

# HOW TO CATCH A GINGERBREAD MAN

LESSONS FOR:  
PROCEDURAL WRITING  
RETELLING  
VOCABULARY  
ADJECTIVES



MENTOR TEXT  
CLUB  
by jivey

GRADES 1-2

# Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

**With the monthly mentor text club, you'll get a unit just like this one every month during the 2022-2023 school year for less than \$3 a month!**

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

## JOIN THE CLUB

*If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at [ideasbyjivey@gmail.com](mailto:ideasbyjivey@gmail.com). I will happily refund you the price you paid for the individual unit!*

Happy reading! -Jivey



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# Digital Learning Links

NOTE: The original purpose of the lessons in the Mentor Text Club were for direct teacher instruction. These lessons don't always translate well to a digital learning environment, but I have converted the activities to Slides and Forms as I was able.

These files are for the use of one classroom only, and should not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

Click each of the links below and a screen will open to prompt you to make a copy. The files will be in your own Google Drive account.

(You may want to create a folder for all of these!)

[Vocabulary Context Clues](#)

[Mentor Sentence Student Page](#)

[Vocabulary Synonyms](#)

[Drag and Drop Sentence](#)

[Write a New Ending](#)

[Interactive Adjective Activity](#)

[Retelling Key Details](#)

[Imitation Sentence Frame](#)

[Summarizing](#)

[Editing Assessment \(1<sup>st</sup> Grade\)](#)

[Gingerbread Trap Writing](#)

[Editing Assessment \(2<sup>nd</sup> Grade\)](#)

[Add to the Story](#)

[Reading & Vocab Assessment](#)

You'll need: How to Catch a Gingerbread Man by Adam Wallace

|           | READING  | GRAMMAR   | WRITING  |
|-----------|--|---|--|
| DAY ONE   | Read <u>How to Catch a Gingerbread Man</u> for enjoyment. Students will use context clues to determine meaning of unfamiliar vocabulary. | Show students the mentor sentence. Discuss the important things that you notice about the sentence, emphasizing the adjectives.                                     | Students will write a new ending to the story, imagining what would have happened had the Gingerbread Man not been trapped the |
| DAY TWO   | Students will retell parts of the story using key details to describe and explain what happened.   | Use the interactive activity to teach/review the focus skill of adjectives.   | Students will draw and label their own gingerbread trap, being sure to include adjectives in their labels.                     |
| DAY THREE | Students will identify adjectives in the story and use them to describe the Gingerbread Man.   | Discuss how the adjective in the sentence can be replaced with synonyms. Work together to write a new sentence for all students to revise the original sentence and | Students will write to explain how they would build the trap using transition words.   |
| DAY FOUR  | Students will summarize the story using a graphic organizer.   | Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.                               | Students will write to explain how their trap would catch the Gingerbread Man using adjectives and transition words.           |
| DAY FIVE  | Assess the students' understanding of the story by having them write a paragraph using the vocabulary words.                             | Practice the sentence with the "Sentence Stems" (or use the "Sentence Stems" as a "challenge").   | Students will imagine how another storybook character would have trapped the Gingerbread Man and draw their own trap.          |

# MENTOR SENTENCE

Core Anchor Standards: L.1, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Materials needed: You are not to use a mentor sentence to encourage

Mentor Sentence (How to Catch a Gingerbread Man) you to visit my website and watch

Mentor Sentence Lessons videos on YouTube, a copy of the book, and easily get

Student Notebooks started with them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. They will have to help explain their thinking.

Day 2: Students should identify the functions of the words in the sentence. How do the words help the reader understand what the author is communicating? Especially focus on the plural nouns in this sentence.

Day 3 (2<sup>nd</sup> Grade): Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4 (2<sup>nd</sup> Grade): Students will imitate the mentor sentence by keeping the style and structure but writing about what they would like to write about. Be sure to share the example first and allow the students to notice what is the same/different from the original.

Day 3 & 4 (1<sup>st</sup> Grade): Students will participate in a shared writing activity to imitate the sentence (use the teacher version of the sentence first), then write their own imitation and illustrate it.

Day 5: Students will show what they have learned with an editing assessment.



PREVIEW

It's much faster for you!

