Catch Me If You Can: Over, Under
Using *The Gingerbread Man*, students practice important geographical concepts.

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<td>Grade Level</td>
<td>K</td>
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<tr>
<td>Duration</td>
<td>2 class periods</td>
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**National Geography Standards**

**ELEMENT ONE: THE WORLD IN SPATIAL TERMS**
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

**Arizona Social Studies Standard**

Kindergarten
Strand 4 Geography
Concept 1 The World in Spatial Terms
PO 3 Determine the relative location of objects using the terms near/far, behind/in front, over/under, here/there, left/right, up/down

**Arizona Language Arts Standards**

**READING STANDARD**
Strand 1 Reading Process
Concept 4 Vocabulary
PO 2 Sort familiar words into basic categories (e.g., colors, shapes, foods)

**Strand 2 Comprehending Literary Text**
Concept 1 Elements of Literature
PO 3 Retell or re-enact a story, placing the events in the correct sequence

**Strand 3 Comprehending Informational Text**
Concept 2 Functional Text
PO 1 Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues

**WRITING STANDARD**
Strand 1 Writing Process
Concept 2 Drafting
PO 1 Communicate by drawing, telling, or writing for a purpose

**Strand 2 Writing Elements**
Concept 1 Ideas and Content
PO 1 Use pictures that convey meaning.

**Concept 2 Organization**
PO 1 Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together)

**Concept 4 Word Choice**
PO 1 Select labels, captions, or descriptors to enhance pictures

PO 2 Use words, labels, or short phrases that clearly go with picture text

**Strand 3 Writing Applications**
Concept 1 Expressive
PO 1 Create narratives by drawing, dictating, and/or emergent writing
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.

Purpose

This lesson will enable students to demonstrate an understanding of location. Students must learn the relative location of objects using the terms near/far, behind/in front of, and over/under. This lesson will practice these terms.

Materials

- Any publication of *The Gingerbread Man*.
- Flannel Board, white board, or any surface to which you can adhere and remove adhesive tape.
- Flannel cut-outs representing characters and objects in the story such as a rock, log, tree, house, etc. (Or simple drawings on paper with flannel glued on the back or looped adhesive tape.)
- Colored pencils or crayons
- Assessment Sheet and the Oral Prompts

Objectives

The student will be able to:

- Demonstrate knowledge of the positions of near/far, over/under, in front of/behind, beside, between, and beyond.
- Demonstrate knowledge of the sequence of events in the story.

Procedures

1. Read the story *The Gingerbread Man*.

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

3. Explain the terms near/far, behind/in front of, over/under, using the Gingerbread Man (G. M.) and the characters from the story.

4. Follow the sequence of the story. For example, place the boy near the G. M. Then tell the students how the G. M. ran faster and shouted, "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man." Then move him away from the boy and say that he is now far from the boy. Do the same with the other characters of the story using, behind/in front of. Use the objects in the story to demonstrate over/under with the Gingerbread Man.

5. Check for understanding by having the students place the G. M. on the flannel board using the different sets of terms. 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 or explain which of the above relative locations they identified.

Assessment

Ask the students to place the G. M. near the bear or far from the bear. Do the same for the other sets of terms. Record the observations.

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.

Each student will need a copy of the assessment sheet--the drawing of the bridge, rock, fence etc. Teacher will direct the assessment using the prompts found on the Assessment Sheet. Students who miss 0 to 1 term receive an excellent score. Students missing 2 terms receive a satisfactory. Students missing more than 2 terms receive a needs improvement score.

Extensions

Take the class outside and have the students place themselves near/far, behind/in front of, etc. various objects on the playground.

Hide the Gingerbread Man inside the classroom. Have students find it by telling them that the G. M. is near/far, etc., from various locations or objects in the room.

Sources

Any version of *The Gingerbread Man*-- a suggested book is by Karen Schmidt. ISBN 0590410563