



Topic: Stories Told in Different Ways

Curriculum Planning Template – Somerville Early Education

Trajectory for Thematic Inquiry: Planning from the Big Idea

Consult ELA Pacing & Curriculum Guides, Big Idea Guides, & Building Blocks Math Pacing Guide

Big Ideas:

- Stories can be told in different ways.
- Stories have similarities and differences.

Project Approach: Working with Big Ideas

(Picturing the Project Approach 2017, Sylvia Chard, Yvonne, Kogan, Carmen Castillo)

- Phase 1: Beginning the Project
- Phase 2: Developing the Project
- Phase 3: Concluding the Project

Anti-bias Education Goals and Outcomes(Derman-Sparks, Edwards and Goins, 2020)

Goal 1: Identity - Each child will demonstrate self-awareness, confidence, family pride, and positive social identities. *Teachers will nurture each child's construction of knowledgeable and confident personal and social identities.*

Goal 2: Diversity - Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections. *Teachers will promote each child's comfortable, empathic interactions with people from diverse backgrounds.*

Goal 3: Justice - Children will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts. *Teachers will foster each child's capacity to critically identify bias and will nurture each child's empathy for the hurt bias causes.*

Goal 4: Action - Children will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions. *Teachers will cultivate each child's ability and confidence to stand up for oneself and for others in the face of bias.*

