

Activity Guide #3 – Running

Book: *The Gingerbread Man*, retold by Jim Aylesworth
Illustrated by Barbara McClintock

Introduction

A child’s mind and body develop together in an interrelated way. From the time they are born, children use their bodies to learn, making physical development vitally important to all areas of development and learning.

However, today there are a number of challenges to supporting a child’s physical development, including their gross motor skills. Children have easy access to screens (television, cell phones, tablets) and many live in areas where there may not be space and/or safe opportunities for them to engage in physical activities. Therefore it is important that children enrolled in child care programs have daily opportunities to develop their gross motor skills.

Although gross motor skills will largely develop on their own, there are ways in which early childhood professionals can encourage these skills to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood. This includes both opportunities for children’s free exploration and practice of traveling skills and through planned experiences that are featured in the guides included in the supplemental curriculum, **B.A.M.M.M.!**

Begin by providing time each day for outside play, weather permitting. Make sure there is sufficient indoor and outdoor space for children to safely practice and refine their traveling skills, including running.

In this **B.A.M.M.M.!** guide, children are introduced to running when they hear the story, *The Gingerbread Man*, followed by activities that involve them in teacher-guided running activities that support the **Physical Development and Health Domain**, plus additional activities that support the **Language Development** and **Emergent Literacy Domain** as well as other Domains.

Teacher Note: *Information for this introduction was adapted from the introduction to the **Physical Development and Health Domain** in the Arkansas Child Development and Early Learning Standards: Birth through 60 months (April 2016). The developers of **B.A.M.M.M.!** recommend that everyone using these guides review the entire introduction.*

Arkansas Child Development and Early Learning Standards: Birth through 60 Months

Domain: Physical Development and Health
Domain Component: Gross Motor

Learning Goals (with Strands and Skill or Indicators)

PH1.1 Demonstrates locomotor skills (*traveling*)

- Changes speed or direction while running
- Moves with control, avoiding obstacles and people while moving (e.g. moves through obstacle courses, steers wheelchair into small spaces, stops at intended location when running)

PH1.2 Shows Stability and Balance (*core stability*)

- Shows increasing ability to maintain balance while moving from one position to another, changing directions, or stopping abruptly (“freezes” while running)

Materials to Collect and Make

- ✓ Book: *The Gingerbread Man*, retold by Jim Aylesworth, illustrated by Barbara McClintock
- ✓ Carpet squares or personal space markers
- ✓ Picture of a Gingerbread Man
- ✓ Set of cards with all the characters of the book, *The Gingerbread Man* (Gingerbread Man, Man, Woman, butcher, cow and sow)
- ✓ Cones or two liter soda bottles weighted with sand or gravel
- ✓ Ingredients to make Gingerbread Man cookies
- ✓ Items for a Bakery Prop Box
- ✓ Ingredients to make brown playdough
- ✓ Gingerbread man shaped cookie cutters
- ✓ Gingerbread man shapes cut from sponges
- ✓ Develop felt or magnetic storytelling figures as a vehicle for presenting the story to children. See Attachment: [The Gingerbread Boy](#)

Introduce the Activity

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

MT1.2 Explores combining and separating groups (numerical operations) (*addition and subtraction*)

Directions:

- Begin by inviting children to sit on carpet squares or personal space markers, or on a specific spot on the carpet.
- Show children a picture of the Gingerbread Man. Ask if they know who this is. If not, say, "*This is the Gingerbread Man. We'll be reading a story about him.*"
- Introduce "The Bakery". Make appropriate motions.

The Bakery

*Five little gingerbread men in a bakery shop
(hold up five fingers)*

Short and fat with raisins on the top.

Along came (boy/girl or insert child's name)

With a penny to pay.

He/she bought one gingerbread man

And he/she took it away."

- Repeat the rhyme, taking one gingerbread man away each time, until the last verse.

No little gingerbread men in a bakery shop

Short and fat with raisins on the top.

Along came (boy/girl or insert child's name)

With a penny to pay.

He/she saw no gingerbread men

So he/she ran away.

Teacher Note: *Adjust this activity so that each child's name is used in the rhyme.*

Present the Story

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

EL1.2 Engages in read-alouds and conversations about books and stories (*story comprehension*)

EL3.1 Responds to features of books and print (*book knowledge*)

Directions:

- Prepare to read the story, *The Gingerbread Man*.
- Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures.)
- Ask children to look at cover and predict what story is about. Ask, "Why do you think the *Gingerbread Man* is running?" "Let's read and find out."
- Read book with children sitting so all can see the pictures.
- Review the story by showing the pages and invite children to tell the story in their own words. On pages where *Gingerbread Man* says rhymes, read those with children and encourage them to join in.
- Explain to children that in just a few minutes they will have an opportunity to run like the *Gingerbread Man*.

