



Read Aloud Transcript

Language Arts 2A Module 14 – Animal Friends

The Gingerbread Man

By: Jim Aylesworth

Book ISBN #: 9780590812986

Objectives:

- Students will read and summarize a story.
- Students will make predictions.
- Students will describe how characters respond to major events in a story.
- Students will determine the theme of a story.

Before Reading	
Directions	Teacher Script
Point to the front of the book and say:	<i>Today we are going to read a fun and action-packed story that will be similar to one we have read in our lessons this week. How many of you have ever had gingerbread cookies before?</i>
Pause to call on a student or several students to hear their answer. Once a student(s) answers the questions, point to the title of the book and say:	<i>The title of this book is The Gingerbread Man. Remember, the title of the book helps our minds think of what our story will be about.</i> <i>We read another story this week in our lessons called "The Gingerbread Boy." It is a different version of the story we will read today. Pay attention to how the stories are similar and different. We will discuss this at the end of our Read Aloud.</i>
Point to the name of the author of the book and say:	<i>The author is Jim Aylesworth. Who can tell me what the author does or what the job of the author of</i>

	<p>a story is? (Pause for answers) Great job! The author writes the story!</p>
<p>Point to the illustrator's name and say:</p>	<p><i>This story is illustrated by Barbara McClintock. What does an illustrator do, or what is the job of the illustrator of the story? (Pause for answers) Correct! The illustrator draws the pictures for the story!</i></p>
<p>Show the cover of the book and say:</p>	<p><i>Let's take a look at the cover of this book. The title says The Gingerbread Man. What do you think a gingerbread man is?</i></p>
<p>Call on a few students to hear their answers. When someone says that it is a cookie that comes to life, point to the picture on the cover and say:</p>	<p><i>Before reading the story, let's make a prediction. A prediction is when you make a good guess about something based on clues or pictures you see. When you look at the picture on the cover of this book, what do you think this story is going to be about? Do you think this story will be fiction or non-fiction?</i></p>
<p>Call on a few students to hear their predictions. Then call on a few students to hear their answers. Once a student answers "fiction," say:</p>	<p><i>That is correct! This is a fiction story. A fiction story is not real. It expresses a make-believe story and brings different things to life.</i></p> <p><i>This story includes a topic we have been discussing in class- personification. Remember, personification is when you give an animal or object qualities or abilities that only a human can have. I will be asking you to point out some examples of personification throughout our story.</i></p>

Finally, set a focus for the story by saying:

This week our comprehension skill is summarizing and identifying the central message or the theme of our story. The theme is what the text is mostly about. We will also focus on the characters, setting, key details, and the problem and solution. As we read the story, pay attention to what the text is mostly about and the details that tell more about the theme of our story.

During Reading

Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember, we are listening and looking for the author's overall purpose and message during our story today. This will help us summarize and identify the theme of our story.</i>
Read through page 6. Ask students the following:	<i>Let's make another prediction. What do you think the central message or theme of this text is going to be? Possible Answers: How far can the Gingerbread Man escape? Who can you trust when you are running away from something scary?</i>
Read through page 7. Ask students the following:	<i>Who created the Gingerbread Man? Possible Answers: A man and a woman, husband and wife.</i>
Continue reading until you get to page 10. After reading the page, ask the students the following:	<i>Using what we read so far, how did the man and woman make the Gingerbread Man? What did they use? How did they bake him?</i>
Call on a few students to hear their answers, which should describe the steps the man and woman used to bake him. Refer	<i>When baking cookies or other delicious goodies, you need to follow multiple steps to achieve your final product.</i>

back to the pages in the story that describe the steps if needed, then say:	
Continue reading until you get to page 13. After reading the page, ask the students the following:	<i>What happened when the man and woman opened the oven door?</i> <i>Possible answers: The Gingerbread Man popped out and ran across the room. Listen to page 13 again.</i>
Read page 13 again and ask the students the following:	<i>There is an example of personification on this page. Can you tell me what it is?</i> <i>Possible Answers: The cookie, the Gingerbread Man, ran out of the oven. Cookies do not run; people do.</i>
Continue reading until you get to page 21. After reading the page, ask students the following:	<i>Where do you think the Gingerbread Man is going to go now?</i>
Once the students answer the above question, ask them the following:	<i>What do you think are key details so far in our story? Possible answers: The Gingerbread Man was created. He ran away from several different characters (man and woman, butcher, cow).</i>
Continue reading until you get to page 25. After reading the page, ask the students the following:	<i>On page 25, there is an example of personification. How is personification used on this page?</i> <i>Possible Answers: The Gingerbread Man is talking. Cookies do not talk. Listen to page 25 again.</i>
Read page 25 again, and ask the students the following:	<i>Why do you think the Gingerbread Man keeps saying, "No! No! I won't come back! I'd rather run. Then be your snack!"</i>
Call on a few students to hear their answers, then ask the students the following:	<i>Let's make another prediction. Do you think the Gingerbread Man is going to escape everyone? Why or why not?</i>
Call on a few students to share their predictions and then say:	<i>Great predictions! Let's keep reading to find out if any of your predictions come true!</i>