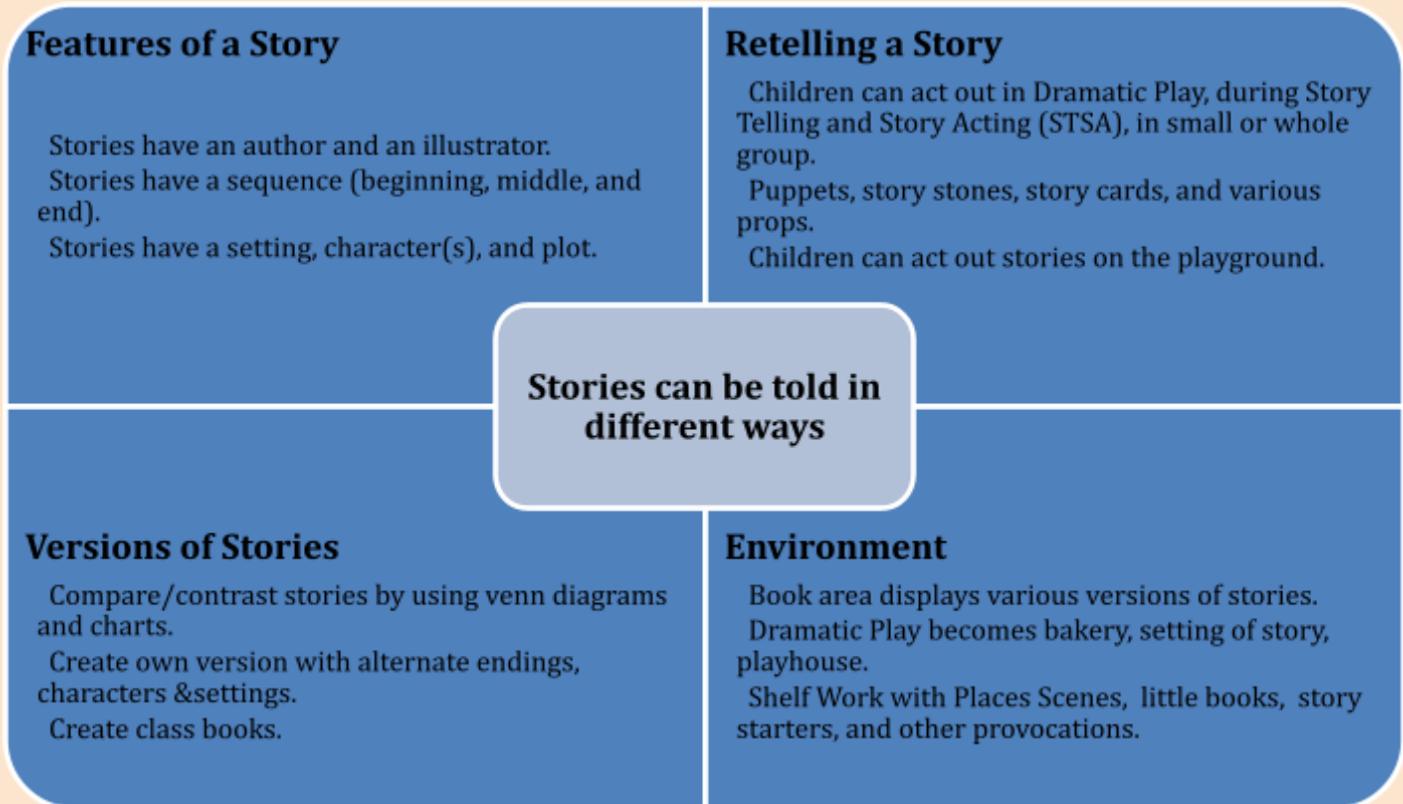
Selected Anti-bias Objectives

- I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
- I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

A TRAJECTORY OF INQUIRY

Phase 1 – Beginning a Project: Starting Out And Setting The Stage

Sample Teacher Brainstorm/Planning Web - Add your own ideas!



Create a new web with children once a direction has been defined

Surfacing Prior Knowledge and Generate curiosity: Pose questions, read a high-interest book, take a field trip.

Questions you might ask children:

- What are your favorite stories?
- What stories do you read with your family?
- Can you be a storyteller? What is your story about?

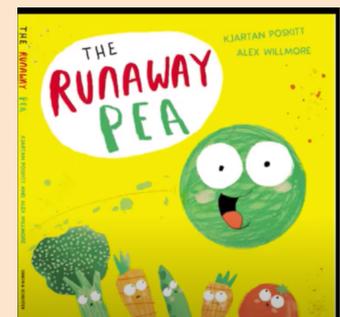
Make connections to children's lives:

- What do you bake/cook and eat with your family?

Read: [The Runaway Dinner](#) by Allan Ahlberg or [The Runaway Pea](#) read by the author Kjartan Poskitt, Illustrated by Alex Willmore.

Ask: what do you have for dinner at your house? Chart responses.

- What would you do if your dinner ran away?
- Share and compare family recipes.
- Create a class recipe book.



Pick a collection of stories with a similar theme (Gingerbread, Runaway Foods, etc.)

Surface prior knowledge. Set the Stage:

- Show the covers of a selection of gingerbread stories and ask-“What do you think these stories might be about.”
- **Ask:** What do you notice that is the **same** on the cover? What do you notice that is **different**?
- “Have you ever eaten gingerbread before”?
- Taste test a gingerbread cookie. **Survey:** Do you like the taste of gingerbread? **Yes** **No**

Read: The Gingerbread Man by Jim Aylesworth or your favorite version.

Questions:

- Why do the man and woman bake a gingerbread person?
- Why does the gingerbread character run away?
- What would have happened if the gingerbread character didn’t run away?

Then:

- Explore the ingredients that go into gingerbread cookies: cinnamon, ginger, cloves, allspice, and molasses. Compare them: texture, smell, taste, etc.
- Make gingerbread playdough.

SURFACING KNOWLEDGE & QUESTIONS (Phase 1-Beginning a Project)

Generate KW (Know, Want to know) Chart: What do we know or think we know about _____ ?

Generate a list of questions that children have about the gingerbread stories you have read.

Children may have noticed that there are **similarities** and **differences** among the collection you have read so far.

Expand Children’s Thinking

So, now that we Know some information and have some ideas about _____, what should we investigate?

It seems that you are curious about _____?

Brainstorm a list of all the things the children Want to know about _____.

Possible Activities:

- Compare the urban version, The Gingerbread Boy by Richard Eglieski, to Somerville. Map out where a gingerbread character might go in Somerville (T station, local bakery/taqueria, fire station, city hall, local playground)
- Design and create characters inspired by a read-aloud (use materials from Beautiful Stuff). Compare features with classmates.
- Follow a recipe and make gingerbread cookies (and/or favorite cookie recipe from children’s families)

PHASE 2 – Developing a Project- Exploring And Learning More:

Continue to add to the knowledge base, add activities and experiences, field trips, find experts, plan class books, family engagement, etc.