How to Catch a Gingerbread Man



**Time to Notice:** Talk about whatever they share - could be words they recognize, capital letter, period, etc. Some ideas of questions you might ask are: What/who is the sentence about? How does he describe himself? What kind of punctuation do you see? What words make the contraction? Read the sentence several times together, pointing at the words. Have emergent students create the cut and paste activity and put the sentence together.

**Time to Notice Grammar:** Focus on the adjective. Who is it describing? How else could we describe the Gingerbread Man? Students should complete the interactive activity.

I'm - contraction: I - pronoun am - linking verb  
 much, too - adverbs fast - adjective for - preposition  
 you - pronoun

**Time to Read Aloud:** Possibility of reading sentence frame focuses on synonyms for the adjective, fast.  
 I'm much too full for dessert!

**Time to Imitate:** Use the sentence frame and talk about an adjective and a noun that could go in the blanks. Write a few examples they suggest, and also write in your own on the sentence frame. (Sentence Frame Possibility: I'm much too full for dessert.) Give students the Imitation Page (or they can complete in their notebook) and allow them to rewrite the sentence using their own words (could be from the story to make together or their own) and then illustrate the sentence.

Day 5 - Q & A



I'm much too fast for you!  
~How to Catch a Gingerbread Man

PREVIEW

I'm much too fast for you!  
~How to Catch a Gingerbread Man

I'm much too fast for you!  
~How to Catch a Gingerbread Man

PREVIEW

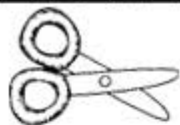
I'm much too fast for you!  
~How to Catch a Gingerbread Man

I'm much too fast for you!  
~How to Catch a Gingerbread Man

PREVIEW

I'm much too fast for you!  
~How to Catch a Gingerbread Man

Name: \_\_\_\_\_



Cut out the words.

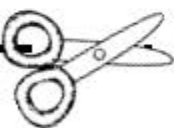


Glue the words in order.

PREVIEW



PREVIEW



fast! I'm you!

PREVIEW

nu or food

# ADJECTIVES

How would you describe the Gingerbread Man? Cut out the star foldable below. Color the Gingerbread Man. Put glue on the back of the Gingerbread Man (but not on the points of the star!) and stick it down into your notebook. Write an adjective on each flap of the star.

PREVIEW



PREVIEW

PREVIEW



PREVIEW

PREVIEW


PREVIEW

PREVIEW

Name: \_\_\_\_\_

 I'm much too \_\_\_\_\_ for \_\_\_\_\_.

PREVIEW

 Draw a picture of your sentence.

PREVIEW

PREVIEW

Name: \_\_\_\_\_



Write the adjective that would describe each noun.

slow                      magic                      sleep  
clever                      sticky                      excited



sweet  
candy cane                      honey                      snail



hat

child

idea



Name: \_\_\_\_\_ Answer Key

Editing Assessment



I'm much too fast for you!

**PREVIEW**

1. Circle the 2 mistakes in the sentence. Rewrite the sentence correctly:

I'm much too fast for you!

Describe each of the nouns with an adjective that makes sense.

answers

will vary



sweet, red, etc.  
white, skinny, etc.

candy cane



sticky, sweet  
yellow, etc.

honey



slow,  
brown, etc.

snail



magical, wizard,  
pointed, etc.

hat



excited, happy,  
young, etc.

child



ever, etc.,  
wise, etc.

idea

# VOCABULARY: MENTOR TEXT

Core Anchor Standards: RL.1, RL.4, RL.7, L.4

Duration: 45 MINUTES

Objective: Students will determine the meaning of tier 2 words in the mentor text using context clues.

Materials needed:

How to Catch a Gingerbread Man by Ann Wallace

Vocabulary word cards

What Do You Think? Activity

Actions: Read the book, How to Catch a Gingerbread Man to students. You might read it all the way through and go back afterward to the pages where the vocabulary words are found to complete the activity, or you can stop along the way as you read.

To complete the activity, model for students how to infer the meaning of the words by reading around the word and even looking at pictures. Also show students how to determine the function or part of speech, the word by looking at ways it is used in the sentence. Repeat the process with all the verbs. (noun, example)

Walk through each word, finding context clues in the book and allowing discussion around the part of speech it is and the definition.

