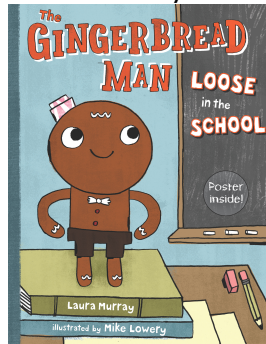


**Gingerbread Man Loose in the School**  
**By Laura Murray, Illustrated by Mike Lowery**  
A Mentor Text Lesson Plan by Marcie Flinchum Atkins



**Writing Skills Focus:**

Word Choice—Vivid Verbs  
How-To Writing  
Beginning, Middle, End

**Target Audience:**

K-2<sup>nd</sup> Graders

**Objectives:**

Students will create their own Gingerbread Man adventure with a beginning, middle and end.

Students will create a how-to piece of writing based on steps they have read in mentor texts and applying them to a real-life skill.

Students will utilize active verbs to describe their own Gingerbread Man.

**Standards:**

**Virginia Standards of Learning:**

**K**

K.1 a, d; K.2 c, d, e; K.6 c, d; K.8 a, b; K.9 a, b, f; K.12 a, b, c

**1<sup>st</sup>**

1.1 b, d; 1.7 e; 1.8 a, b; 1.9 f, g; 1.13 a, c, d, g

**2<sup>nd</sup>**

2.1 b; 2.2 c; 2.3 f; 2.7 d; 2.8 e; 2.12 a, b, c; 2.13 j

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to:

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/2010/stds\\_all\\_english.pdf](http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/stds_all_english.pdf)

**Common Core:**

**K**

RL.1, RL.4, RL.7; W.1, W.2, W.3, W.7; L.5 b, c, d; L.6

**1<sup>st</sup>**

RL.1, RL.3, RL.4, RL.7; W.3, W.7; L.1e, f, L.5 d, L.6

**2<sup>nd</sup>**

W.3, W.7; L.1d, e, L.5a, b, L.6

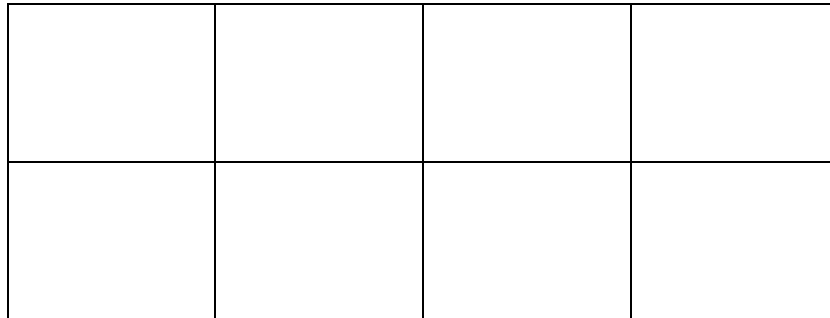
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**Text(s):**

*Gingerbread Man Loose in the School* by Laura Murray, illustrated by Mike Lowery

**Other Materials Needed:**

Storyboarding paper—You can take a piece of plain copy paper and fold into eighths.



Graphic novel paper:

<http://kidsactivitiesblog.com/59444/comic-book-templates>

Synonym cards, attached worksheet

Optional: *How to Read a Story* by Kate Messner, illustrated by Mark Siegel  
*How to Behave at a Tea Party* by Madelyn Rosenberg, illustrated by Heather Ross  
Thesaurus  
School Map, for differentiation

## **Lesson:**

### **Setting the purpose:**

The purpose of these writing lessons is to use *Gingerbread Man Loose in the School* as a mentor text. This text can be used to spur vivid writing utilizing strong verbs. Those verbs can then be used in students' own Gingerbread Man adventure stories. This mentor text can also be used as a lead-in to How-To writing.

### **Utilizing the Mentor Text**

#### **Get Active**

1. Make a list of verbs or actions that the Gingerbread Man does in this book.

Examples:

bouncing	leapt	slipped
bounding	plopped	jumped
limp	spied	twirled
squatted	peered	hop
dropped	slide	skip

2. When investigating these verbs, students can act out what each verb would look like.
3. For some first and second graders, you can even talk about the different tenses of the verbs the author included and look at how they are used in context.
4. Students can take one verb and then brainstorm synonyms and near synonyms for it.  
Example: run: sprint, dart, bound, race

Attached is a worksheet that will help students organize synonym generating. Second grade students might also want to use a thesaurus.

#### **Transfer the Skill to Student Writing**

Imagine what the Gingerbread Man would do if he came to your school. Brainstorm your OWN list of words.

Have students choose the verbs they want to illustrate or write about.

Words generated in this activity can be utilized in the Gingerbread Man Adventure Activity below.

## **Create your own Gingerbread Man Adventure—Beginning Middle and End**

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<http://www.marcieatkins.com>

1. After reading the book, have students retell the story of the *Gingerbread Man Loose in the School*. Make a list or a story chart of all the places he goes in the school.
2. Create their own map of their school using large paper. Brainstorm where the Gingerbread Man would go in their school. Draw his journey on the map.
3. For students needing additional support, supply them with a copy of your school map. They can just draw their Gingerbread Man's journey on the map.

#### Transferring the Skill to Student Writing

Students can create their own adventure of the Gingerbread Man Loose at \_\_\_\_\_ Elementary. For the students who are still drawing out their stories, provide storyboarding paper.

Encourage students to use prepositions to show specificity in where Gingerbread Man is going (ex: over, under, across).

### **How-To Writing**

1. Reread the beginning pages that talk about how the class made the Gingerbread Man.
2. Discuss and write down the steps that were mentioned.
3. If you wish to bring in other mentor texts that discuss How-To writing, you can utilize books like *How to Read a Story* by Kate Messner and *How to Behave at a Tea Party* by Madelyn Rosenberg.

#### Transferring the Skill to Student Writing

Students can draw or write the steps for a familiar task. Utilizing the paper folded into eighths (see Materials Needed) is a great way to have students visualize each step.

Examples:

Making a sandwich  
Tying shoes  
Making a bed  
Riding a bike

### **Other Resources:**

Laura Murray's website: [www.lauramurraybooks.com](http://www.lauramurraybooks.com)

Mike Lowery's website: <http://mikelowery.com/>

Map Making website (note: this is a map-making tool for a community map, not a school, but if you want your Gingerbread Man to cut loose on the community, it's a nice technology tie-in): <http://www.teacherled.com/resources/mapmaker/mapmakerload.html>

Name \_\_\_\_\_

## Gingerbread Man Actions



Brainstorm verbs that mean the same thing or almost the same thing. Write your synonyms under the word. You can use a thesaurus or your brain.

Run	Jump	Walk	Hide
Spring	Leap	Hike	Sneak