
 How many categories are graph? Write the numbers


1
 Which part had the most bites?
 Talk about how you know that

2
 How many more kids bit the

Name _____

Read A Cookie

Read the data on a classmate's glyph.
 Answer the questions below.



Draw the Data

Name _____

the data you see on your friend's glyph

friend a boy or girl? _____


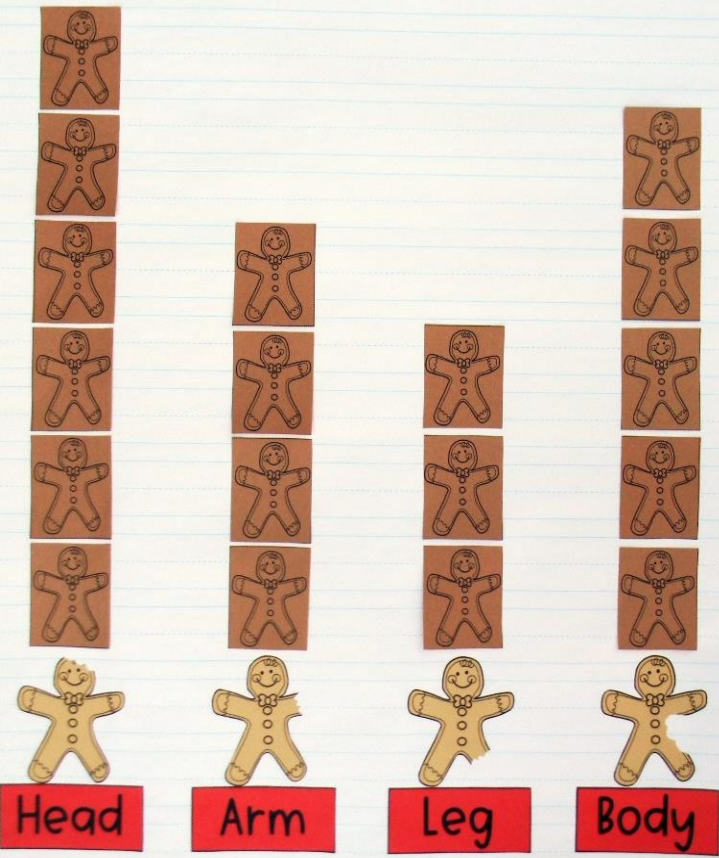
What Did We Eat First?

Pictograph

Head	20
Arm	14
Leg	18
Body	17
	16
	15
	14
	13
	12
	11
	10
	9
	8
	7
	6
	5
	4
	3
	2
	1
	0

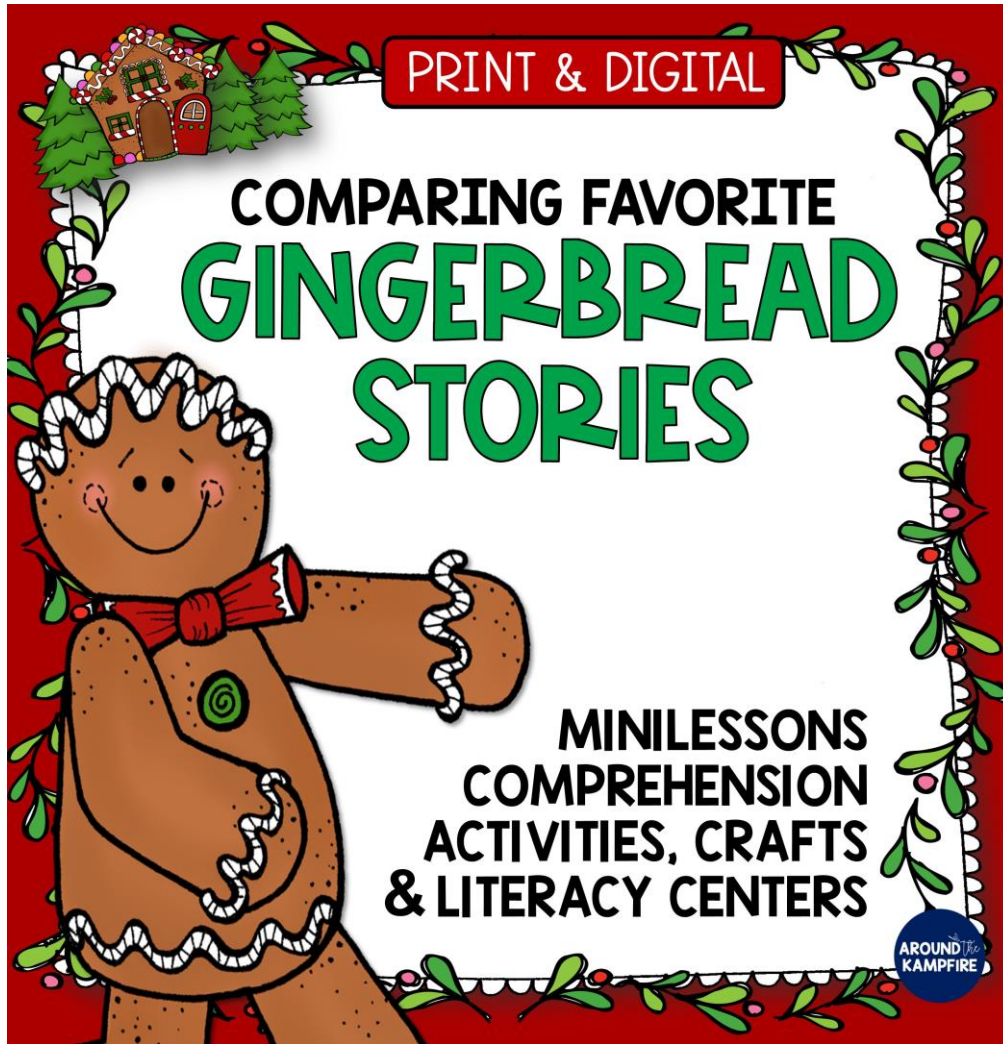
Part eaten the most _____
 Part eaten the least _____

Which Part Did You Bite First?

Head Arm Leg Body

Turn your readers into thinkers!



**READING LESSONS,
WRITING PROJECTS,
LITERACY CENTERS
& MORE**

Turn your readers
into thinkers!

