



Month: December Week: 1 Subject: English & Language Arts

Day 1	<table> <tr> <th data-bbox="386 405 898 443">Topic(s)</th><th data-bbox="906 405 1414 443">Foundation(s)</th></tr> <tr> <td data-bbox="386 453 898 709"> Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus </td><td data-bbox="906 453 1414 709"> ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story </td></tr> </table>	Topic(s)	Foundation(s)	Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus	ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
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Indicators	<table> <tr> <th data-bbox="386 772 898 831">Younger Preschool</th><th data-bbox="906 772 1414 831">Older Preschool</th></tr> <tr> <td data-bbox="386 842 898 1098"> May tell what is happening in the picture and give a simple idea of what might happen next (“The fox will help him.”), then draw one part of their prediction with support. </td><td data-bbox="906 842 1414 1098"> May explain what has happened so far in the story and give a more detailed prediction about what will happen next, adding a reason (“I think the fox will trick him because foxes are sneaky.”), then draw and dictate a sentence about their idea. </td></tr> </table>	Younger Preschool	Older Preschool	May tell what is happening in the picture and give a simple idea of what might happen next (“The fox will help him.”), then draw one part of their prediction with support.	May explain what has happened so far in the story and give a more detailed prediction about what will happen next, adding a reason (“I think the fox will trick him because foxes are sneaky.”), then draw and dictate a sentence about their idea.
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<p>Activity: “Make a Prediction: The Gingerbread Boy & the Fox”</p> <p>Reread <i>The Gingerbread Boy</i>, stopping when the fox tells the gingerbread boy to climb on his nose to cross the river. Show the prediction worksheet and model thinking aloud: “I see the fox and the river... I predict the fox might...” Invite children to share their own predictions and briefly record a few ideas on chart paper. Children then complete the prediction page by drawing what they think will happen next and, as able, dictating or attempting to write a short sentence about their picture. Close by revisiting the chart and letting a few children share their work with the group.</p>					
Resources/Materials <ul style="list-style-type: none"> • The Gingerbread Boy • “The Gingerbread Boy – Prediction” drawing page (fox/nose worksheet) 	<table> <tr> <td data-bbox="548 1497 881 1757"> Key Vocabulary: predict, river, fox </td><td data-bbox="889 1497 1414 1757"> Support: ▶ The Gingerbread Boy - Fairy Tale Fo... </td></tr> </table>	Key Vocabulary: predict, river, fox	Support: ▶ The Gingerbread Boy - Fairy Tale Fo...		
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Day 2	Topic(s) Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus		Foundation(s) ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story	
Indicators	Younger Preschool May help name one or two characters from the story and describe something the character does.		Older Preschool May name several characters and talk about how they act or what happens to them in the story.	

Activity: “Meet the Characters: The Gingerbread Boy”

Reread *The Gingerbread Boy*, pausing to ask, “Who is in our story? Who do we see?” Explain that these people and animals are called **characters**. Show the “Gingerbread Boy - Characters” page and model choosing one character to draw, thinking aloud about what they look like and what they do. Children choose a character (gingerbread boy, little old woman, fox, etc.) and draw them on the page, adding details that show their role in the story. As children finish, invite them to share their picture and tell one thing their character did. Display the pages together on a “Characters From Our Story” wall.

Resources/Materials <ul style="list-style-type: none"> • <i>The Gingerbread Boy</i> (book) • “The Gingerbread Boy - Characters” drawing page 	Key Vocabulary: character, story, chase	Support: ▶ The Gingerbread Boy - Fairy Tale Fo...
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Day 3	<table><tr><th>Topic(s)</th><th>Foundation(s)</th></tr><tr><td>Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus</td><td>ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story</td></tr></table>		Topic(s)	Foundation(s)	Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus	ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story
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Activity: “Problem & Solution: Out of the Oven”

Review *The Gingerbread Boy* up to and just after the moment when the little old woman opens the oven door. Introduce the words **problem** and **solution**, explaining that a problem is something that goes wrong and a solution is how we fix it. Show the “Gingerbread Boy – Problem & Solution” oven page and model talking through the scene: “The problem is that the gingerbread boy jumps out and runs away. The solution might be...”. Children finish the picture to show what happened when she opened the door, adding the gingerbread boy and any other details they remember. After drawing, invite children to dictate or tell you what the problem was and what happened next, then share a few responses with the group.

Resources/Materials <ul style="list-style-type: none"> <i>The Gingerbread Boy</i> “The Gingerbread Boy - Problem & Solution” oven page 	Key Vocabulary: problem, solution, oven	Support: The Gingerbread Boy - Fairy Tale Fo...
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Day 4	Topic(s)		Foundation(s)	
	Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus		ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story	
Indicators				
	Younger Preschool		Older Preschool	
	May help place 2-3 picture cards in order with support using “first” and “last.”		May sequence several events using words like “first, next, then, last” and retell the steps in order.	

Activity: “Sequence the Steps: Gingerbread Cookies”

Read the short book *Gingerbread Cookies* aloud, inviting children to notice what happens first, next, and last as the cookies are made. After reading, place picture cards of the baking steps in a pocket chart and think aloud while sequencing the first few together. Then invite children to come up and help move the cards into the correct order, using sequence words as they work. Give each child a “Gingerbread Cookies Sequencing” page and have them cut and glue the steps in order from top to bottom. Close by asking a few volunteers to use their pages to retell how to make gingerbread cookies to a partner or the whole group.

Resources/Materials <ul style="list-style-type: none"> • <i>Gingerbread Cookies</i> by Deanna Jump (short book) • Gingerbread cookie-making picture cards for pocket chart • “Gingerbread Cookies” sequencing cut-and-glue worksheet 	Key Vocabulary: first, next, last	Support: <div data-bbox="888 1392 1224 1837" data-label="Image"> </div>
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Day 5	Topic(s)		Foundation(s)	
	Theme: Gingerbread Man Number: 17 Letter: Mm Color: Silver Shape: Rhombus		ELA2.4 Demonstrate comprehension ELA3.2 Demonstrate ability to communicate a story	
Indicators	Younger Preschool		Older Preschool	
	May join in on repeated lines or motions as the poem is read aloud.		May echo-read lines of the poem and help act out key actions using simple gestures.	

Activity: “Gingerbread Poem: Read, Color & Act”

Display the “Gingerbread” poem chart and read it through once with expression, pointing to each line as you go. Read it a second time using echo reading, inviting children to repeat each line after you and act out the motions (stirring, rolling, cutting, putting cookies in the oven). Talk briefly about any tricky words and what is happening in each part of the poem. Then give children their own poem page to color, encouraging them to notice details that match the words (rolling pin, oven, little men). Finish by reading the poem together one more time, with children holding up their colored pages and acting out the actions as a class performance.

Resources/Materials <ul style="list-style-type: none"> • Large “Gingerbread” poem chart or poster • Individual “Gingerbread” poem coloring page 	Key Vocabulary: poem, stir, roll	Support:
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