



Gingerbread Cowboy

Author Karen Guerrero and Sandy Martinez
Grade Level 1-2
Duration 1-2 class periods

National Standards

GEOGRAPHY

Element One: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context

AZ Standards

ELA Common Core Standards

Reading

Key Ideas and Details

- 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 1.RL.3 Describe characters, settings, and key events in a story.
- 2.RL.3 Describe how characters in a story respond to major events and challenges.

Integration of Knowledge and Ideas

- 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
- 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Writing

Text Types and Purposes

- 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.

Language

Vocabulary Acquisition and Use

Arizona Social Science Standards

The use of geographic representations and tools helps individuals understand their world.

- 1.G.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus.
- 2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.
- 2.G1.1 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

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1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Overview

In our modern world, students see and use maps in all sorts of situations. Cars come with GPS units, schools have campus maps, and airlines show routes of transport.

Purpose

The purpose of this lesson is to help children learn that maps help us find our way from one place to another. They will also learn that maps can tell a story.

Materials

- *The Gingerbread Cowboy* by Janet Squires.
- A collection of maps to identify parts of a map.
- Cut outs of Gingerbread Cowboy for each student
- One cut out each of the Southwestern animals.

Objectives

The student will be able to:

- Identify characteristics of a map.
- Use a map to tell how to get from one place to another.
- Sequence parts of a story using a map.

Procedures

Prior to this lesson, students could take part in a suggested lesson called TOADS: An Introduction to Map Reading so they know more elements of a map besides compass rose, symbols, and legend.

<https://geoalliance.asu.edu/toads>

1. Have the students talk about maps – What is a map? What do we use them for? What are the parts of a map? (compass rose, symbols,

key/legend, etc.) Have several maps available for them to look at.

2. Read *The Gingerbread Cowboy* with the class. As the cowboy meets a new animal hold up a cut-out of that animal and put it on the board.

3. Have the students recreate the story with cut-outs of the Gingerbread Cowboy and of the animals. This can be done as a class and then again in small groups.

4. Talk about creating a map to show where the cowboy goes. As the children guide you, model drawing the map on the board. Include symbols for features such as the ranch, fence, cactus, field, canyon, and river. Place the cut-outs on the board map as they come into the retelling.

5. Ask the children what other routes could the cowboy have taken? What other animals might be found in the Southwest and might want to eat a gingerbread cookie?

6. Discuss again the parts of a map and include those on the class map.

7. Let the children create their own maps for the Gingerbread Cowboy. They may follow the book or may be creative in taking a different route or including other animals in their story.

8. Have each child retell the story to a friend and complete the writing assessment. In the writing assignment, the students will accurately describe the Gingerbread Cowboy and two of the animals in their story. Have each child create a map of the story. The map should contain a compass rose, several symbols, and a key/legend that explains the symbols. Students can also add other elements of a map for extra credit.

Assessment

The Gingerbread Cowboy

ELA

First Grade

The writing assignment will be scored according to the following criteria:

Outstanding will be 3 sentences about the Cowboy and the animals. All descriptions are correct.

Satisfactory will be 2 sentences about the Cowboy and the animals. All descriptions are correct.

Needs Improvement will be 2 sentences about the Cowboy and the animals. Descriptions are missing or not correct.

Second Grade

The writing assignment will be scored according to the following criteria:

Outstanding will be 6 sentences about the Cowboy and the animals. All descriptions are correct.

Satisfactory will be 4 sentences about the Cowboy and the animals. All descriptions are correct.

Needs Improvement will be 2 sentences about the Cowboy and the animals. Descriptions are missing or not correct.

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The map created by the students should contain a compass rose, several symbols, and a key/legend. The map will be scored according to the following criteria:

Outstanding will be all components are present.

Satisfactory will be 3 components are present.

Needs improvement will be 2 or less components of a good map are present.

Extensions

Teach the students the song 'Nine Gingerbread Guys in the Oven' by Sandy Martinez to the tune of '99 bottles of beer on the wall'.

Read the original version of The Gingerbread Man and compare / contrast the differences.

Have the class learn about other Southwestern animals or animals from another habitat and write a class story using those animals.

Have the students map/write a story of the Gingerbread Cowboy visiting their school.

Sources

The Gingerbread Cowboy by Janet Squires
ISBN 0060778636