Extend the Story

Learning Goals:

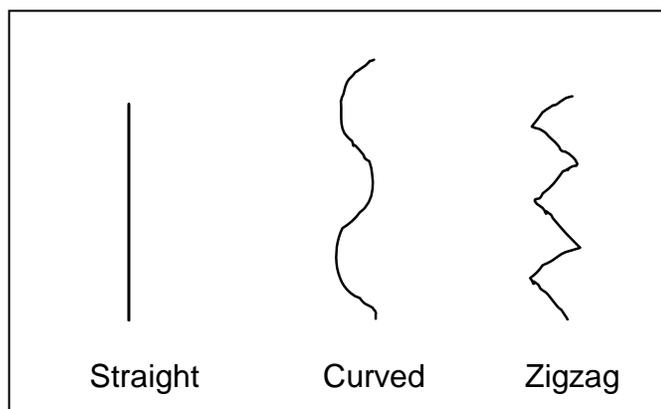
PH1.1 Demonstrates locomotor skills (*traveling*)

PH1.2 Shows stability and balance (*core stability*)

LD1.1 Understands and responds to language (in child's home language) *vocabulary and language comprehension, follows directions*)

Directions:

- Introduce pathways for movement as follows:
 - Use hand movements or a chart as shown below to create and explain a straight, curved and zigzag pathway.
 - Demonstrate running in a straight, curved and zigzag pathway.
 - Run each pathway again and ask children to name the pathway you're running.



- Provide enough space so that children can run without touching other children.
- Explain to children how different parts of their body work when they are running:
 - Say, “*Bend your elbows, and then swing your arms when running.*”
 - Say, “*Pick up your feet and move forward as fast as you can.*”
- Remind children to be careful, to watch where they're going and to avoid running into other children.
- Reinforce the stop and go signal you have established: beating on a drum, clapping hands, blowing a whistle, for example.
- Say, “*Can you run around the room without bumping into anyone?*”
- Sound the stop signal.
- Say, “*Now run in a curved pathway.*”
- Sound the stop signal.
- Say, “*Can you run in a zigzag pathway?*”
- Sound the stop signal.
- Say, “*Can you walk slowly to your carpet square?*”



Conclude the Session

Directions:

- Sing this song to the tune of “The Muffin Man.”

The Gingerbread Man

*Oh, have you seen the Gingerbread Man,
The Gingerbread Man, the Gingerbread Man?
Oh, have you seen the Gingerbread Man?
He ran right down the lane.*

*Oh, yes, I've seen the Gingerbread Man,
The Gingerbread Man, the Gingerbread Man.
Oh, yes, I've seen the Gingerbread Man,
He ran right down the lane.*

Try these additional activities

Learning Goals:

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

MT1.1 Demonstrates number sense and an understanding of quantity (*comparison of quantity*)

- Indicator: *Identifies places in a series, using terms like first, second, last, etc. (ordinality)*

Who Chased the Gingerbread Man?

- Make a set of cards with all of the characters from the book, *The Gingerbread Man*.
- Reread the book, *The Gingerbread Man*.
- Review the story, stressing the order in which the characters chased the Gingerbread Man.
- Gather six children together and give each one a story card. Have the children tell the story, presenting the characters who chased the Gingerbread Man in the correct order: man and woman, butcher, cow and sow.
- Conclude the activity by asking children “*What happened when the Gingerbread Man met the fox?*”

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*preferences*)

EL1.1 Shows interest in language experiences (*engagement in literacy experiences, variety of interests*)

EL1.2 Engages in read-alouds and conversations about books and stories (*story comprehension*)

EL3.1 Responds to features of books and print (*print knowledge*)

MT1.1 Demonstrates number sense and an understanding of quantity (*comparison of quantity*)

Compare Two Stories

- Read the book, *The Gingerbread Man*, by Jim Aylesworth. Then read *The Gingerbread Boy* by Paul Galdone
- Involve children in a discussion about the differences and similarities between the two stories.
- Ask each child to state which is his/her favorite of the two stories and explain their choice. Create a graph with their choices. Review the graph with the children. Count the number of children who like each story best.
- Write a story that is a summary of the graph and read it to the children.

