

Storybook : The Gingerbread Man
Learning Tasks and Activities

Shared, echo and choral reading

Listening to the story tape of "The Gingerbread Man"

Framing focused [letter sounds](#), e.g. final **ks** in **back**, initial hard **c** as in **can**, short **ias** in **Gingerbread**, short **a** as in **man** and short **uas** in **run**

Developing class/group/individual [word](#) [tree](#)/[wall](#)/[train](#)/[spinner](#) on focused letter sounds, e.g. final **k** as in **back**, initial hard **c** as in **can**, short **i** as in **Gingerbread**, short **a** as in **man**, and short **u** as in **run**

Cutting words into syllables,
e.g. **Gin/ger/bread**, **cro/co/dile**

Saying a rhyme and performing actions, Two Little Dicky Birds

Playing a phonics board game

Singing a song, e.g. Run, run, Gingerbread Man

Matching picture and word cards of characters from the story e.g. dog, woman and man

Making word books on animals and people

Drawing and colouring cardboard characters

Role playing the characters e.g. Gingerbread Man, dog, woman and man

Making 3-dimensional storybooks on the story scenes

Relating characters in the story to real life objects, e.g. the Gingerbread Man photo

Acting out different story scenes

Jigsaw story reading

Retelling the story, using vocabulary in the story

Writing new episodes or new endings for the story

Acting out a new story, using the original story line, adding new episodes and using a new ending

Run, run, Gingerbread Man

Most children enjoy singing together and songs can provide a natural context for young second language learners to pick up the target language in an enjoyable way. After reading the storybook "The Gingerbread Man", learners can sing a song "Run, run, Gingerbread Man" as a follow-up activity. The melody of the song is taken from a traditional song "Row, row, row your boat" and the lyrics are from the story. In the story, they learn how to give instructions, identify people and animals and talk about their abilities. Through singing, they practise the target language in a pleasurable way. The story contains a strong repetitive element, enabling the learners to sing the lines over and over again in an enjoyable and natural manner. The melody of the song improves their skills in pronunciation, and helps them to use appropriate stress, rhythm and intonation, and boosts their confidence in using the target language. They will soon learn the lyrics by heart and their confidence in singing may enhance their confidence in reading the story aloud.

Melody

Row, row, row your boat

How to make the song sheet

1. Print out the song sheet.
2. Enlarge the song sheet on a photocopying machine.
3. Paste the song sheet on cardboard to make it more durable.

How to use the song

1. Introduce the song after learners have read the story from the beginning to the end at least once.
2. Use the song as a follow-up activity for the first two to three shared reading sessions. Involve learners in different modes of participation i.e. listening, singing along with tape/teacher, and singing independently.
3. First, play or sing the song to the learners a few times.
4. Use pictures or realia to help learners understand and remember the words of the song (lyrics).
5. Play the song again and invite learners to sing with you.
6. Display the song sheet or give learners each a copy.
7. Encourage learners to sing in groups and then on their own.
8. When learners have learnt the words, encourage them to sing the song to their parents at home.

Song sheet

Run, run, Gingerbread Man (Melody: Row, row, row your boat)

Run, run, run, woman/farmer/big dog,

As fast as you can.

You can't catch me,

You can't catch me.

I'm the Gingerbread Man.

Stop, stop, Gingerbread Man,

As soon as you can.

Come back, come back,

Come back, come back.

Said all his friends.

Background scenery and characters

How to prepare the background scenery

Materials needed:

- Cardboard
- Glue
- Adhesive tape

Steps:

1. Print out **Pictures A** and **B** to make the background.
2. Enlarge them on a photocopying machine and then paste them on to the cardboard.
3. Bind the two pieces of cardboard together with adhesive tape.

How to make the characters in the story

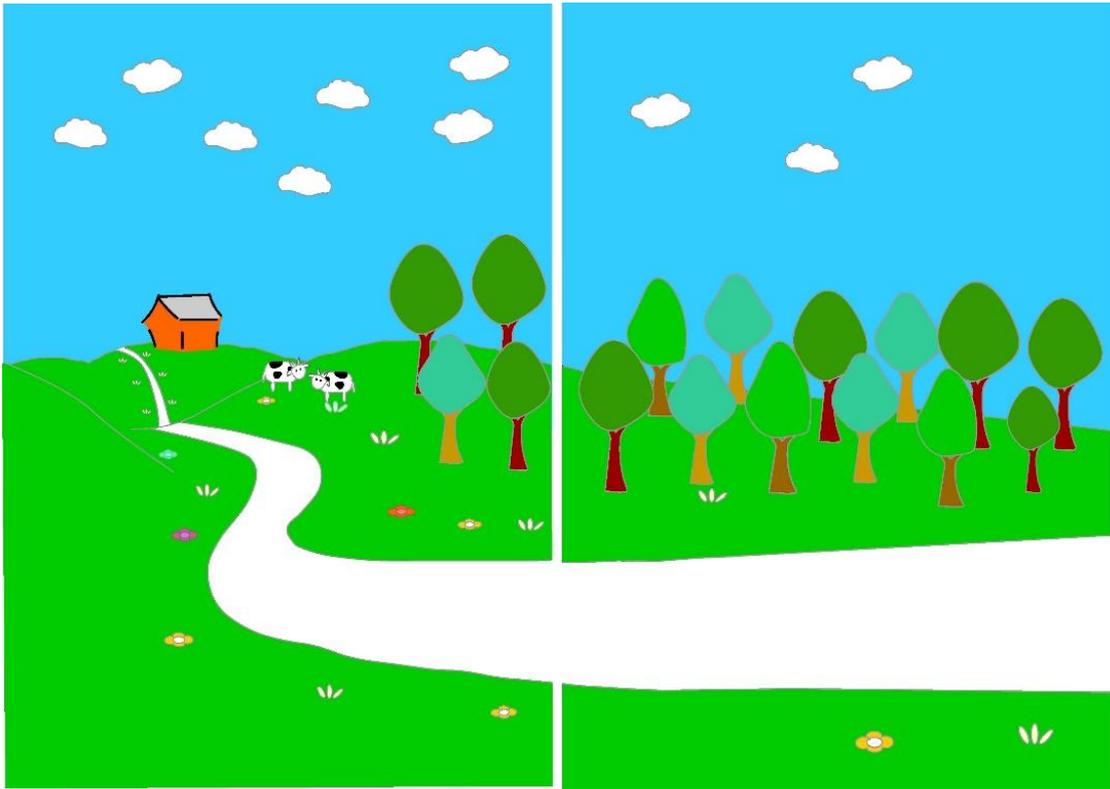
Materials needed:

- Pictures of the characters from the story
- Plasticine

Steps:

1. Print out the **the pictures of the characters**.
2. Use brown plasticine to make the Gingerbread Man.
3. Use plasticine of other colours to make other characters.
4. Put the pictures of the characters in front of the plasticine characters.

Background scenery



Characters in the story



3-dimensional storybooks

Teachers can greatly improve children's understanding of stories by engaging them in activities which enhance their multi-sensory mode of learning. Such activities will also develop their confidence in reading stories in English. After reading "The Gingerbread Man", learners can work together to produce a 3-dimensional storybook. The children themselves can use plasticine to make the characters from the story. Then they can act out using the 3-dimensional story scenery and speaking the characters' parts. This provides opportunities for learners to interact with the story using their eyes, mouth and hands. It also helps learners who do not respond to the story in its printed form to grasp the development of the story line more clearly.

How to prepare the background scenery

Materials needed

- Cardboard
- Glue
- Adhesive tape

Steps

1. Print out Pictures A and B to make the background.
2. Enlarge them on a photocopying machine and then paste them on to the cardboard.
3. Bind the two pieces of cardboard together with adhesive tape.

How to make the story characters

Materials needed

- Pictures of characters from the story
- Plasticine

Steps

1. Print out pictures of the characters.
2. Use brown plasticine to make the Gingerbread Man.

3. Use plasticine of other colours to make other characters.
4. Put the pictures of the characters in front of plasticine characters.

How to make and use the 3-dimensional storybook

1. Introduce this activity when the learners have read through the story several times and are familiar with the development of the whole story.
2. Tell learners that they will work together to make a book without any paper. Assign different groups to be responsible for different scenes in the story.
3. Show and explain to learners how to prepare the background sheet and how to make the plasticine characters.
4. Give each group the materials they need to prepare their scene. Remind them that cooperation and collaboration are very important.
5. Tell learners to choose different people in the group to play the role of each character in that scene. Then they work together to act out that scene with the help of plasticine characters and the cardboard background picture.
6. (Optional) Encourage learners to introduce new characters to the story and use plasticine to make new characters. Then they have to work out what the character is saying in that scene.
7. When all groups have finished, they act out their scene in turn, following the original story line.
8. Tell learners to add flags of speech bubbles to make a three-dimensional storybook to be displayed in the classroom.

The Gingerbread Man photo

Exposing learners to the culture of English-speaking people helps them develop a positive attitude towards learning English. The story "The Gingerbread Man" provides a natural context for teachers to introduce the traditional British sweet biscuit that is flavoured with ginger to young learners in Hong Kong. In order to motivate them to read the storybook "The Gingerbread Man", learners may take part in activities to help them relate the character in the story to real life objects. Learners may be shown the photograph of the Gingerbread Man sold in a bakery in Britain and then asked to make the Gingerbread Man in the story with plasticine. After reading the story, activities can include giving learners authentic biscuits to taste. They can even make the Gingerbread Man themselves by following a simple recipe.

How to prepare the Gingerbread Man photo

Print out the Gingerbread Man photo.

How to use the Gingerbread Man photo

1. Show learners the Gingerbread Man photograph after learners have read the story from the beginning to the end at least once.
2. Use the photograph to help learners relate the character in the story to real life objects. Ask learners if they have seen such biscuits in a local bakery in Hong Kong. Explain that the biscuits are very popular with British children.
3. Invite learners to use plasticine or follow a simple recipe* to make the Gingerbread Man from the story. They can use the photograph to imagine what an authentic Gingerbread Man looks like.

*This activity is optional as following a simple recipe may be quite challenging and time-consuming for some young learners. Different recipes are available in some children's cookbook and on the Internet.

Gingerbread Man photo

How to prepare the Gingerbread Man photo

Print out the Gingerbread Man photo.