Continue reading until you get to page 31. After reading the page, ask the students the following:	<i>What do you think are some more key details that have happened in our story? Possible Answers: The Gingerbread Man outran all the characters so far. He has not stopped running. He just met a clever fox.</i>
Continue reading through the last page with text. Then, ask the students the following:	<i>What happened at the end of our story? Possible Answers: The Gingerbread Man met his match. The fox was too clever and caught him. Everyone else had to return home.</i>

After Reading	
Directions	Teacher Script
Before beginning the Story Map interactive activity, pull up "The Gingerbread Boy" from Module 14, Lesson 3 and show it to the students. Ask the students the following questions:	<p><i>We read two stories this week. One was called "The Gingerbread Boy," and we just read the story called The Gingerbread Man. We are going to compare these two stories now. How were these stories similar? Sample Answers: Both stories had a little old man and little old woman make the gingerbread. They both say "Run, Run, as fast as you can..." They both got eaten by a fox.</i></p> <p><i>How were these stories different? Sample Answers: One story called the character a Gingerbread Boy, and the other called him a Gingerbread Man. The steps on how the old couple made him are slightly different. The Gingerbread Man first encountered a butcher, but the Gingerbread Boy first encountered a cow. The Gingerbread Man encountered animals that were dressed in human clothes, but the Gingerbread Boy encountered more humans than animals.</i></p>

<p>After comparing and contrasting the two stories, complete The Gingerbread Man Story Map Interactive PowerPoint. Students will be answering questions about the events of the story using the graphic organizer interactive. Say to the students:</p>	<p><i>This week we learned how to summarize a story and to identify the central message, or theme, and key details of a text. We are going to practice this by completing an interactive activity. In this story the Gingerbread Man was trying to escape everyone. You learned a lot of key details about how he outran almost all the other characters in the story. As you think about the summary of the story and its theme, think about the key details you learned that support the overall purpose.</i></p>
<p>Pull up the activity link so that the students can see it.</p>	<p><i>You are going to read each question listed on the Story Map Graphic Organizer. You can write your answers on a piece of paper or a whiteboard to complete the graphic organizer for the story we just read.</i></p>
<p>Demonstrate how to divide the answers for each section on a piece of paper or whiteboard, but do not actually answer any of the questions about the text. Leave the Story Map Graphic Organizer displayed on the screen.</p>	<p><i>Answer each question dealing with our story. Remember, we are answering questions based on details we learned from our predictions and from events during our read aloud. When you are done, put your thumb up so that we can discuss the answers as a class.</i></p>
<p>Give students a few minutes to complete the graphic organizer on their own, then display the Story Map and discuss the answers with the students.</p>	<p><i>Let's look at this Story Map together. What did you put for the characters of the story? This will answer the question who? Sample Answer: The woman and man (husband/wife), Gingerbread Man, Cow, Butcher, Fox.</i></p>
<p>After the students answer, type in the answer for who was in the story (characters), then say:</p>	<p><i>What did you put for the setting of our story? This will answer the question where? Sample Answer: Inside and outside, In a house, In the town, In a forest.</i></p>

After the students answer, type in the answer for where the story took place (setting), then say:

*What did you put for the events in our story? This will answer the question what? **Sample Answers:** A Gingerbread Man runs away from the woman who made him and her husband. The Gingerbread Man meets a cow and talks briefly with it and then runs away from it when it tries to eat him. The Gingerbread Man meets several threshers in a barn. They chase him because of his wonderful smell. He escapes them. The Gingerbread Man then meets a field of mowers. They chase him because he looks delicious. Just when he thinks no one can catch him, he meets a clever fox. The fox sneaks up on him before he can say his catchy phrase. The fox ends the Gingerbread Man's escape.*

After the students answer, type in the answer for what happened in our story (events), then say:

*What did you put for the problem and solution? This will answer the questions What issues were in our story, and how were they resolved? **Sample Answers:** The problem for the townspeople was that they couldn't catch the Gingerbread Man. The solution was the fox was clever and outsmarted him. The fox was able to catch him and eat him.*

After the students answer, type in the answer for the problem and solution of the story, then say:

*What did you put for the theme of the story? This will answer the question What is the purpose or message of the book? **Sample Answer:** Be careful who you trust. Listen to the people who love you and care for you.*

After the students answer, type in the answer for the theme of the story, then say:

You did a great job identifying the theme and answering the questions relating to it. As you do your independent reading this week, be sure to ask yourself and answer those questions about the details of your story. Every story has a theme or message.