ELL Adaptation For

**Catch Me If You Can: Over, Under**

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

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<td>ELL Adaptation by</td>
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### TESOL Standard(s)

**Goal 2, Standard 1**

To use English to achieve academically in all content areas: Students will use English to interact in the classroom
- following oral and written directions, implicit and explicit
- asking and answering questions

**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
- retelling information
- representing information visually and interpreting information presented visually

### Arizona English Language Proficiency Standards

**Stage I**

**Basic**

**Reading**

**Comprehending Text**

**Standard 3:** The student will analyze text for expression, enjoyment, and response to other related content areas.
Catch Me If You Can: Over, Under
B-3: answering comprehension questions to respond to text heard or read.
B-9: identifying the key events of a story heard or read.

Writing
Writing Applications
Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.
B-2: participating in creating expository responses through drawing or experimental writing to describe, explain, or inform.
Standard English Conventions
Standard 2: The student will identify and apply conventions of standard English in his or her communications.
B-11: using noun and/or prepositional phrases in sentences.

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

Procedures

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)*

6. Show the meaning of the terms over/under on the flannel board using the Gingerbread Man (G. M.) and the characters from the story. Have pairs of students model over/under in the classroom or with the flannel board. *(Grouping: Partners)* Continue
until all students have had the opportunity to practice
the terms. (Application: Hands on)

7. Reread the story emphasizing each time the
terms near/far, behind/in front of, over/under, are
used in the story.

Session Two
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.