Foreword

The Gingerbread Man curriculum unit uses an integrated-thematic approach to economic instruction for primary students (late first grade/early second grade). Thematic units revolve around a particular focus. In a thematic unit, students learn and apply skills related to the theme.

Using The Gingerbread Man folk tale as a theme, this unit encourages cooperative earning instruction with emphasis on respect, sharing, and decision making. It incorporates content and skills in economics, mathematics, science, written language, social studies, and reading. Students apply their skills and knowledge as related to the theme. For example, they learn about fractions and apply the skill in baking gingerbread men; they learn how to use coordinates and demonstrate their understanding by tracking the run-away gingerbread men on a map.

The unit contains fifteen days of instruction. Each day requires 3 1/2 to 4 hours of classroom time. The activities for each day introduce content and develop higher-order thinking skills as well as social skills. The classroom teacher has the flexibility to use all lessons as presented in the unit or select a desired section for instruction. Many of the activities can be developed as learning centers. Additionally, enrichment activities are provided.

The format of each day includes a brief description of the day's activities for the teacher; a list of objectives in reading, written language, social studies, math, science, and cooperative learning; a list of materials required for each activity; and the procedure. The procedure includes an approximate time for each activity as well as codes referencing the subject area (R = reading, SS = social studies, M = mathematics, WL = written language, S = science, and CL = cooperative learning). The pages following the procedure contain the handouts referenced in the materials section for that day.

In addition to this foreword, the introduction to the unit includes the Integration Web, an illustration of the integrative nature of the unit; Lessons at a Glance, a brief summary of each lesson; Materials at a Glance, a display of the materials required for all fifteen days of the unit; and the Student Output/Outcome Grid, an outline for recording student participation/output each day.

The appendix includes tests that may be used to assess student understanding. Additionally, the students, working in groups or individually, produce a number of outputs. These outputs allow teachers to employ a variety of assessment strategies, such as teacher observation of individual and group participation, evaluation of students' written work and group projects, evaluation of various student performances, and student self-evaluation. Brief summaries of several chapter-books that include many of the unit concepts are listed in the appendix.

Teachers have permission to copy The Gingerbread Man storybook for classroom instruction.
THE GINGERBREAD MAN
ECONOMICS IN AN
INTEGRATED-THEMATIC UNIT

COOPERATIVE LEARNING
DECISION MAKING
BEING A GOOD SPORT
RESPECT
SHARING

MATHEMATICS
MONEY
FRACTIONS
MEASUREMENT
BAR GRAPHS
ROWS, COLUMNS

SOCIAL STUDIES
MAP SKILLS
COMMUNITY WORKERS
METACOGNITION

SCIENCE
PARTS OF A PLANT
INVENTIONS
RECYCLING

WRITTEN LANGUAGE
LETTER WRITING
STORY DEVELOPMENT
_SPELLING
EDITING
.DESCRIPTING

READING
INERENCE
PRE DICTI ON
SEQUENCING
RHYMING WORDS
REFERENCE MATERIALS
FOLLOWING DIRECTIONS
PARTS OF A BOOK
FICTION

ECONOMICS
OPPORTUNITY COST
WANTS/RESOURCES
DEMAND
GOODS/SERVICES
BARTER
PRODUCTION

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Lessons at a Glance

Week One

Day 1  Students explore folk tales written by the Grimm brothers, write a modern folk tale, learn parts of a book, learn the concept of recycling by beginning to make paper, and work cooperatively to share resources.

Day 2  Students listen to The Gingerbread Man, study economic resources, continue making paper, begin studying coins, and practice respect for others' ideas.

Day 3  Students write repetitive rhyming phrases for the Gingerbread Man, identify workers in their community, and create a finished product from their recycled paper.

Day 4  Students continue to examine jobs they do and distinguish whether they produce a good or a service, learn that people can earn money for the work they do, and write letters to companies about products or product packaging.

Day 5  Students create a map of the Gingerbread Man's route, examine a production process and the interdependence of workers, participate in a play about interdependence, and practice "restaurant math."

Week Two

Day 6  Students produce puffy gingerbread men, use adjectives to describe them, and use attribute blocks to practice with shapes and descriptions.

Day 7  Students examine the importance of capital resources, define wants, attempt barter exchanges, practice using map coordinates, and set up a science experiment to determine the needs of plants.

Day 8  Students identify the moral of a story, define opportunity cost, learn about the value of goods, recognize the relationship between price and the quantity people buy, name the parts of a flower, continue their science experiment, and practice giving directions.

Day 9  Students determine differences in point of view, experiment with specialization, explore ways to earn money, continue their science experiments, and examine seed types.

Day 10 Students review resources, identify cooking measures, recognize fractions, produce an output, begin writing their own gingerbread man story, continue their plant experiment, and study the functions of the parts of plants.

Week Three

Day 11 Students bake and decorate their gingerbread men, continue writing their gingerbread man stories, explore community jobs, discuss inventions, continue the plant experiment, and learn how to respond when someone is missing.

Day 12 Students locate the number of the police, prepare descriptions of the lost gingerbread men, interview a police officer, track the gingerbread men on a map, add this episode to their gingerbread man stories, begin construction of their Big Book, continue their plant experiment, and begin designing a gingerbread man trap.

Day 13 Students meet a city council member, continue tracking the gingerbread men on their maps and writing accounts of the gingerbread men's escapades, add to their Big Book, monitor the plants, write directions for their gingerbread man trap, and conduct market research about their traps.

Day 14 Students continue their study of plants and interview a newspaper reporter, write a summary newspaper article, and monitor the escape of the run-away gingerbread men.

Day 15 Students meet another community worker, complete their study of plants, find their gingerbread men, add the last page to their Big Book, and the last episode to their gingerbread man stories.