



THE GINGERBREAD MAN

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Classroom Guide Kindergarten - Grade 1

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How to Use This Guide

This classroom guide for *The Gingerbread Man* is designed for Texas students in Kindergarten and Grade 1. It offers activities to help you integrate a performance of *The Gingerbread Man* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

The Gingerbread Man is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *The Gingerbread Man* how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *The Gingerbread Man* is Holidays Around the World.

The Magik Must-Reads (Kindergarten - Grade 1) are:

The Legend of the Poinsettia retold and illustrated by Tomie dePaola

Lohri: The Bonfire Festival by Parveen Kaur Dhillon, illustrated by Anantdeep Kaur

Light the Candle, Bang the Drum by Ann Morris, illustrated by Peter Linenthal

An Island Christmas by Lynn Joseph, illustrated by Catherine Stock

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

How did the theme of Holidays Around the World show up in each book? Explain.

Setting

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of Holidays Around the World? Explain.

Characters

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

Plot

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

3: Write and Illustrate Your Own Story

In *The Gingerbread Man*, the Gingerbread Man learns through a series of interactions with others how to be a good person. As a class, make a picture book about a character who learns something about themselves from others. Have everyone draw one picture from the story you create. When you are done, put the pictures together to make your very own book.

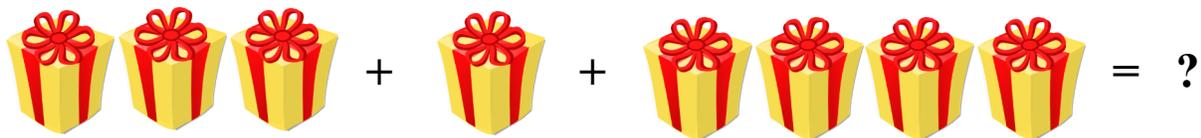
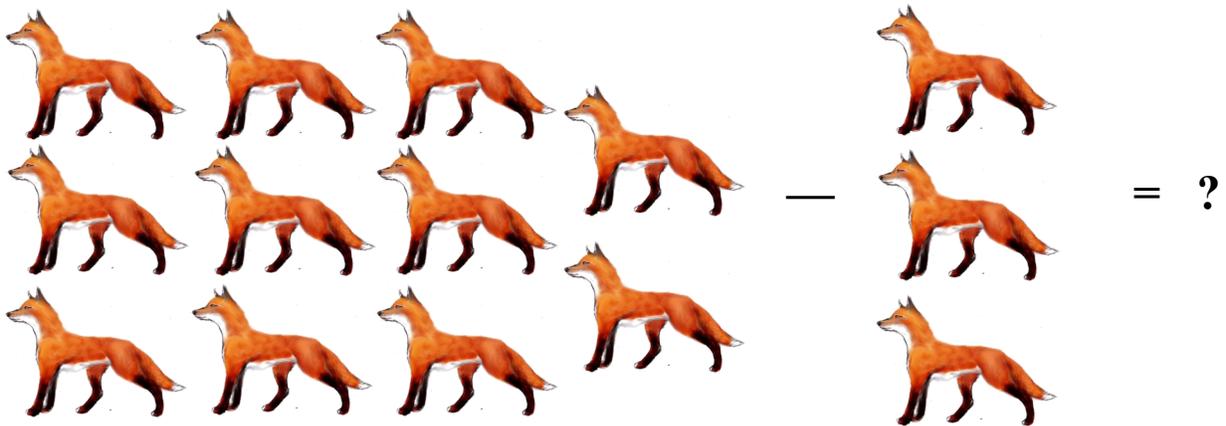
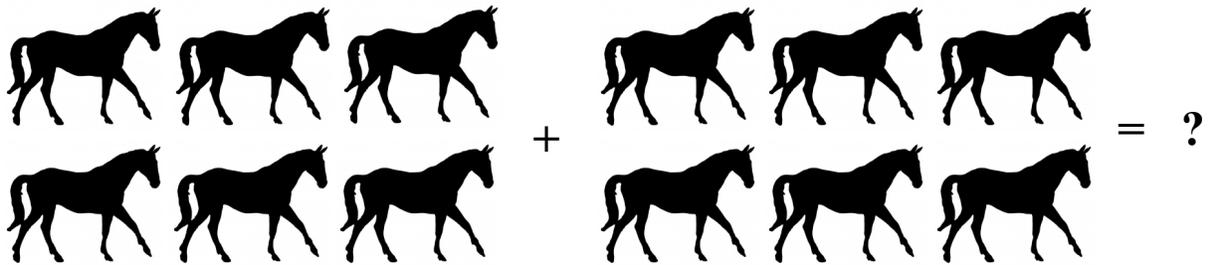
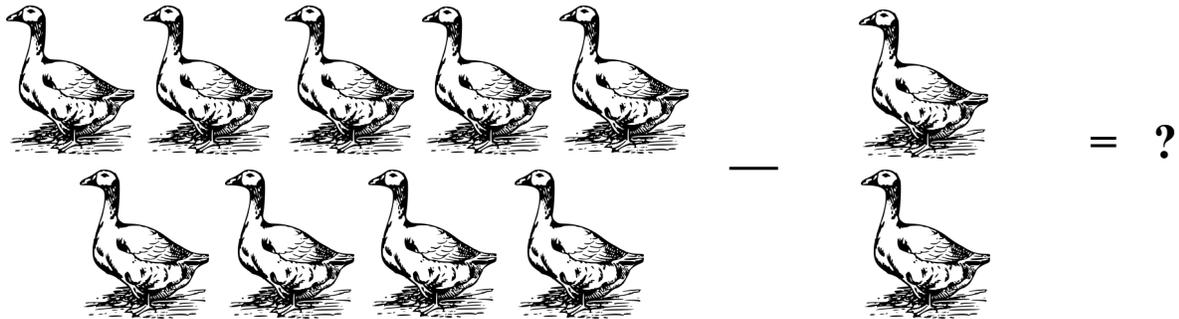
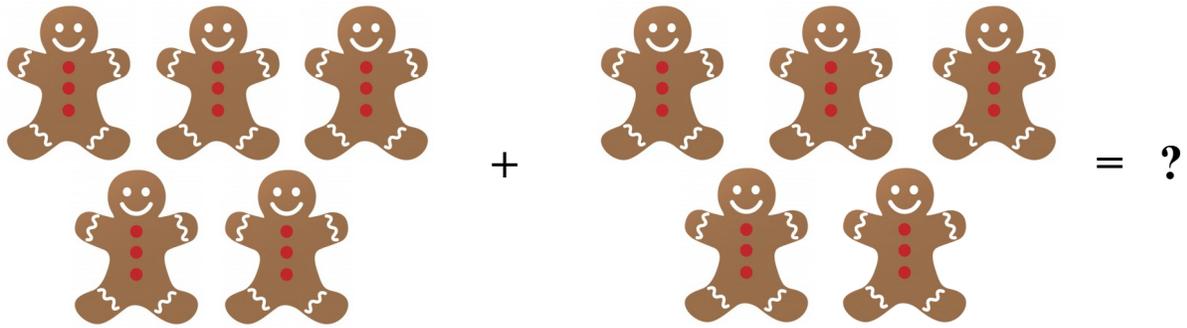
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.



4: Picture Problems



5: Food Chain Basics

It seemed like everywhere the Gingerbread Man went, people wanted to eat him! The Goose, the Fox, even the King was suspected of wanting to do so! But the King also wanted to eat the Goose. Gingerbread Man eaten by Goose eaten by King... if it sounds like a chain of events, that's because it is! It's a food chain! As a class, complete the following activity to learn more about food chains.

