ELL Adaptation For

Catch Me If You Can: Over, Under

Using *The Gingerbread Man*, students practice important geographical concepts.

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<th>Sandra Cloyd</th>
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**ELL Adaptation by** Carol Warren

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### TESOL Standard(s)

**Goal 2, Standard 2**

To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

### Arizona ELL I Reading Standard

**Comprehending Text:** The student will analyze text for expression, enjoyment, and response to other related content areas.

**Beginning:** The student will respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures.

**Intermediate:** The student will demonstrate an understanding of prediction and sequence by arranging a series of pictures in

### Arizona ELL III Reading Standard

**Comprehending Text:** The student will analyze text for expression, enjoyment, and response to other related content areas.

**Beginning:** The student will identify the basic sequence of events and make relevant predictions about stories.

**Intermediate:** The student will identify the components and main problem or conflict of a plot and its resolution.
Catch Me If You Can: Over, Under sequence and using key words and physical actions.

**Overview**

What students learn in kindergarten is essential to their success in mastering the foundation skills taught in Grade One. This lesson builds vocabulary skills that will be used for years to come in geography activities.

**Key Vocabulary**

Note: Additional vocabulary may be required depending on the version of *The Gingerbread Man* that you use.

Gingerbread – A kind of cookie, sometimes shaped like a man

Catch – To run after and hold on to someone

Near- Close by

Far – Not close by

Fence – A structure used to enclose or create a barrier

Bridge – A structure used to pass over something like a river

Rock – A hard piece of natural minerals; stone

**Additional Materials Needed for ELL**

- Vocabulary cards for words used in the assessment – fence, bridge, rock

**Arizona ELL I Writing Standard**

**Writing Applications:** The student will express in writing his or her own thinking and ideas.

**Beginning:** The student will respond with drawings to stories dramatized or contextualized by the teacher.

**Intermediate:** The student will relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.

**Arizona ELL III Writing Standard**

**Writing Applications:** The student will express in writing his or her own thinking and ideas.

**Beginning:** The student will use the writing process to write short, single paragraph personal narratives or friendly letters distinguished by topics and ideas that are broad and simplistic.

**Intermediate:** The student will use the writing process to create essays and formal communications of up to 2 paragraphs in various genres (expository, narrative, research) distinguished by identifiable main ideas that contains general supporting details.

**Procedures**

Day 1

1. Tell students that they will be reading a story called *The Gingerbread Man*. Explain that the Gingerbread Man is a cookie that acts like a real person. Show a picture of a gingerbread man or show the flannel cutout. Ask if anyone has seen or eaten a cookie that was shaped like an animal or person. Has anyone ever eaten a gingerbread man? (Preparation: Linking to background, linking to past learning)

2. Read the story to the children explaining any new vocabulary words in the story. (Integrating processes: Reading, listening)

3. Show students the cut-outs of the characters. Place the cut-outs on the flannel board.

4. Show the meaning of the terms near/far on the flannel board using the Gingerbread Man (G. M.) and the characters from the story. Have pairs of students model near/far in the classroom or with the flannel board. (Grouping: Partners) Continue until all students have had the opportunity to practice the terms. (Scaffolding: Guided practice; Application: Promotes engagement, hands on)

5. Show the meaning of the terms behind/in front of on the flannel board using the Gingerbread Man (G. M.) and the characters from the story. Have pairs of students model behind/in front of in the classroom or with the flannel board. (Grouping: Partners) Continue until all students have had the opportunity to practice the terms. (Scaffolding: Modeling, guided practice; Application: Hands on)

**ELL Adaptation**
<table>
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<th>Step</th>
<th>Task</th>
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<td>6.</td>
<td>Show the meaning of the terms <em>over/under</em> on the flannel board using the Gingerbread Man (G. M.) and the characters from the story. Have pairs of students model <em>over/under</em> in the classroom or with the flannel board. <em>(Grouping: Partners)</em> Continue until all students have had the opportunity to practice the terms. <em>(Application: Hands on)</em></td>
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<td>7.</td>
<td>Reread the story emphasizing each time the terms <em>near/far, behind/in front of, over/under</em> are used in the story.</td>
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**Day 2**

1. Discuss the story read the day before. Ask students about the characters and what happened in the story. Review any vocabulary as needed.
2. Review the terms *near/far, behind/in front of, over/under* using the flannel board cut outs to show examples.
3. Using the flannel board, follow the sequence of the story. For example, place the boy near the G. M. Then tell the students that the G. M. is near the boy and that he ran fast and shouted, “Run, run as fast as you can, you can’t catch me I’m the Gingerbread Man.” Have students repeat the refrain with you. *(Application: Meaningful)* Then move him away from the boy and say that he is now far from the boy.
4. Repeat the process with the other characters of the story using *behind/in front of*.
5. Use the objects in the story to demonstrate *over/under* with the Gingerbread Man.
6. Check for understanding by having the students place the G. M. on the flannel board using the different sets of terms. *(Grouping: Independent)*
7. Students can draw a picture of the Gingerbread Man jumping over an object, running under an object, standing near/far from an object and behind or in front of an object. Have students write, dictate, or explain which of the above relative locations they identified. *(Integrating Processes: Writing, speaking)*

### Assessment

**Reading**

Use observation techniques and have the student explain the sequence of the story by having him or her move the G. M. around the objects on the board.

**Geography**

Each student will need a copy of the assessment sheet—the drawing of the bridge, rock, and fence found in the original lesson. *Before assessing, the teacher will need to make sure that students know their colors and introduce the vocabulary used in the assessment. Use the vocabulary cards.*

Teacher will direct the assessment using the prompts found on the Assessment Sheet. Students who miss 0 or 1 term receive an excellent score. Students missing 2 terms receive a satisfactory. Students missing more than 2 terms receive a needs improvement score.