Possible Field Sites:

Library
Bookstore
Neighborhood bakery/supermarket
Somerville High School Culinary

Possible Experts:

Librarian
Parents/guardians
Local Baker
SHS Culinary Students

Possible Projects (Use one of the following ideas, or co-create an emergent project with your children):

The Many Versions of the Gingerbread Man (and Other Stories)

- Read and re-read several versions of this story from around the world, such as [The Runaway Tortilla](#) by Eric A Kimmel and [The Runaway Rice Cake](#) (see the list in the library/read-aloud section). Compare them. What is the **same**? What is **different**? Chart the responses like the sample below. You can do this over time as children get to know the characters, setting, and plot. (**Resource:** [The Runaway Tortilla](#))

	The Gingerbread Boy By Richard Eglieski	The Runaway Tortilla By Eric A. Kimmel	The Runaway Rice Cake By Ying Chang Compestine
Beginning: Who makes the food that runs away?	Woman and man	Tia Lupe & Tio Jose	Chang family-Momma, Poppa, Chang, Ming, Da, Cong
Main Character	Gingerbread Boy	A tortilla	A nián-gǎo (a rice cake)
Supporting Characters	Rat, construction workers, musicians, policeman, horse, fox,	Toads, donkeys, jackrabbits, rattlesnakes, buckaroos	Chicks, pig, women, fisherman, lion dancers, old woman,
What happens at the end?	Got eaten by the fox	Senor Coyote	Shared nián-gǎo with old woman.
What does the runaway food call out?	<i>“Run, run, as fast as you can. You can’t catch me. I’m the Gingerbread man”.</i>	<i>“run as fast as fast can be; you won’t get a bite of me, doesn’t matter what you do, I’ll be far ahead of you.”</i>	<i>“Ai yo!” ‘away chicks go’ “Pigs to slow.” “Away I go” “Water down below.” ‘Up I go’. Etc.</i>
What details are unique to this story (food, language, setting)	Gingerbread ingredients, city scene, subway station	Tortilla ingredients Runs through the desert, griddle	Nián-gǎo (a rice cake) ingredients, steamer, Lion dancers

Extend your project:

- Explore and compare the ingredients that go into tortillas and rice cakes.
- Plan a family baking event: a favorite or traditional cookie/cake you eat or make with your family. Compare the types of cookies. Which ones are similar, which ones are different.
- Create a class version of a gingerbread story (a big book).

Additional stories with many versions:

- Runaway food stories: tortilla, pickle, cornbread, beignet, rice cake.
- The Enormous stories: turnip, carrot, watermelon, potato.
- The 3 Little Pigs
- Cinderella
- Jack and the Beanstalk
- The Three Billy Goats Gruff

Learn and Act out a Favorite Story

- Learn the different components of a story, such as the characters, plot, setting, conflict and resolution. Read or act out stories, and practice identifying the components in those stories.
- Choose a story your class connects with in particular, and transform the story into a play. Create scenery out of recyclable materials, write out lines at the writing center, and rehearse your play. Perform for another class or for classroom families.

Become Authors and Illustrators

- Help children write and illustrate stories in the style of a story or author you investigated:
 - A runaway food story inspired by a shared experience such as lunch in the cafeteria, a visit to a local bakery or grocery store, or children's families.
 - An Eric Carle style story about animals: "The Very Busy Spider," "The Very Quiet Cricket," etc.
 - A Fairy Tale that incorporates magic, talking animals, fantastical characters: "Jack and the Beanstalk," "The Three Little Pigs," etc.
- Explore the elements of a story and have children write and illustrate their own stories. Map out the plot with a story board, illustrate images, and have children write or dictate the story.
- Practice reading and storytelling with their created books, and hold a special 'Authors' Event,' where families can hear stories read aloud.

PHASE 3: Concluding the Project

Reflect on next steps, sharing the work with others, extensions of content, new directions.

- Take a field trip to SHS Culinary or invite Culinary teachers and students to the classroom.
- Take a field trip to a local bakery or a taqueria.
- Turn the dramatic play area into a bakery or taqueria.

Ideas for Sharing Learning/Work:

- Document the children's learning using photos, children's drawings, paintings, creations, questions, and stories.
- Invite families to a reading of a class made book or books.