*\*I provided word cards for you to display as part of a word wall or to use in centers for vocabulary practice if you'd like.*

# PREVIEW



# How to Catch a Gingerbread Man

PREVIEW

clever

disguise



PREVIEW



defective

escape



PREVIEW





Name: **ANSWER KEY**

Date: \_\_\_\_\_

# WHAT DO YOU THINK?



Use the text and picture clues to help you infer the meaning of these words.

# PREVIEW

clever

adjective

The children  
are setting a  
trap to try to  
catch him.smart and  
talented

disguise

noun

a noun, the  
look, to be  
as a verb, tool,The children  
dressed as  
gingerbread  
people.costume, or  
a way to hide  
ourselves from  
noticed

defective

adjective

The trap  
didn't work to  
catch him.broken, or  
doesn't work

escape

verb

The Gingerbread  
Man kept helping  
him get out of  
the traps.get out, or  
away

# WRITE A NEW ENDING: MENTOR TEXT

Core Anchor Standards: W.3, W.8, RL.1, RL.3

Duration: 30 MINUTES

Objective: Students will imagine a new ending to the book.

Materials: See below

How to Catch a Gingerbread Man by Axel Wallace

A New Ending activity

Actions: Ask students to imagine what might have happened if one of the traps had worked. What would the children have done with the Gingerbread Man?

Pass out the activity, or share on the board for them to draw and write in a journal or separate paper. Students can draw the trap from the book that worked with the Gingerbread Man inside, or they could draw what the children would do with the Gingerbread Man. After the drawing, write a new ending to the story that happened once he was trapped.

# PREVIEW

Name: \_\_\_\_\_ Date: \_\_\_\_\_

A NEW ENDING: TRAPPED!

PREVIEW

PREVIEW

PREVIEW

# RETELLING KEY DETAILS: MENTOR TEXT

Core Anchor Standards: RL.1, RL.2, RL.3, RL.7

Duration: 45 MINUTES

Objective: Students will retell key details related to the challenges faced on each page.

Materials needed:

How to Catch a Gingerbread Man by Axel Wallace

Escape Plan activity

# PREVIEW

Actions: Discuss with students how stories are made of words AND pictures. Sometimes, the illustration provides more information than the text, like in this book. Show the students the page with Peter Pan. The children made a trap with a bag of candy that would catch the Gingerbread Man inside, but Peter Pan flew in and grabbed him to help him escape.

Peter Pan isn't the only one who helped the Gingerbread Man. Give students the activity- you can work through it together, or you can read the book again. Students should tell what of the escape plan built in, who/what helped the Gingerbread Man escape.

# PREVIEW

Be sure to stop on each page and pay close attention to the details in the pictures in order to fill in each answer section. (I did not include all of them on the activity- you can still discuss each one together, though!)

*This activity is perfect for gradual release. Model the first and guide them on what to write, then do the next one or two together, and finally allow them to complete the last one (or let them do their own if you read the pages with them). Have the book open for them to see each illustration.*

# PREVIEW

# ESCAPE PLAN

How did the characters in the other stories help the Gingerbread Man?

DESIGNER: \_\_\_\_\_

BOOK

HOW DID HE ESCAPE?

The train is a train with a trap door on the front that dumps the Gingerbread Man into a train car with a trap door.



The flying monkeys catch him before he falls into the train car.

They used wrapping paper to make false trees and poured frosting on them, which he could stick to and walk into it.



Robin Hood shot arrows, and the Gingerbread Man jumped on them to get away from the sticky frosting.

The children made a candy shop out of an empty box with new decorations he could wear- bow ties, buttons, and pants- and there is a spring under the rug to fling him into a net.



The Big Bad Wolf destroyed the box, so the spring flung him into the air instead of the net.

The train looks like an elevator with a rope and pulley traps attached to the top of the beanstalk.



The cow climbed onto the elevator instead of the Gingerbread Man.



# BRAINSTORM GINGERBREAD TRAP

Core Anchor Standards: W.2, W.5

Duration: 45 MINUTES

Objective: Students will brainstorm how they would build a gingerbread trap.

Materials Needed:

How to Catch a Gingerbread Man by Ann Wallace

Gingerbread Trap drawing page (or blank paper)

crayons/markers/colored pencils

Actions: Remind students of all the children's different (very creative!) traps that they looked at in detail in the previous lesson.

