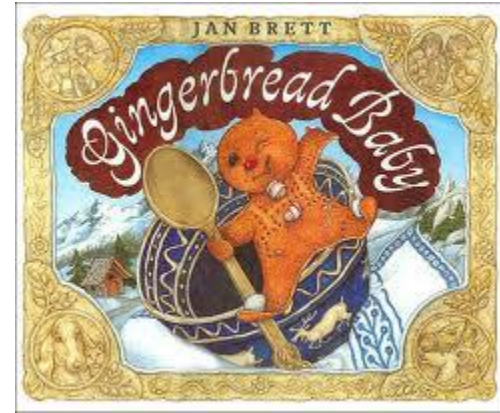


The Gingerbread Baby

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One day a little boy named Matti bakes a gingerbread baby, but just like in the original *Gingerbread Man*, the gingerbread baby escapes. This story is about how a clever little gingerbread baby leads the town on a wild chase and how a clever little boy saves him.

Possible strategies for instruction:

Comprehension:

- **Predict what will happen; Use text to confirm:**
 - Before you begin the story have students make predictions about what they think the story will be about. Have them share their predictions and ask students to share what information they are using to state their prediction.
 - Begin reading the story and stop at the middle of page of page 2 after you read “Matti couldn’t wait any longer. He opened the door to take a peek.”
 - Ask students to make a prediction about what is going to happen next and share what kinds of clues they are using to make this prediction: pictures, words or background knowledge.
 - Continue reading and check to see if their predictions were correct, way off or just a little off.
 - Continue reading and stop at the end of page 4. Share with students how the author gives us clues about what is going to happen next and show students the picture on page 5 of the gingerbread baby outline and the gingerbread baby running by a cat. Ask them to use the words they’ve heard and the pictures to make another prediction. Then continue reading and pause to check their predictions. Continue to use this strategy as your finish the book.
 - When you are finished, revisit the predictions they made at the beginning of the story to see if they were correct, way off or just a little off.
- **Compare and contrast within and between text:**
 - After having read the *Gingerbread Baby* and the *Gingerbread Man*, teach students what it means to compare (tell how two or more things are alike) and to contrast (tell how two or more things are different).
 - Use two objects that are visible to students and create a sample Venn Diagram to show how to compare and contrast. Have students list ways the objects are alike and different. (ex: students in class, classroom supplies, etc...)
 - Using a Venn Diagram, label one side “The Gingerbread Baby” and the other side “The Gingerbread Man.”
 - Ask students to reflect on the stories and answer these questions:

- How are “The Gingerbread Baby” and “The Gingerbread Man” the same? How are they different?
- Compare the characters in “The Gingerbread Baby” and “The Gingerbread Man.”
- Compare the ending of the “The Gingerbread Baby” and “The Gingerbread Man”.
- Have students talk to elbow buddies to come up with at least one more way to compare and contrast “The Gingerbread Baby” and “The Gingerbread Man” and add to the Venn Diagram.

Accuracy:

- **Skip the word, Then come back:**
 - Cover up various words throughout the story. When reading the story, model the strategy by skipping the covered word and reading the rest of the sentence. Then, come back to the word and uncover the first letter of the word. Using the first letter and the context clues, try to figure out the unknown word. Here are some words to cover in the text:
 - cookbook (pg. 1), measured (pg. 2), pranced (pg. 3), delicious (pg. 4), twitched (pg. 6), shouting (pg. 8), bucket (pg. 10), knot (pg. 12), twisted (pg. 14), backflipped (pg. 16), crept (pg. 19), meddling (pg. 21), bleating (pg. 23)

Fluency:

- **Reread text:**
 - As you read this story, students will see how the Gingerbread Baby dances around and sings each time he outsmarts another character in the story. Have students practice rereading the text each time you come to it in the story. You can also print this text onto paper and have students work with partners during Read to Someone to practice their fluency.
 - Pg. 3 – “I am the Gingerbread Baby, Fresh from the pan. If you want me, Catch me if you can.”
 - Pg. 7 “Catch me if you can!”
 - Pg. 13 “I am the Gingerbread Baby. Too quick for the mother and the father, Too fast for the cat, the dog, the goats, Too clever for Martha and Madeline, Too smart for he mama pig. Who’s left? Catch me if you can!”
 - Pg. 16 “Look at me. And what do you see? The best Gingerbread Baby ever!”
 - Pg. 18 “Ha, ha! Hee, hee! You’ll never find me. I’m the Gingerbread Baby. Catch me if you can!”
 - Pg. 27 “I’m the little Gingerbread Baby. Lucky as can be, To be living in the house, That Matti made for me!”

- **Use punctuation to enhance phrasing and prosody:**
 - The “Gingerbread Baby” has many opportunities for students to practice using intonation when reading. Model for students how you read when the Gingerbread Baby is talking, point out how you use the punctuation marks to change your tone.
 - Pg. 3 – “I am the Gingerbread Baby, Fresh from the pan. If you want me, Catch me if you can.”
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Expand Vocabulary:

- **Tune in to interesting words and use new vocabulary in speaking and writing:**
 - Call attention to interesting words in the text and add them to the class Word Collector List. Have students say the word, write them on our word collector and revisit these words daily provide multiple exposures and enhance comprehension. Possible choices include:
 - pranced, twitched, clever, smug, strolled, crept, meddling, glee

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.