Materials:

- Paper plates (4 per student)
- Crayons/Markers
- Construction paper (Yellow, Green, Brown, etc.)
- Glue
- One-hole punch (to bind together plates, for teacher use only)
- String (to bind together plates, for teacher use only)



Procedure

- 1) First choose a setting! Where do you want your food chain to take place? The forest? The ocean?
- 2) After you have your setting, as a class brainstorm some animals that live there. What are some animals that eat plants? What are some animals that eat other animals?
- 3) Choose one animal that eats plants and one animal that eats animals. Draw them each on a paper plate. Be sure to label what they are! If the resources are available, you can also use construction paper to help create the animals.
- 4) Once you have your animals complete, figure out what one type of plant the plant-eating animal may have eaten. Then draw or use construction paper to create that plant!
- 5) Finally, create the sun! All energy comes from the sun, and it is the start of all food chains.
- 6) Once your paper plates are all finished and labeled, take them to your teacher to be put together. Then hang them up at the front of the class and compare!

Follow-Up Questions

- What are some other plants/animals that people used in their food chains?
- What are some other settings that you can do a food chain for?
- What animal could eat the animal that you ended your food chain with? How long do you think you could make your food chain?

This activity is borrowed from eduperry.blogspot.com

6: Snegurochka the Helper

Snegurochka helped the Gingerbread Man when he needed it most, proving to be an invaluable member of her community. But there are plenty of people who are amazing helpers in everyday life too! As a class, explore the jobs of a few of these people! How do they help others?

Directions

- 1) As a class, make a list of the jobs that you think are important to your community. Some examples include teachers, policemen, cafeteria staff, etc.
- 2) Why is each job important? As a class, come up with at least two reasons for each job you've listed off so far.
- 3) Pick your favorite job! Out of the list you wrote, pick a job that stands out to you the most. If none of them stand out, brainstorm until you find one that you're really interested in. Then check with your teacher to make sure it's okay!
- 4) Take the next week to (with supervision) interview someone who has the job you picked. Ask them about why they chose their job and what they like about it.
- 5) Then write a two sentence summary of what they said.
- 6) When the week is over, present your summary to the rest of the class!

Reminder

Please remember that *safety is key*. Don't talk to strangers, and always make sure a parent or guardian is with you!

Follow-Up Questions

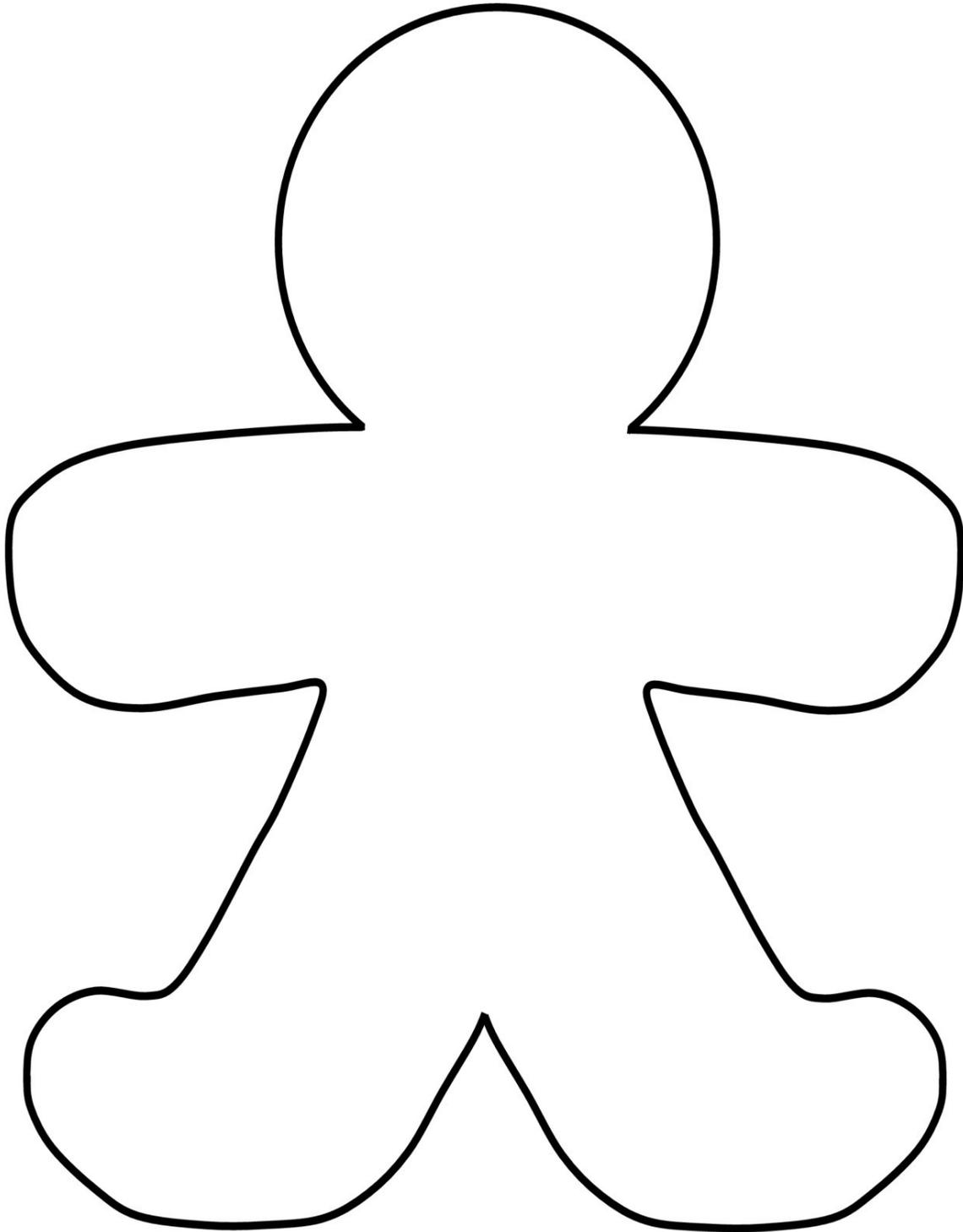
- 1) What did some of the jobs presented have in common?
- 2) Did you hear from some people who talked to people with jobs you hadn't considered before?
- 3) What was your favorite part of speaking to the person you interviewed?