Let students know that today, they will be designing their own gingerbread trap.

Students should plan their trap by drawing a diagram of what it would look like, and label all of the pieces they think they will need to build it. Encourage them to label the details with adjectives in the design, which will help them write about it in a future lesson.

# PREVIEW

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Gingerbread Trap

Name: \_\_\_\_\_ You trap \_\_\_\_\_

Draw \_\_\_\_\_ Don't forget to draw the \_\_\_\_\_ tails \_\_\_\_\_ design.

PREVIEW

PREVIEW

PREVIEW

Name: **SAMPLE**

Date: \_\_\_\_\_

# Gingerbread Trap

A HAPPY HOME

Name: \_\_\_\_\_ You trap \_\_\_\_\_

Draw it! Don't forget to label the details from the design.

graham cracker roof

marshmallow chimney

sticky  
frosting



rectangle

red and white peppermint

gingerbread  
windows

plaid cup cookie

# VOCABULARY: SYNONYMS

Core Anchor Standards: RL.4, L.4, L.5

Duration: 20 MINUTES

Objective: Students will match synonyms of vocabulary from the text.

Materials needed:

How to Catch a Green Pigeon by Aaron Wallace

Find A Match activity

Actions: Remind students that words that have the same meaning are called synonyms. Two of the vocabulary words from the book are adjectives, just like the mentor sentence focus.

Give students the matching activity to complete. Wise, bright, and broken are also in the mentor text - you might return to the pages and discuss how the words are used to show how they are synonyms.

\*\*Remind students to discuss this definition of mentor sentence in student guide when they review "fast" in the sentence.\*\*

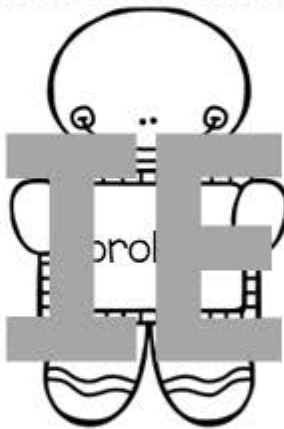
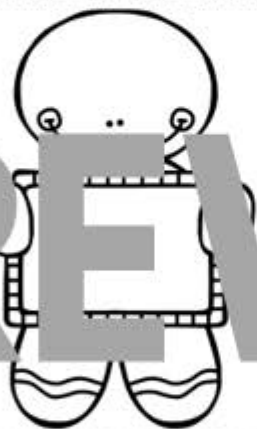
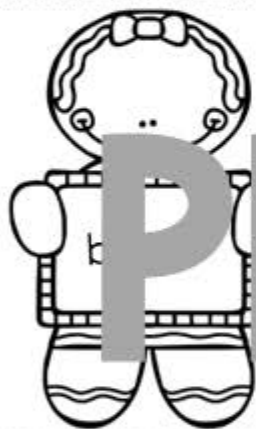
# PREVIEW

Name: **ANSWER KEY**

Date: \_\_\_\_\_

# FIND A MATCH

Match the gingerbread kids to their synonym gingerbread pals.

BONUS: Turn this paper over and write an antonym for each word! **suggestions:****foolish, silly****working, useful**

# PREVIEW



# EXPLAIN HOW TO BUILD IT

Core Anchor Standards: W.2, W.5

Duration: 45 MINUTES

Objective: Students will draft how to build the design they diagrammed.

Materials: See also  
diagram, drawings, previous lesson  
transition words poster  
drafting paper

Actions: Direct students to use the diagram from the previous lesson to help them explain how they will assemble their gingerbread trap. This includes collecting or preparing any supplies used to make the trap. **This is ONLY how to build the trap, not how it works- that will be the next lesson!**

Display the poster, or give a copy to the students, to be sure they use transition words while writing out the process of how to build the trap.

Remind them that they should be very detailed when describing the steps they will take so that someone else could actually build it, to make sure the labels on their diagram will come in handy to help them describe all of the parts.

