

GINGERBREAD BAKE AND MAKE-BELIEVE

CAN YOU BAKE THE GINGERBREAD MAN?

THINK ABOUT . . .

Connecting stories with language-rich, hands-on activities is an effective way to help your child with hearing loss learn and remember new words and concepts. In this activity, you will be strengthening important literacy concepts as you discuss, compare, and create different story elements such as characters and settings with your child. Your child's language skills will likewise be reinforced while writing their own version of the Gingerbread Man. The Listening and Spoken Language strategy of Auditory-First can also be used as you describe the pictures of the book while reading or the ingredients of the recipe while baking *before* providing a visual. This will help your child develop his/her listening and attention skills.



ACTIVITY

- 1- Read both versions of the Gingerbread Man story using the auditory first LSL strategy. Before showing each page of the book to your child, ask him/her questions like, "What do you think will happen to the Gingerbread Man?" briefly discuss, then describe what you see on the page (i.e. "On this page I see the Gingerbread Man next to a brown cow eating green grass!") Finally, show your child the picture as you read the words.
- 2- Review relevant story vocabulary (see vocab bank) to ensure that your child knows what a setting and character is, as well as the different parts of the plotline such as the beginning, the middle and the end. (i.e. "The Gingerbread Man is one character in this story, can you remember who the other characters were?")
- 3- Then discuss the similarities and differences between the two stories, such as how the story settings, characters or plots differ.
- 4- Next, explain to him/her that the two of you are going to make your own version of the story using either a colored cut-out gingerbread man or baking your own.
- 5- **IF BAKING:** use auditory first to introduce each ingredient to your child, then again while mixing the ingredients (i.e. *initially have all ingredients in a bag and pull them out one by one AFTER describing what they look like. Once all the ingredients are lined up on the counter, read through the recipe and describe which ingredient you will use next*

MATERIALS NEEDED:

- Any 2 versions of the *Gingerbread Man* (Find on YouTube or get hard copies of different titles such as *The Gingerbread Baby*, *The Gingerbread Girl*, *The Gingerbread Boy*, etc.)

- Gingerbread Man and Girl PDF
- Scissors
- Coloring Materials

OR

- Gingerbread Cookie Dough Recipe PDF and ingredients and utensils to make gingerbread dough
- Gingerbread Man cookie cutter
- Frosting and decorative candies of choice (gumdrops, jellybeans, etc.)

Optional:

- Digital or phone camera
- Microsoft/Google Doc platform OR pencil/pen
- Glue or Tape

PREPARATION:

- 1- Print out the Gingerbread man or girl and cut out, including paper accessories to glue on after reading the story. Have glue, crayons or markers on hand.
- 2- Alternatively, have all ingredients for gingerbread dough in a grocery bag or container, not visible to your child

without visually indicating or pointing to the ingredient.

“Can you find the ingredient that is brown and liquid, in a dark container? It has a red lid too.” Let your child find each ingredient by listening to these auditory clues.”

- 6- **IF COLORING:** Let your child take the lead in decorating his/her own gingerbread man. When s/he picks out a crayon to use, ask them to describe what they want to color on the gingerbread man using a complete sentence (You can model this for them. i.e. “This bow goes on the top of the gingerbread girl.”)
- 7- **WHEN CREATING BOOK:** talk to your child about what settings you want your gingerbread man to be in. What characters will be in the story with their gingerbread man? What will happen in the story? How will it end? It may be helpful to write down their ideas with them so they can see how to think about their story and how to plan it out. After discussing, use the Gingerbread man as a visual aid to share with other family members or friends. Help your child practice narrating the story with the beginning, middle and ending events. See the Helpful Tips section for additional ideas.

VOCABULARY:

- Gingerbread
- Prepositions (on, under, over, through)
- Pronouns (her, him, she, me, you)
- Food terms (gumdrops, butter, flour, sugar, molasses, eggs, mix, bake, roll cut, etc.)
- Settings (woods, house, river)
- Characters (pig, horse, fox, cow, old man and woman, gingerbread man)
- Action words (bake, eat, run, swim, climb, catch)
- Adjectives (little, old, surprised, fast, hungry, etc.)

HELPFUL TIPS:

- It is valuable to talk about “why” while reading and writing a story. Asking questions like, “Why did the Gingerbread Man run away from the cow?” or “Why do you think the fox offered to help the Gingerbread Man?” can help your child learn to create inferences and make important connections throughout a story, as well as assist them in making their own coherent stories. As you create your own Gingerbread Man story, continue this dialogue about “Why?” by prompting your child to think about how their characters feel throughout the story, how their feelings cause them to act, and what happens next *because* of their actions.
- You can take pictures of your child’s gingerbread man in different “settings,” with other toys as the characters in each picture, OR have your child draw/color pictures that illustrate the different events in your story. Glue each picture on a separate page and staple the pages together to make a book. Include a title page. Then help your child produce a 1-2 sentence description of each picture (i.e. “Next the Gingerbread Man ran under the bed.” *to describe a picture of the baked gingerbread man standing under the bed*) and write down their descriptions on the corresponding pages. Your child can then use this book to show to others as they practice retelling the story.
- Your child will benefit greatly from sharing his/her story with several different people. If you choose not to create a paper copy, you may instead encourage your child to act out parts of the story with their gingerbread man as they describe what happens to others. You can even model how to do this by telling the story to your child or another family member first so your child can feel less intimidated. Providing prompts and hints throughout your child’s retelling such as, “What happens next?” or “Tell us who else the Gingerbread Man saw,” may also benefit them.

Special thanks to graduate students in the Listening and Spoken Language Deaf Education graduate training program at Utah State University. These pages can be reproduced for educational purposes.

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