6	Ryan	
5	Trey	
4	Sydni	Tamika
3	Brooke	Isabelle
2	Jacob	Manuel
1	Tyrone	Savanah
	<i>The Gingerbread Man</i>	<i>The Gingerbread Boy</i>

Example of the summary story:

*Six children like The Gingerbread Man the best.
Four children like The Gingerbread Boy the best.
More children liked The Gingerbread Man story.*

Learning Goals:

PH1.1 Demonstrates locomotor skills (*traveling*)

PH1.2 Shows stability and balance (*core stability*)

PH3.2 Shows awareness of safe behavior (*understanding of safety rules and practices*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension, follows directions*)

Run from the Fox

- Create an indoor or outdoor woods (obstacle course). Use either cones or two-liter soda bottles weighted with sand or gravel. Tape the caps on the bottles to avoid spills.
- Arrange to have the obstacle course set up ahead of time so children do not have to wait.
- Reread the book, *The Gingerbread Man*, with the children.
- Explain to children that they will pretend to be the Gingerbread Man and run through the woods to get away from the fox.
- Remind children to avoid running into other children or the trees as they are running. Review the stop and go signal you have established; beating on a drum, clapping hands, or blowing a whistle, for example.
- Say, "*The fox is chasing you. Run around the trees so he can't catch you.*"
- Sound the stop signal.
- Repeat running sequence several times.
- Say, "*Can you run some more? The fox is still after you.*"
- Sound the stop signal.
- Say, "*The fox has quit chasing you. Now you can walk back home and rest.*"

Learning Goals:

PH2.2 Adjusts grasp and coordinates movement to use tools (*variety of tools*)

PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices (*exploration of food experiences*)

EL3.1 Responds to features of books and print (*print knowledge*)

Make Gingerbread Man Cookies

Gingerbread Man Cookies

¼ cup margarine	2 teaspoons baking soda
1 cup sugar	1 teaspoon cinnamon
1 egg slightly beaten	1 teaspoon cloves
¼ cup molasses	1 teaspoon ginger
2 ½ cups flour	

Cream the margarine and cup of sugar.

Beat in the egg and molasses.

Sift the flour with soda and spices, and mix with the wet ingredients.

Chill the dough.

Roll chilled dough on a lightly floured board to 1/8" thickness.

Cut out gingerbread men shapes with cookie cutter.

Bake on oiled baking sheet for 8 to 10 minutes at 350 degrees F.

Decorate with raisins.

Teacher Notes:

- *Make an illustrated recipe chart before beginning this food experience.*
- *Read the directions from the chart as you and the children are preparing the cookie dough.*
- *Allow the children to do as much of this process as possible. They can help measure, sift, use cookie cutters and decorate with raisins.*
- *Serve the gingerbread man cookies while they are still warm so children can experience the wonderful aroma.*
- *Serve with milk.*
- *Make recipe cards to send home to families.*

Learning Center Activities

Learning Goal:

CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play (*exploration of drama*)

Dramatic Play Center

Create a Bakery Prop Box for Dramatic Play

- Begin to collect items for a bakery prop box.
 - small cake pans, cookie sheets and muffin tins
 - plastic measuring cups and spoons
 - small plastic mixing bowls
 - spatulas and whisks
 - empty boxes (flour, sugar, mixes)
 - pot holders and dish towels
 - apron and baker's hat
 - sifter
 - small rolling pin
 - illustrated recipe cards (laminated)
- Allow children to play with bakery prop box in the dramatic play center.

Learning Goal:

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Art Center

Make Play Dough

- Make brown play dough. Hint: red + yellow + blue food coloring = brown
- Add a child size rolling pin and gingerbread man shaped cookie cutters.

Printmaking

- Use gingerbread man shaped cookie cutters for printmaking projects.
- Cut sponges into gingerbread man shapes for printmaking.

Additional Books

- ❑ *The Gingerbread Boy* by Paul Galdone
- ❑ *The Gingerbread Baby* by Jan Brett
- ❑ *The Gingerbread Man* by Eric A. Kimmel

Resources

- ✓ Personal space markers can be ordered from equipment companies or from school supply companies.
- ✓ See back cover of the book, *The Gingerbread Man*, for another gingerbread cookie recipe.

Teacher Notes:

- *Children need to hear the same story read to them several times.*
- *Children also need daily opportunities to repeat and practice movement activities.*
- *Plan to reread the book, *The Gingerbread Man* by Jim Aylesworth, and include a variety of the suggested movement activities.*
- *It is important that stories and activities be repeated with children at different times throughout the year.*