



The Gingerbread Man Goes Utahn

4th Grade

Science/Language Arts/Drama

by Linda Gold

Science, Standard 4.1.1 Construct an explanation from evidence that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Emphasize how structures support an organism's survival in its environment and how internal and external structures of plants and animals vary within the same and across multiple Utah environments. Examples of structures could include thorns on a stem to prevent predation or gills on a fish to allow it to breathe underwater.

Writing Standard 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Drama, Standard 4.T.CR.6:

Develop dialogue and actions that focus on the development and resolution of dramatic conflicts.

Drama, Standard 4.T.P.2:

Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.

Drama, Standard 4.T.R.1:

Demonstrate audience skills of observing attentively and responding appropriately.

Objective: The students will learn about animals and plants that are native to Utah by rewriting the Gingerbread Man, focusing on either the wetlands, desert or forests. They will include structures of the plants and animals that make it possible for them to live in their environment. They will teach each other about the animals and plants in their assigned habitats by acting out their plays for the class.

Materials:

You will need to make a copy of the attached play for each student. Three copies will need to be in color. You will also need one copy of the attached animal/plant identification sheets.

Warm-up: Fruit Basket Variation

For this version of the game, we will be using animals from Utah's three major habitats. One chair for each participant is placed in a circle. One player stands in the middle of the circle. This player does not have a chair. Choose one animal from Utah's desert, one from the wetlands and one from the forest. Assign each participant, including the player in the middle, to portray one of the animals. They will remain the same animal throughout the game. Decide how each animal will move and demonstrate the movements to the class. Explain to the students that their goal is to stay out of the middle. The goal of the person in the middle is to get out of the middle. The middle person will call out an animal and everyone who has been assigned that animal will trade chairs. While they are trading chairs, the player in the middle will sit in one of their chairs, leaving a new player in the middle. If the player in the middle would like everyone to change places, they will say, "Utah habitats." Everyone must find a new seat. They are not allowed to move over just one seat. They must move at least two places. Players are also not allowed to return to the seat they were just in. However,

they may return to that seat later in the game, if they choose. Some children love to be in the middle and will hang around the middle, waiting for everyone else to find a seat. I always add the rule that no one can be in the middle more than once. If they end up in the middle more than once, the teacher should choose someone to take their place. I do not allow the students to pick someone. I have found that there are those who will hang around the middle so they can pick the next person!

Instruction:

Discuss what it means to be a native animal or plant. Give examples of some of the plants and animals that are native to Utah.

Define the term dialogue. Demonstrate script formatting and teach the students how to write dialogue. Place emphasis on the fact that all of the information they want their audience to have must be put into the dialogue.

The Gingerbread Man

Put the students into three groups. Assign each group one of Utah's habitats and give them a copy of the animal/plant sheet that goes with that habitat. Give everyone a copy of the attached play. Have them work in their groups to fill in the dialogue. Within the groups, the students can be divided into the five scenes so that each one gets a chance to write dialogue for the scene they will be in. If the groups are large, you can have two of some of the animals. You could also choose to have more than one narrator or gingerbread man. Another option is to have the students act out the plants. Every student should write out all of the dialogue so they will have a copy of the script when it is time to perform. When they are finished writing, give each group time to rehearse. Coach the groups to stage their plays so that the audience will be able to see them. Also coach them to speak loudly and clearly so the audience will be able to hear them. Talk to them about their characters and how they will portray each animal with a different personality. Allow each group the chance to perform for the class.

Assessment/Discussion

After each performance, ask the groups what plants and animals they heard. Discuss the acting by asking the audience what the performers did well. You may want to ask for one or two ways they can make it better so that the other groups left to perform can make adjustments to improve.

Playwrights: _____

Fill in the black spaces. First choose one of Utah's habitats; wetlands, forest or desert. Write the type of habitat in your script on all of the yellow lines. Next choose a type of man for the little old woman and little old man to make. You may want to choose a type of food that Utah is known for. (Fry sauce, Jell-O, ice cream, funeral potatoes, pastrami burgers, melon, raspberries, scones, honey.) Write the type of man in your script on all of the purple lines. Choose four animals from your habitat and write them on the red lines.