# PREVIEW

# Transition Words and Phrases

**STARTING:**  
PREVIEW

first in the beginning to begin

first of all to get started

**CONTINUING:**

PREVIEW

at the end third  
in addition afterward after that also

**FINISHING:**

finally lastly at the end at last

in the end to finish

PREVIEW



Name: \_\_\_\_\_ Date: \_\_\_\_\_



## Building A Gingerbread Trap

PREVIEW

PREVIEW

PREVIEW

## Building A Gingerbread Trap

To begin building a trap that looks like a new house for the Gingerbread Man, I need graham crackers, frosting, gingerbread cookies, frosted chocolate chip cookies, gum drops, peppermints, and a marshmallow. I'll also need a net and string for the trap to work. First, I'll lay a graham cracker floor. Second, I'll spread some sticky frosting on the edges of my gingerbread cookies and stand them up around the floor. The graham cracker cookies are thick and will hold up the sides of the house like a wall. Then I'll spread some frosting on the top edges of the gingerbread cookies so graham crackers will stick to form the roof. I'll decorate the outside with gum drops and peppermints. In addition to the candy, I'll use a fluffy marshmallow for the chimney. Next, I will cut a chocolate chip cookie in the shape of a doorway, will cut a string to hang to the floor, and then I'll hang the string with a net. Finally, I'll hang the net over the doorway.



# SUMMARIZING: MENTOR TEXT

Core Anchor Standards: RL.2

Duration: 30 MINUTES

Objective: Students will retell the main details from the story.

Materials needed:

How to Catch a Goldfish (read aloud) by Audrey Wallace

Summary activity (choose just one from the two options)

Actions: Tell students that today, they will be summarizing the story. This is different from the retelling activity they did earlier in the week since they will only be determining what details are essential to tell what the story was ALL about.

Provide students the summary activity to complete (choose just one from the two options). Depending on how much they have worked with this skill, this could be an independent activity or you could do it as a whole class activity for summarizing.

\*\*There are two options for the summary activity - determining on your own "body" that is identified - you could even have students complete both ways.

# PREVIEW



# How To Catch A Gingerbread Man

Retell the story. **follow red for one possible summary**, and purple for a second

Wanted... to hear the story  
of the Gingerbread Man

The children

Wanted... to trap the  
Gingerbread Man

But... he jumped out of  
the box

So... they made traps to  
catch him

So... they built new  
traps

Then... characters from  
other stories helped him  
escape

Finally... the children looked  
sad so the Gingerbread Man  
ended the story

The children were  
very sad

Final... he returned  
to the book to give  
them a happy ending



# How To Catch A Gingerbread Man

Retell the story.

PREVIEW

The Gingerbread Man

Wanted... to run away out of his story

But... the children were setting traps to catch him

So... he got help from other storybook characters

Then... the children were sad they couldn't catch him

Finally... the Gingerbread Man returned to his story to give his children a happy ending



# How To Catch A Gingerbread Man

Retell the story.

At the beginning of the story,

PREVIEW

In the middle of the book,

PREVIEW

Finally, at the end,

PREVIEW



# EXPLAIN HOW IT WORKS

Core Anchor Standards: W.2, W.5

Duration: 45 MINUTES

Objective: Students will explain how their trap works.

Materials: glue, scissors, markers, drawing paper, diagram, drawings, pre-writing, transition words poster, drafting paper

Actions: For this writing activity, students will explain how their gingerbread trap works. To get the students started, you might ask, "Where will you place your trap? How will you get the Gingerbread Man to go in? What will the trap do once he goes in?"

Students should use transition words again to explain how things happen in order. It might help students to also look at their drawings to remind them of working parts in their trap. Well-known words to use in writing include:

# PREVIEW

# PREVIEW

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## How My Gingerbread Trap Works

PREVIEW

PREVIEW

PREVIEW





## How My Gingerbread Trap Works

The Gingerbread Man won't be able to resist a bran new door for his first, will set the sweet-smelling trap under a big tree in a quiet park. Gingerbread Men love candy and cookies, he will catch one whiff and come running. Then, he won't be able to resist the chocolate chip cookie door. He'll open the door to see what is inside. That will trigger the string attached to the door to lower the net and trap him underneath. That's where I'll find the best script for my first Gingerbread Man and put him back in the spot where he belongs!

# PREVIEW



# READING ASSESSMENT

Core Anchor Standards: RL.1, RL.2, RL.3, RL.4

Duration: 25 MINUTES

Objective: Students will demonstrate comprehension of a text and vocabulary.

