

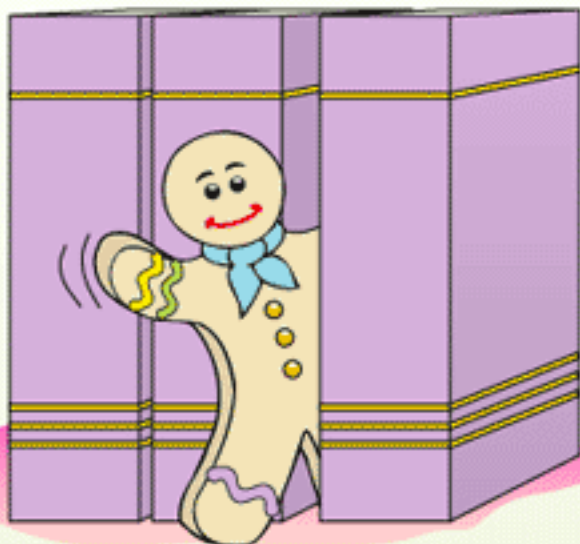
# ••••• The Gingerbread Man •••••

Run, run as fast as you can! You can't beat literacy activities that feature the gingerbread man!

## Where Is He?

What a treat it will be for your little ones to track down that clever gingerbread man while they work on using complete sentences. Much to their surprise, they'll find he's hidden away inside their very own classroom.

1. Make a copy of page 10, and set it aside for use with "The -an Family" on page 5. Also set aside the cards on page 9 to be used with "Touches of Color" on this page. Cut out the gingerbread man on page 9. If desired, mount the cutout on poster board and laminate it before use.
2. Before your children arrive on the day you will read *The Gingerbread Man*, tuck the cutout into a good hiding place in the classroom.
3. Read the story.
4. Explain that you think a relative of the gingerbread man has slipped into the classroom. Also explain that you can't tell where he is, but you will answer yes/no questions so the children can find him. Encourage them to use complete sentences as they pose their questions.
5. Answer the children's questions, helping them rephrase them into complete sentences when necessary.
6. When the gingerbread man is found, talk about and write some of the questions that led children to his hiding place.



## Touches of Color

It's no wonder the fox wants a taste of the gingerbread man. He is a sweet sight to behold. Invite your children to take a closer look at the gingerbread man and match the color words with his decorations.

1. Make a copy of page 10, and set it aside for use with "The -an Family" on page 5. Cut out the color word and cookie decoration cards on page 9. Mount the cards on tagboard and laminate them before use.
2. Store the cards from Step 1 in a resealable plastic bag along with the gingerbread man cutout referred to in "Where Is He?" on this page.
3. At circle time, talk about the colorful gingerbread man and show children how to use the cards in the bag to match the color words with the colors of his decorations. Point out beginning letters that can help them identify each color word.
4. Have children take turns matching a color word to a decoration.
5. Place the bag of cards and the gingerbread man cutout in a center, and encourage children to match the gingerbread man's colors with color words when they visit the center.





If you draw a fox card,  
start over!



## The -an Family

No doubt about it! That gingerbread man ran, giving you a perfect opportunity to talk about the -an rime heard at the end of *man* and *ran*.

1. Cut apart a copy of the picture cards on page 10 and color the partial gingerbread man with a tan crayon.
2. After a reading of *The Gingerbread Man*, write "man" and "ran" in large letters so that children can clearly see they both end with -an. Explain that ending with the same sound causes these words to rhyme.
3. Display the picture cards and ask children to listen carefully to identify a picture word that rhymes with *ran* and completes each sentence below.
4. Have children say all the picture words as they listen for the rhyming endings. Then write the words in a column and talk with children about the -an that comes at the end of each word.

The cookie is baked in a \_\_\_\_\_. (*pan*)

The gingerbread man is a wonderful color. (*tan*)

The woman uses a whole \_\_\_\_\_ of frosting on her cookies.  
(*can*)

No person can catch the gingerbread \_\_\_\_\_. (*man*)

When the running stops, they could cool off using a \_\_\_\_\_.  
(*fan*)

The chasers could go faster in a \_\_\_\_\_. (*van*)

## You Can't Catch Me

What does it take to dash right by that crafty old fox? In this small-group game, outsmarting the fox requires phonemic awareness of the initial sounds in words that begin with /m/ and /r/.

1. To turn an area of your classroom into a giant gameboard, place disposable plastic plates on the floor, creating a meandering trail of about 20 spaces. Label the first one "Start" and the last one "End." Place a fox stuffed animal or standup picture beside the plate that is five spaces before the ending space.
2. Finish the preparations by gathering an oversize die, cutting apart a copy of the picture cards on page 8, and placing the cards in a plastic cookie jar or a gift bag.
3. To play, have a child take a picture card from the container and then say the word and its initial sound (and initial letter if desired). Have him roll the die and start along the trail, taking the number of steps indicated on the die and standing beside the corresponding plate.
4. Have children take turns in this manner until a child reaches the trail's end. Be sure to build suspense as your gingerbread kids near and pass by the fox!

