



Read to Be Ready plans for: Gingerbread man stories - Kindergarten

Standards: ELA Standards:

- K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) a) Recognize and begin to produce rhyming words.
 K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. b) Associate the long and short phonemes with common spellings for the five major vowels. c) Read common high frequency words by sight. d) Decode regularly spelled CVC words.
 K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Write letter/letters for most consonant and short vowel sounds (phonemes)
 K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support. f) Use the most frequently occurring prepositions when speaking and in shared language activities. (such as: above, across, after, at, around, before, behind, below, in, out, on, under, etc. – 3rd quarter portfolio) K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.
 K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.
 K.RL.IKI.7 & K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story (or text) in which they appear.
 K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.
 K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
 K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 K.SL.PKI.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.
 K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.
 K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.
 K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.
 K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.

Social Studies:

Culture: K.01 Describe familiar people, places, things, and events within a student's home, school, and community.

K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.

History: K.18 Identify days of the week and months of the year.

K.19 Locate and describe events on a calendar,

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	<p>We will be reading 4 books about the Gingerbread Man so that the following standard can be met.</p> <p>K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Today we will read the original story "The Gingerbread Man" on EPIC book.</p> <p>https://www.getepic.com/app/read/37594</p>	<ul style="list-style-type: none"> Gingerbread Lonely Ingredients Dough 	<p>Who made the Gingerbread Man? Why did she make him? Why do you think the Gingerbread Man ran? Why did the characters chase him? Would you run if you were a gingerbread cookie? Why? What happened at the end? What would you have done if you were the fox?</p>	<p>Draw a gingerbread cookie and label the parts. Head, arms, legs, eyes, nose, mouth</p> <p>The students will cut and glue the words.</p>	<p>**Include activities with preposition practice-over, under, above, in, out, etc.</p> <p>Cut out and decorate a gingerbread man or girl and use it to practice positions. Ex: over the desk, under the table, above the bookshelf..</p> <p>Include rhyming word practice: Use the erase a rhyme activity where you erase a gingerbread man. http://jessicameacham.com/erase-a-rhymes/</p> <p>See attachment below plans.</p>
T U E S D A Y	<p>Today's story is Gingerbread Cowboy. There is a read aloud on YouTube</p> <p>https://www.youtube.com/watch?v=FIKD_Ombh00</p>	<ul style="list-style-type: none"> rancher range stampede canyon 	<p>How is this Gingerbread Man today different from the Gingerbread Man in yesterday's story? Who made this Gingerbread Man? Why? How would you describe this Gingerbread man? Where does this story take place? Who chased him? What did the Gingerbread Man say to the characters chasing him?</p>	<p>Draw a Gingerbread Cowboy and label the parts.</p> <p>Hat, boots, arms, eyes, nose, mouth</p> <p>The students will cut and glue the words.</p>	

			<p>What animal tricked him? How? Would you have done something different if you were the Gingerbread Man in this story?</p>		
W E D N E S D A Y	<p>Today's story is Gingerbread Girl https://www.youtube.com/watch?v=t6ptu4D_kG8</p>	<ul style="list-style-type: none"> twirl squealed masterpiece path 	<p>What does the Gingerbread cookie look like in this story? Who is her brother? Why did the little old woman make her this time? Did the Gingerbread Girl run? What did she say as she ran? Did she see some children at recess? What would you do if you were one of the students at recess? How did this story end? Who was the wisest character?</p>	<p>Use a tree map to write about the Gingerbread Man, Cowboy and Girl.</p>	
T H U R S D A Y	<p>Gingerbread loose in school https://www.youtube.com/watch?v=p1pSzoxfuBM</p>	<p>sprinkle limp tidy leapt</p>	<p>Who made this Gingerbread cookie? Where does this story take place? Why does the Gingerbread man run this time? What happened to his toe? Who found the toe and who fixed it for him? Did he cry? How was it fixed? Who all did he run into in the school? How did he find his way back to the students? Did he get eaten? Did you like the ending? Why or Why not?</p>	<p>Draw a missing Gingerbread Man poster like the students did in the book.</p>	<p>In this story, the students make a house for the Gingerbread Man. It might be fun to make a gingerbread houses.</p>
F R I D A Y	<p>Picture walk back through each story and graph which story each child likes the best. SW#24 See lesson plans on SW in Clever.</p>	<p>Review vocabulary</p>	<p>Pair share Why is the original story a favorite? Why would someone like the Gingerbread Cowboy story? What is special about the Gingerbread Girl story? Would it be fun to have a Gingerbread Man running all around the school?</p>	<p>**Include opinion writing during this unit What is your favorite Gingerbread story? My favorite Gingerbread story is _____ Because _____.</p>	

Gingerbread Erase a Thyme

Mmm! The Gingerbread Man is cooking in the oven and smells better than a rose. Now you can erase his _____.(nose)

He couldn't take the heat and jumped out of the oven with his two _____. (feet)

He passed by many farms. Now you can erase his _____. (arms)

He ran 1 mile and still had on a big _____. (smile)

The Gingerbread Man even ran from a few flies. Now you can erase his _____. (eyes)

He saw the sheet, but didn't want to eat any mutton, erase every _____! (button)

It was a good thing the Gingerbread Man had a head start, for he was beginning to feel the fast beat of his _____. (heart)

The *Gingerbread Man* realized he was made of eggs. Now you can erase his two _____. (legs)

The *Gingerbread Man* was tired from running and decided to take a rest. Now you can erase his _____. (chest)

As he rounded the corner, all he could think of was going to bed to lay down his _____. (head)