The _____ Man

Characters: Old Man, Old Woman, The _____ Man, 4 Animals:

_____, _____,
_____, _____

Scene 1:

Narrator: Once upon a time a little old woman and a little old man lived in a cottage in Utah's _____ . One day the little old woman made a _____ man.

She gave him _____ for eyes and _____ for buttons. She put him in the _____ .

What might the old woman and old man say to each other while they wait for their treat to be done? Write it on the next two lines.

Old Woman: _____

Old Man: _____

Narrator: As soon as he was _____, the little old woman opened the _____ door. The _____ man jumped out of the _____ and ran out of the open window, shouting.

Think about the gingerbread's objective or want and how he would express it. Write it here.

_____ Man: _____

Narrator: The little old woman and little old man ran after the _____ man.

What would the Old Woman and the Old Man say as they ran after the Gingerbread man?

Old Woman: _____

Old Man: _____

In the traditional story, the Gingerbread man says, "Run, run as fast as you can, you can't catch me I'm the gingerbread man." Think of a new rhyme that your man will repeat throughout the story and write it on every blue line.

_____ Man: _____

Scene 2:

Wherever you see a red line, write an animal that lives in the habitat you have been assigned. On the green lines, write a plant that grows in the habitat. For both the plant and the animal, you need to include a structure that helps it to survive in this habitat. Follow it up with a line that the animal would say.

Narrator: Down the lane he sped when he came to a _____ who was sitting in a _____ . The _____ was well suited to the _____ because it had _____ .
The _____ was well suited to the _____ because it had _____ .

_____ :

_____ Man: _____

_____ :

Scene 3:

Wherever you see a red line, write an animal that lives in the habitat you have been assigned. Follow it up with a line that the animal would say. On the green lines, write a plant that grows in the habitat. For both the plant and the animal, you need to include a structure that helps it to survive in this habitat. Follow it up with a line that the animal would say.

Narrator: A little further on he met a _____ who had been resting under a _____ . The _____ was well suited to the _____ because it had _____ . The _____ was well suited to the _____ because it had _____ .

_____ : _____

_____ Man: _____

_____ : _____

Scene 4:

Wherever you see a red line, write an animal that lives in the habitat you have been assigned. Follow it up with a line that the animal would say. On the green lines, write a plant that grows in the habitat. For both the plant and the animal, you need to include a structure that helps it to survive in this habitat. Follow it up with a line that the animal would say.

Narrator: It was not long before the _____ man discovered a
_____, hiding behind a _____. The
_____ was well suited to the _____
because it had _____. The _____ was
well suited to the _____ because it had _____.

_____ Man: _____

Scene 5:

In the traditional story, the Gingerbread Man comes to a river. Think of your habitat and something that your man may need help crossing. Also think of an animal that lives in your habitat that could help your man. On the green lines, write a plant that grows in the habitat. For both the plant and the animal, you need to include a structure that helps it to survive in this habitat. Follow it up with a line that the animal would say.

Narrator: The _____ man laughed and laughed, until he came to a _____ . He knew he could not get across without some help.

_____ Man: _____

Narrator: A _____ came out from behind a _____. The _____ was well suited to the _____ because it had _____. The _____ was well suited to the _____ because it had _____.

The animal offers to help the man. Your man is reluctant to accept the animal's help but finally decides that he has no other choice. Express his reluctance in the dialogue.

_____ :

_____ Man: _____

_____ :

_____ Man: _____

As the animal is moving across the area, something troublesome happens to your man. In the traditional story he is getting wet. What's happening in your story? Is he getting wet? Poked? Bumped? Smacked? Burned?

Narrator: The _____ man climbed on the _____ tail. Soon the
_____ man began to get _____.

_____ Man: _____

_____ : Climb onto my back _____ man.

_____ Man: _____

Narrator: So the _____ man did. As he continued on, the
_____ said,

_____ : You are too heavy. I am tired. Jump onto my nose.

_____ Man: _____

Narrator: So the _____ man did as he was told. No sooner had they reached the
other side, than the _____ tossed the _____ man up in the
air. He opened his mouth and 'Snap!' that was the end of the _____ man.