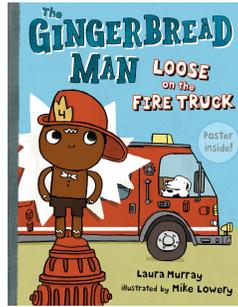


**Gingerbread Man Loose on the Fire Truck**  
**by Laura Murray, Illustrated by Mike Lowery**  
A Mentor Text Lesson Plan by Marcie Flinchum Atkins



**Writing Skills Focus:**

Strong verbs  
Domain-specific vocabulary  
Text Features  
Writing about community  
Using a story map to create a story

**Target Audience:**

Pre-K-2<sup>nd</sup> grade

**Objectives:**

Students will create their own diagram for a community helper using domain-specific vocabulary.

Students will write their own adventure for a Gingerbread Man.

Students will utilize domain-specific vocabulary and strong verbs in their writing.

## **Standards:**

### **Virginia Standards of Learning:**

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to:

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/2010/stds\\_all\\_english.pdf](http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/stds_all_english.pdf)

#### Kindergarten

K.2 c, e, g  
K.6 c  
K.8 a, b  
K.9 e, f, g  
K.12 c

#### 1<sup>st</sup> Grade

1.1 b  
1.2 d  
1.7 a  
1.8 a, b, c, e  
1.9 f, g  
1.13 a, b, c

#### 2<sup>nd</sup> Grade

2.2 e  
2.3 b  
2.6 c  
2.7 d, e  
2.8 e, f, h  
2.12 a, b, c

### **Common Core:**

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to: [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

#### Kindergarten

ELA RL.1  
ELA W.3, W.7  
ELA SL.4, SL.5  
ELA L.6

#### 1<sup>st</sup> Grade

ELA RL.3  
ELA W.3  
ELA SL.4, SL.5  
ELA L.6

#### 2<sup>nd</sup> Grade

ELA RL.3  
ELA W.3

*Marcie Flinchum Atkins*

*E-mail: [marcie@marcieatkins.com](mailto:marcie@marcieatkins.com)*

*<http://www.marcieatkins.com>*

*Please seek permission before posting on another website.*

**Text(s):**

*Gingerbread Man Loose on the Fire Truck* by Laura Murray, illustrated by Mike Lowery

Nonfiction texts featuring community helpers

**Other Materials Needed:**

Story Map (attached)

**Lesson:**

**Setting the purpose:**

The purpose of these lessons are to utilize the mentor text to study domain-specific vocabulary, utilize a text feature (diagram) to facilitate research and learn about a community helper, and to write a new *Gingerbread Man* adventure. These lessons can be utilized in combination and build on one another, or they can be taught separately.

**Utilizing the Mentor Text**

**Text Features and Research**

1. Read *Gingerbread Man Loose on the Fire Truck* to students.
2. Point out the page where the fireman's gear is labeled. Talk about this text feature as a diagram with labels and how that helps the reader understand more about the fireman's job using words and pictures.

Transferring the Skill to Student Writing

1. Pick a community helper to research (can be done as a class, in a small group, or individually).
2. Look at books with pictures of community helpers and notice what kind of special equipment or gear that community helper uses.
3. Draw the community helper and create a diagram to label the community helper's uniform and equipment, just like in the book.

**Using Specific Word Choice**

1. As you read through *Gingerbread Man Loose on the Fire Truck* notice how the author uses domain specific words to let the reader know about the fire truck and firehouse.
2. Create a list of some of the specific vocabulary she uses. Most of these words are really specific to this place and this job. Here are some words she uses:

Marcie Flinchum Atkins

E-mail: [marcie@marcieatkins.com](mailto:marcie@marcieatkins.com)

<http://www.marcieatkins.com>

Please seek permission before posting on another website.

gauges  
air tanks

switches  
bunks

knobs  
pole

boots  
helmets

### Transferring the Skill to Student Writing

1. Think of a familiar place (grocery store, library, cafeteria, gym, gas station).
2. Brainstorm words that are specific to that place. This is also an opportunity to research and learn specific vocabulary for a place to expand students' background knowledge.
3. The words students brainstorm in this situation could also be utilized in writing the Gingerbread Man Adventure.

### **Write Your Own Gingerbread Man Field Trip Adventure**

1. As you read through *Gingerbread Man Loose on the Fire Truck* talk about the characters, the setting, the problem (the uh-oh moment) and the solution/ending. Students can also retell the story using these elements.
2. Discuss the various ways that the Gingerbread Man has adventures and troubles away from his classmates in this story.

### Transferring the Skill to Student Writing

1. Brainstorm field trips that the Gingerbread Man could take in their own story. You could generate a big list as a class, small groups, or individually.
2. Once students have chosen a field trip location to take the Gingerbread Man, have them think of possible things that could get the Gingerbread Man into trouble. Students will create a story map before writing their own story (see attached sheet). In lower grades, this could be a class story. Students who are more fluent writers could create their own story maps and write their own stories.
3. When students brainstorm the setting, this is an opportunity to bring in the domain-specific words for their particular setting.

### **Other Resources:**

Laura Murray's website: [www.lauramurraybooks.com](http://www.lauramurraybooks.com)

Mike Lowery's website: <http://mikelowery.com/>

Name \_\_\_\_\_



# Story Map

Gingerbread Man Adventures

Brainstorm ideas for your story using this story map.

<p>CHARACTERS</p> <p>Who is going on this adventure with the Gingerbread Man?</p>	
<p>SETTING</p> <p>Where will the Gingerbread Man and the class go? Add some specific words for this setting.</p>	
<p>PROBLEM</p> <p>Uh-oh! What problem does the Gingerbread Man have?</p>	
<p>PROBLEM GETS WORSE</p> <p>What else happens to make the problem even worse?</p>	
<p>SOLUTION</p> <p>Whew! How does this problem finally get solved?</p>	

Use your story map to help you write a rough draft for your story.

Marcie Flinchum Atkins

E-mail: [marcie@marcieatkins.com](mailto:marcie@marcieatkins.com)

<http://www.marcieatkins.com>

Please seek permission before posting on another website.