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Lesson Plan: The Gingerbread Man, Gingerbread Girl, and Gingerbread Kids (grades Pre-K-5)

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Lesson Plan

Course/Grade Level:

- Pre K

Topic/Title:

- The Gingerbread Man, Gingerbread Girl and Gingerbread kids.

Historical Time Period(s):

- Contemporary America (1945-present)

Thematic Question:

- What are the similarities and differences in the different versions of the Gingerbread Man? What are some of the traditions that you celebrate in your family that has been past on for years?

Standards/Benchmarks/Indicators:

- Social Studies: History
Heritage, 3. Personal family stories and traditions support the understanding of heritage.
- Expectations for Learning:
Share personal family stories and traditions.
- English Language Arts: Range of Reading and Level of Text Complexity
9. Actively engage in group reading activities with purpose and understanding.

Materials/Resources:

1. *Gingerbread Baby* by- Jan Brett
2. *Gingerbread Man* by Jim Aylesworth
3. *Gingerbread Girl* by Lisa Ernst
4. *The Cajun Gingerbread* by Berthe Amoss
5. *The Gingerbread Cowboy* by Janet Squires
6. *Gingerbread Friends* by Jan Brett
7. Video camera
8. Venn diagram
9. Hula Hoops

Motivation (Attention Grabber):

1. Have different kitchen items and puppets out for the kids to get excited before reading a version of the gingerbread story.

Activities:

1. I will have the kids sit around in a circle. I will discuss with the children that back in the early years that people used to sit around and talk around a campfire. I will continue by saying that when people liked the story, they would tell someone else. Each time they retold the story it would change on how they heard it. So if they had 10 people around the fire, each person would hear their own version and retell it to their families and it would be ten different stories. People didn't write the stories down so this is how they did it. We call this a folktale. Every author has their own version in their language and in their part of the country.
2. I will now begin reading a different story each day. We will compare and contrast how each one is similar and which one is different. The students will re enact the story at housekeeping using the props from the above motivation. I will then discuss family traditions. I will give them an example of when I grew up, my family always got to open one present Christmas Eve. I will explain that I do that now with my children. Their assignment for homework will be talking to parents and grandparents about their family traditions.

Assessment:

1. The students in a group each take a version of a book and re-enact the story for the rest of the class. They will start with the beginning, middle and end of story. That can use various props that relate to the story. The teacher will see which students remember the details in the story.
2. I will also send home a homework assignment in which the parents will write about a tradition that has been passed down through generations of their families. I would videotape the parents who choose to talk about their traditions and what it means to them. They also can bring in recipes that have been passed down also.