



THE GINGERBREAD MAN

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Classroom Guide Grade 2— Grade 3

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How to Use This Guide

This classroom guide for *The Gingerbread Man* is designed for Texas students in Grades 2 and 3. 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 (Grade 2 — Grade 3) are:

Feliz Nochebuena, Feliz Navidad by Maricel E. Presilla,
pictures by Ismael Espinosa Ferrer

The Winter Solstice by Ellen Jackson

Seven Spools of Thread by Angela Shelf Medearis, illustrated by Daniel Minter

Chanukah Lights Everywhere by Michael J. Rosen, illustrated by Melissa Iwai

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 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?

4: Word Problems

- 1) The Gingerbread Man tells five jokes at breakfast, two at lunch, and one at dinner. If those were all the jokes he told today, how many jokes did he tell total?

- 2) The Horse can't seem to get its hind legs to cooperate. It takes ten steps forward before its hind legs drag it three steps back. How many steps forward does this mean the Horse has actually made it?

- 3) The Gingerbread Man makes six stops as he goes around the world on his first try. On his second try he makes three stops. How many stops does he make total?

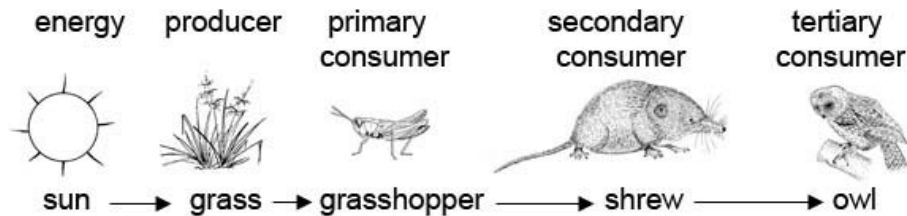
- 4) The Little Old Man and Little Old Woman bake twelve cookies before they decide to make the cookie that becomes the Gingerbread Man. If the previously baked cookies were all either boys or girls, and there were four boys, how many girl cookies did they bake?

- 5) The Goose always eats ten meals a day. If the Goose has already eaten four meals today, how many meals does the Goose still have to eat?

- 6) The Fox wants to bring twelve animals out onto the ice. So far the Fox has managed to bring eight animals. How many animals does the Fox still have to go?

5: Food Chain Fun

In the play, the Gingerbread Man isn't the only character that people want to eat. The goose runs away from the King once it is discovered that they are to be eaten at the Christmas feast. The goose then tries to eat the Gingerbread Man. These moments perfectly illustrate a **food chain**. Read the following information and then, as a class, create your very own food chain!



What is a food chain?

The dictionary definition is “a series of organisms interrelated in their feeding habits, the smallest being fed upon by a larger one, which in turn feeds a still larger one”. But what does this mean? Well, everything starts with the **sun**. The sun is the biggest source of energy in the food chain. The sun then passes some of its energy onto **plants**. Plants then pass on some of their energy when they are consumed by **animals**. Some animals (like the King) eat other animals (like the Goose).

Procedure

- 1) As a class, further discuss food chains. What is a producer? What is a consumer?
- 2) As a class, then brainstorm some animals all based in one setting. For example, the woods or the ocean.
- 3) Write these animals on the board and then split up into small groups. Each group should have a long sheet of white paper to create their own food chain. As a group, create your food chain! Start with the sun and plants that may be eaten. Then put the animals in order!
- 4) Once each group is finished, come back together to share your food chains.

Follow-Up Questions

- 1) Were there differences in the final food chains?
- 2) If so, why do you think that was? What was different?
- 3) What might happen after the animal at the top of the food chain dies? Does the food chain start over again?
- 4) If so, what could help the food chain start over?

6: Around the World

Run, run, run, as fast as you can! You can't catch me, I'm the Gingerbread Man! The Gingerbread Man makes his way around the world several times during the course of the play. Now it's your class' turn to take a trip around the world!

Procedure

- 1) As a class, decide on five countries from around the world you want to research. Try to make sure they're as geographically different as possible.
- 2) After breaking into 5 small groups, research (using books and other various resources) the following things about each country:
 - The capital city
 - The official language(s) spoken
 - How many people are estimated to live in the country
 - Where the country is on a map of the world
 - Some of the specific foods eaten and clothing worn by people in the country
 - What a day might be like for a child your age in the capital city of the country
- 3) Once you are finished researching, present the information you found to the rest of your class. As each group presents, be sure to color in where each country researched is on the following map -



Follow-Up Questions

- 1) What country researched would you most like to visit?
- 2) How were the lives of children in other countries similar to or different from your own?
- 3) As a class, research any of the answers to the research questions about the United States that you don't yet know. What about your country is similar to that of some of the other countries researched?

7: Gingerbread People

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! As a class, create a world for your gingerbread people to inhabit, then create the gingerbread people to fill in that world!

