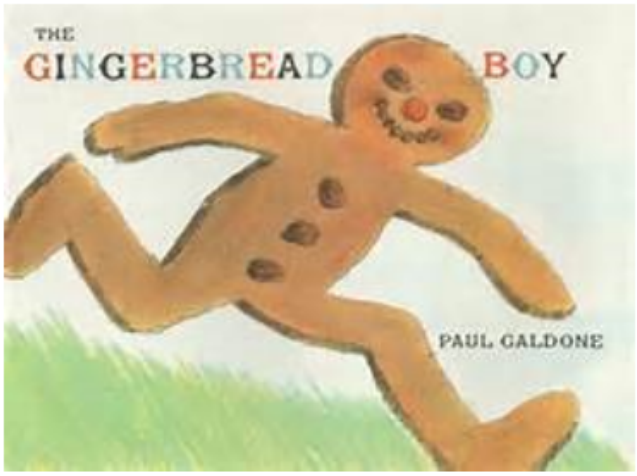
The Gingerbread Boy

By Paul Galdone



With warmth and humor illustrator Paul Galdone retells the fairy tale of the Gingerbread Boy who escapes one mouth only to find himself in another. After the cookie boy's dramatic escape from the little old woman's oven, he runs and runs, shouting "Catch me if you can!" to his various hungry pursuers, the last of whom is a smarty-pants fox who eats him—gulp! But what if the fox didn't catch the Gingerbread Boy? Can your students construct a Gingerbread House trap?

Suggested Time

One 30-45 minute session

Common Core Standard

- CCSS.ELA-Literacy.RL.K.1
  With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K.2
  With prompting and support, retell familiar stories, including key details.

- CCSS.ELA-Literacy.RL.K.3
  With prompting and support, identify characters, settings, and major events in a story.

- CCSS.ELA-Literacy.RL.1.1
  Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.1.2
  Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS.ELA-Literacy.RL.1.3
  Describe characters, settings, and major events in a story, using key details.

- CCSS.ELA-Literacy.RL.2.1
  Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
- CCSS.ELA-Literacy.RL.2.2
  Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- CCSS.ELA-Literacy.RL.2.3
  Describe how characters in a story respond to major events and challenges.

- Work together in a group to solve a problem.

Learning Objectives

- Class discussion to determine good design ideas
- Class review of Engineering Process
- Gingerbread House “trap” construction activity
- Student ability to work in cooperative groups.

Materials:

Book “The Gingerbread Boy” to be read aloud
Pictures of Gingerbread Houses Four Hula Hoops
Four stuffed Gingerbread Boys
Four boxes of LEGO DUPLOS

1. **INTRODUCTION** – Begin with the story:

Before Reading:

Introduce the book showing the cover, author, illustrator, and pictures. Have the children predict the story elements.

After Reading:

Why do you think the Gingerbread Boy ran and ran?

How did the old lady and old man feel at the end of the story?

What would you do to catch the Gingerbread Boy?

You see the Gingerbread Boy talking to the Fox. What would you do if you were the Gingerbread Boy? What would you say?

Do you think the Fox should have eaten the Gingerbread Boy? Why?

Explain to the students that they are going to do some pretending. They are going to pretend that not even the fox could the Gingerbread Boy!

2. **Lesson**

Tell students that they will create and construct a trap to catch the Gingerbread Boy using a toy Gingerbread Boy and DUPLO bricks. The trap must be something that will attract the Gingerbread Boy – it should be made to look like a Gingerbread House! The trap should have a way for the Gingerbread Boy to get in – but not get out! It must also be big enough for the Gingerbread Boy to be able to "sit" in, but not turn around.

Direct student's attention to the Engineering Process which can be found on the LEGO LAB easel. Go over the different components with students.

Engineers typically work together to solve the problems people may have. Engineering design is the process of creating solutions to human problems through creativity, imagination and the use of math and science knowledge. The basic steps within the design process include:

A. Identifying a problem –

Observing a problem and seeing a need for a solution.

B. Researching and brainstorming possible solutions –
Coming up with ideas to address the problem.

C. Picking the best solution –
Determining which idea best addresses the problem. This decision may involve monetary, practicality, material, and property concerns.

D. Building a prototype –
Build a working model of the chosen design.

E. Testing the prototype –
Be sure the working model solves the problem and holds up to any important material property tests.

F. Repeating any steps needed to improve the design –
The engineering design process is not always a step-by-step process, as engineers often repeat steps or go back and forth between the other five steps.

3. **<u>Activity</u>**

Review the posted LEGO rules.
Remind students that the engineering problem they need to solve for this lesson is to create a Gingerbread House trap that will catch the Gingerbread Boy. The trap must have a way in, but not a way out and must be big enough for the Gingerbread Boy to sit in but not turn around in.

Show the students the different pictures of gingerbread house designs and discuss how a house can be made into a trap. What can they build?

Divide students into four groups and send each group to an area of the room with a **hula hoop**, **box of DUPLO bricks**, and **a stuffed Gingerbread Boy**.

Tell the students that they will have 25 minutes or so to build a trap. As students move into groups and start to build, rotate among groups and note how students are working together. Ask **"Who will do the measuring?" "Who will help find blocks?" "Who is going to do the building?"**

Make comments about constructions such as **“How can you make the bricks into a house/trap?” “What can you add to the house/trap to make it look like a tasty gingerbread house?”, “Is your trap big enough for the Gingerbread Boy to sit in? Can he turn around? What can you do to change the design?”**

At the end of the designated time, gather the students together and ask them how well they worked together. What worked? What didn’t work? What would you have liked to have to make your design better?”

Allow each group to sit by their constructions and demonstrate their traps, while the rest of the group stand by. As a group, decide whether each group solved the problem. If not, why not? Which designs worked? Which didn’t?