Bonus Activity

As a class, create thank you cards for the people you interviewed! Thank them for all of their help!

7: Gingerbread You!

In the play, the Little Old Man and Little Old Lady make themselves a gingerbread child. Now it's your chance to do the same! Using the following outline, create a gingerbread person who looks just like you!



8: Exploring Music

In the play *The Gingerbread Man*, music is used to set the mood (background music), to tell the story, and during transitions (movement from one scene to another).

As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Using a variety of musical instruments or everyday objects*, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
- loud vs. soft sounds
- high-pitched notes vs. low-pitched notes
- fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
- sort single-pitch instruments from low-pitched to high-pitched
- sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
- ask students to repeat it
- ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
- ask students to repeat it
- ask students to create and play their own simple melodies
- As a class, create a composition with a mood (happy, creepy, sneaky, etc)

**Including:*

- *cardboard oatmeal can (with lid)*
- *rubber band*
- *chopsticks*
- *metal spoons*
- *plastic bucket*
- *plastic storage bin*
- *pots and pans*
- *pot/pan lids*
- *wooden spoon*
- *plastic cup with lid, filled ¼ full with dry beans or rice*
- *cardboard tubes*
- *glasses with different levels of water*

TEXAS

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.104.b.5
2	ELA 110.2.b.5
3	ELA 110.2.b.10-11
4	Math 111.2.b.1-3
5	Science 112.11.a.4.A-B; 112.11.b.2.B-E;
6	Soc Studies 113.11.b.6.A-C; 113.11.b.14.A-B; 113.11.b.15.A-B
7	Fine Arts 117.102.b.1-2
8	Fine Arts 117.103.b.1-2, 4

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.107.b.5
2	ELA 110.3.b.6
3	ELA 110.3.b.12
4	Math 111.3.b.1-3
5	Science 112.12.a.4.A-B; 112.12.b.1.A-B; 112.12.b.2.A-E;
6	Soc Studies 113.12.b.17.A-C; 113.12.b.18.A-B; 113.12.b.19.A-B
7	Fine Arts 117.105.b.1-2
8	Fine Arts 117.106.b.1-2, 4

COMMON CORE

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.K.1
3	ELA W.K.3
4	Math K.OA.1-2

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.1.1
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8