- Invite families to a favorite cookie/food potluck to share the learning.
- Invite families to attend a play in which children act out a favorite story.

Possible Extensions:

[Cinderella Around the World](#)

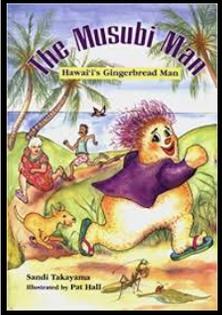
Construction-how are houses/buildings constructed? Who designs and builds them: architect, engineer, a construction worker.

Bakery-explore the world of baking. Learn what a baker is and the tools and equipment they use.

5 Senses- Discuss while exploring the ingredients of various foods.

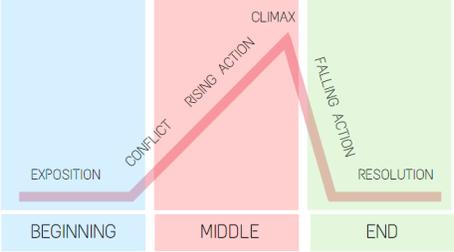
Content and Room Areas	Activities Connected to Big Idea
Blocks	<p>Props/Provocations:</p> <ul style="list-style-type: none"> ● Cover blocks with scenes and story characters. ● Story sticks or puppets for children to act out the various versions of the story ● Clipboards, paper, and pencils for children to record (supported by teachers) their story version.
Dramatic Play	<p>Role Play:</p> <ul style="list-style-type: none"> ● Turn dramatic play into a kitchen or a bakery with baking props: aprons, measuring cups, bowls, cookie sheets, cookie cutters, and items to decorate them (buttons, etc.) ● Display a gingerbread cookie recipe chart for children to follow.
Art	<p>Group and Individual Projects:</p> <ul style="list-style-type: none"> ● Design and create the scenery for the block area or dramatic play that supports acting out the story. ● Design and create individual gingerbread characters using recycled materials (Beautiful stuff) ● Design and build a house for the gingerbread character. ● Create the art for a class made gingerbread book.

<p>Sensory</p>	<p>Sensory Table: sand with cookie cutters and materials to create a character.</p>  <ul style="list-style-type: none"> ● Make gingerbread playdough with the children ● Sandpaper letter: trace letters in salt and cinnamon ● Compare the ginger root with the powdered spice, compare the cinnamon stick with the powdered spice. Grate, smell, and taste. Are they similar?
<p>Mathematical Thinking</p>	<ul style="list-style-type: none"> ● Compare: make playdough cookies using different sized cutters. Decorate and compare. ● Compare different versions of the stories: graphs and Venn diagrams. ● Visual discrimination games: same and different ● Survey: What is your favorite Gingerbread character or story? Graph the results. <p>Math Center:</p> <ul style="list-style-type: none"> ● Introduce board and dice games. ● Create a Places Scene Inspired by the stories you read. ● Sequence pictures from a favorite story. What happened first, second, third?
<p>Science, Technology and Engineering</p>	<p>Gingerbread Man:</p> <ul style="list-style-type: none"> ● Bake gingerbread cookies and discuss the chemical reactions that take place when baking, i.e. when baking soda heats up, it causes the cookies to rise. <ul style="list-style-type: none"> ○ Learn more about the chemistry of cookies here <p>Science Books:</p> <ul style="list-style-type: none"> ● <i>Rosie Revere, Engineer</i> by Andrea Beaty ● <i>Iggie Peck, Architect</i> by Andrea Beaty ● <i>Ada Twist, Scientist</i> by Andrea Beaty