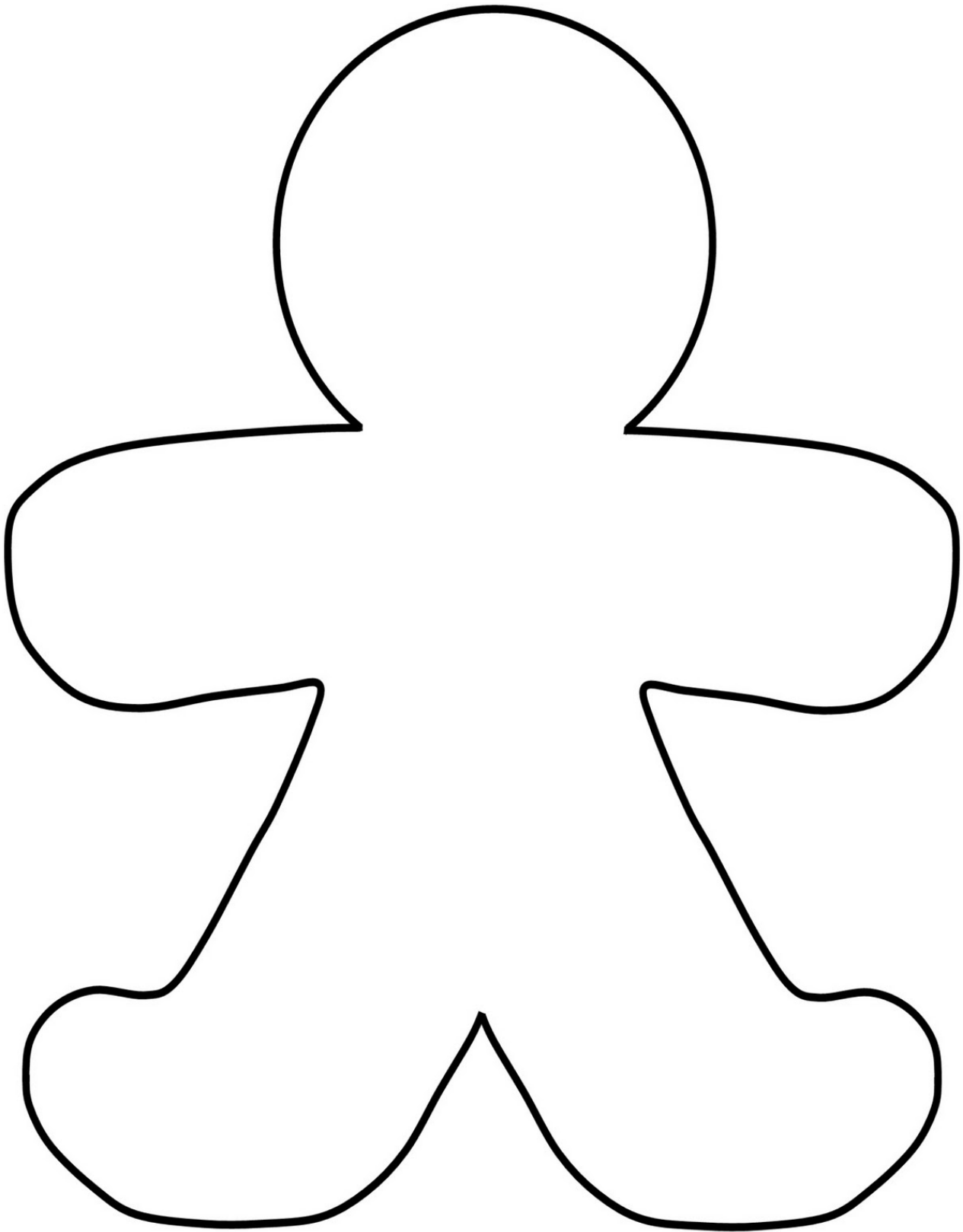
Materials

- Gingerbread Person Outline Printouts
- Scissors
- Butcher Paper
- Markers, Crayons, Pencils
- Tape (to place people in the setting)
- Googly-eyes (optional)
- Construction Paper (optional)
- Glue (optional)



Procedure

- 1) As a class, decide on a setting for your gingerbread people. Then, on a large sheet of butcher paper, draw that setting! This is where your gingerbread people will go once you are finished decorating them.
- 2) Cut out the gingerbread person outline on the next page.
- 3) Decorate your gingerbread person however you'd like! What kind of character do you want your gingerbread to be? They can be adults or children, maybe even yourself! You can use construction paper to cut out clothes, paste on googly eyes, etc.
- 4) Once you're done decorating, attach your gingerbread person to the setting using tape. That way you can take it home with you once everyone is done!



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 1/4 full with dry beans or rice*
- *cardboard tubes*
- *glasses with different levels of water*

TEXAS

Grade 2

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|---|
| 1 | Fine Arts 117.110.b.5 |
| 2 | ELA 110.4.b.7 |
| 3 | ELA 110.4.b.11-12 |
| 4 | Math 111.4.b.3-4 |
| 5 | Science 112.13.a.4.C; 112.13.b. 1-4; 112.13.b.9.A; 112.13.b.10.B |
| 6 | Soc Studies 113.13.b.2A-C; 113.13.b.18.A-E; 113.13.b.19 A-B; 113.13.b.20A-B |
| 7 | Fine Arts 117.108.b.1-2, 4 |
| 8 | Fine Arts 117.109.b.1-2, 4 |

Grade 3

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|---|
| 1 | Fine Arts 117.113.b.5 |
| 2 | ELA 110.5.b.7 |
| 3 | ELA 110.5.b.11-12 |
| 4 | Math 111.5.b.3-4 |
| 5 | Science 112.14.a.4.C; 112.14.b.1-4; 112.14.b.9.A; 112.14.b.10.A-C |
| 6 | Soc Studies 113.14.b.5.C-D; 113.14.b.17 A-F; 113.14.b.18. A-C |
| 7 | Fine Arts 117.111.b.1-2, 4 |
| 8 | Fine Arts 117.112.b.1-2, 4 |

COMMON CORE

Grade 2

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|--------------------|
| 2 | ELA L.2.1, 5-6 |
| 3 | ELA W.2.3 |
| 5 | Math 2.OA.1 |

Grade 3

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|--------------------|
| 2 | ELA L.3.1, 5-6 |
| 3 | ELA W.3.3 |
| 5 | Math 3.OA.3, 7 |