Materials needed:

The Boy Who Cried Wolf story and comprehension questions

Vocabulary: "Show/hide" action

# PREVIEW

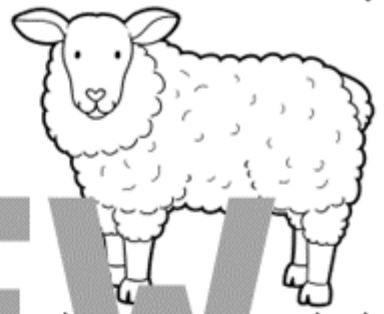
Actions: Have students complete the assessments to check for understanding. (Read the story and/or questions to the students if necessary.)

# PREVIEW

# PREVIEW

# The Boy Who Cried Wolf

adapted from Aesop's fable



Long ago, there were shepherd boys who watched over all the village sheep on the hillside.

Their job was to keep away anyone that would harm the sheep. One day, a shepherd boy watched over the flock. He yelled, "WOLF! WOLF!" when he saw the sheep.

All the village men came running to the hillside. When they arrived, the sheep were grazing, and the boy was laughing. "Don't cry 'wolf' when there is no wolf!" one man scolded the boy. They all went grumbling back down the hill.

A while later, again, the boy sang out, "Wolf! Wolf! The wolf is chasing the sheep!" He yelled as if he were running back up the hill again. The men came running, but again there was no wolf. They threw their hands in the air and stomped back to the village.

Not long after the boy was left alone again, a REAL wolf wandered into the flock of sheep. He hollered, "Wolf! Wolf!" But no one came. They thought he was fooling them again.

That evening, the boy did not return. The men went up the hill to find the boy. He was crying. "There really was a wolf! He chased away the flock. The sheep escaped in every direction! Why didn't you come?"

An older man said down to the boy, "You were lying because you believe a liar... even when he is telling the truth."

Answer these questions about The Boy Who Cried Wolf.

1. What happened first?

**PREVIEW**

a. If you go to the "de  
b. ...men can to the side

2. The boy said, "The sheep escaped in every direction!" Which word is a synonym for escaped?

a. hid

b. caught

c. ran away

Complete the story summary:

3. Some boys

**The shepherd boy**

...tried to trick the village by saying there was a wolf in the flock of sheep

...but the men were

angry that the boy cried

when there was

not a wolf

4. ...so no one ran to

help him when there

really was a wolf and

the sheep escaped.



Name: **ANSWER KEY**

Date: \_\_\_\_\_

**SHOW WHAT YOU KNOW**

1. Which sentence uses the word correctly?

a. The escape mouse dove into the cat's mouth.b. The mouse dove into his hole to escape the cat.c. The mouse dove into the escape for the cat.2. What is a synonym for disguise?

a. costume

b. smart

c. broken

3. Which of these chairs looks effective?4. Do you think the boy who cried wolf was clever?

Why or why not?

No, he was not smart for lying. When he  
 received help on believing him



# ADD TO THE STORY

Core Anchor Standards: W.3, W.8, RL.1, RL.3

Duration: 30 MINUTES

Objective: Students will imagine a new scene in the book.

Materials: See below.

How to Catch a Gingerbread Man by Axel Wallace

A Trap for The Boy Who Cried Wolf by *[unclear]*

Actions: Remind students how storybook characters helped the Gingerbread Man escape in the mentor text. Each time, it was something related to the book (like Harry Potter using a magic spell, or Peter Pan flying). Ask them to imagine what would have happened if The Boy Who Cried Wolf was a part of the book. Who or what might save the Gingerbread Man? What would happen?

Pass out the activity sheets. Have students draw and write in a journal or separate paper. Students could draw what would have saved the Gingerbread Man from the trap in THE *[unclear]* signed when writing about the scene.

# PREVIEW

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# A TRAP IN THE BOY WHO CRIED WOLF

PREVIEW

PREVIEW

PREVIEW

## A TRAP IN THE BOY WHO CRIED WOLF



When the trap was discovered as a preview  
home for the gingerbread man, was set.  
He came closer to look and even knocked  
on the front door. Suddenly, a sheep was  
eating the roof of my trap!

**PREVIEW**





Thank you for your purchase!

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