<p>Library/ Read Aloud</p>	<p>Books:</p> <ul style="list-style-type: none"> ● The Gingerbread Boy by Paul Galdone ● The Gingerbread man by Jim Aylesworth ● The Gingerbread Boy by Richard Egielski ● The Gingerbread Girl by Lisa Campbell Ernst ● Gingerbread Baby by Jan Brett ● Gingerbread Friends by Jan Brett ● The Gingerbread Man by Carol Jones ● The Ninjabread Man by C. J Leigh ● The Cajun Gingerbread Boy by Bertha Amoss ● The Musubi Man; Hawaii's' Gingerbread Man by Sandi Takayama and Pat Hall  <p>Similar stories from around the world:</p> <ul style="list-style-type: none"> ● Kolobox By Natasha Bochkov (Russia) ● Roule Galette by Natha Capiuto (French) ● The Bun, A Tale From Russia By Marcia Brown ● The Pancake Boy: An old Norwegian Folk Tale by Lorinda Bryn Cauley ● Runaway Radish by Janice Levy (Oaxaca, Mexico) ● Runaway Rice Cake by Ming-Chang Compestine <p>Resource:</p> <p>Gingerbread Stories From Around the World</p> <p>Children can retell stories in the book area with story sticks, story stones, and puppets. They can create their own version. Record children acting out their stories.</p> 
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Balanced Literacy

<p>Vocabulary</p>	<p>Story Components: Characters, Setting, Plot, Conflict, Resolution</p> <p>Writing and Acting: Author, Illustrator, Actor/Actress, Scene, Scenery, Theater</p> <p>The Gingerbread Man: Gingerbread, bake, molasses, ginger, cinnamon, dough.</p> <ul style="list-style-type: none"> ● Phrase: <i>run, run, as fast as you can, you can't catch me, I'm the gingerbread man.</i>
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<p>Oral language and Concept Development</p>	<ul style="list-style-type: none"> ● Add literacy questions or surveys to your Morning Meeting message. I.e. “What is your favorite book?” or “Have you read a fairy tale before?” ● Discuss story components when reading or acting, i.e. characters., setting, conflict, resolution. Create a chart or figure that explains the components of a class favorite story. ● Create opportunities for group project planning and brainstorming. What stories do we enjoy and could act out? What characters would we need to include? What scenery is essential to the story? ● Create opportunities to share work. Provide time for children to present their pictures with dictation, puppets, story acting, or other activities to the group. ● Use CROWD Strategies during read alouds. 
<p>Fine Motor, Drawing, and Writing</p>	<p>Draw to document work: children can draw what they build in the block area and with manipulatives.</p> <ul style="list-style-type: none"> ● Children trace letters (salt mixed with cinnamon) ● Practice writing letters (practice sheets, wet-dry-try) ● Explore, build, and write key vocabulary from stories. <p>FM: shape punching: story characters Stencils, tracing, and cutting</p> <p>Recreating favorite scenes:</p> <ul style="list-style-type: none"> ● Help children recreate their favorite scene of a story with different art media. Encourage them to explain or write why that scene was their favorite and how they recreated it.
<p>Expressive and Written Language</p>	<p>Take dictation of children’s drawing and stories</p> <ul style="list-style-type: none"> ● Help children make connections between what they draw, build or create with written language <p>Storytelling/Story Acting</p> <ul style="list-style-type: none"> ● Act out favorite books together and pay special attention to how the characters behave and feel during the story. Find ways to express those behaviors and feelings while acting.

	<p>Become authors:</p> <ul style="list-style-type: none"> ● Write original books or base books off the style of a particular author, i.e. Eric Carle, Dr. Seuss. Help children develop characters, setting, conflict, and resolution in their story.
<p>Phonological and Phonemic Awareness</p>	<p>Initial Sounds:</p> <ul style="list-style-type: none"> ● Align with the letter(s) of the week ● Sound sorting games with pictures and objects: connect to story characters <p>Investigating Rhyme:</p> <ul style="list-style-type: none"> ● Explore rhyming books and rhyme schemes through books or by investigating a particular author, such as Dr. Seuss or Anna Dewdney. ● Practice by playing rhyming games or tapping out the rhythm to a rhyming book as you read. <p>Explore poetry:</p> <ul style="list-style-type: none"> ● Investigate the ways in which poetry is the same or different from a story, and read different types of poetry. Take note of whether the poem is a rhyming poem and the type of language it uses.
<p>Differentiation/ Modifications</p>	<ul style="list-style-type: none"> ● Add a basket of gingerbread story characters to the book area so children can engage with and act out stories. ● Create puppets with labels that children can use to act out stories ● Record children acting out the story to share. ● Take photos of children across the classroom show the various ways children engage and learn. <div data-bbox="1052 1083 1451 1444" data-label="Image"> </div> <p style="text-align: right;">to</p>