



Curriculum Planning Template – Somerville Early Education

Trajectory for Thematic Inquiry: Planning from the Big Idea

Consult ELA Pacing & Curriculum Guides, Big Idea Guides, & Building Blocks Math Pacing Guide

Stories

Antibias Education Goals and Outcomes (Derman-Sparks, 2010, Teaching Tolerance)

- **Goal 1: Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.**
 - I know and like who I am and can talk about my family and myself and name some of my group identities.
 - I can talk about interesting and healthy ways that some people who share my group identities live their lives.
 - I know that all my group identities are part of me—but that I am always ALL me.
 - I can feel good about myself without being mean or making other people feel bad.
 - I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
- **Goal 2: Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.**
 - I like being around people who are like me and different from me, and I can be friendly to everyone.
 - I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
 - I want to know about other people and how our lives and experiences are the same and different.
 - I know everyone has feelings, and I want to get along with people who are similar to and different from me.
 - I find it interesting that groups of people believe different things and live their daily lives in different ways.

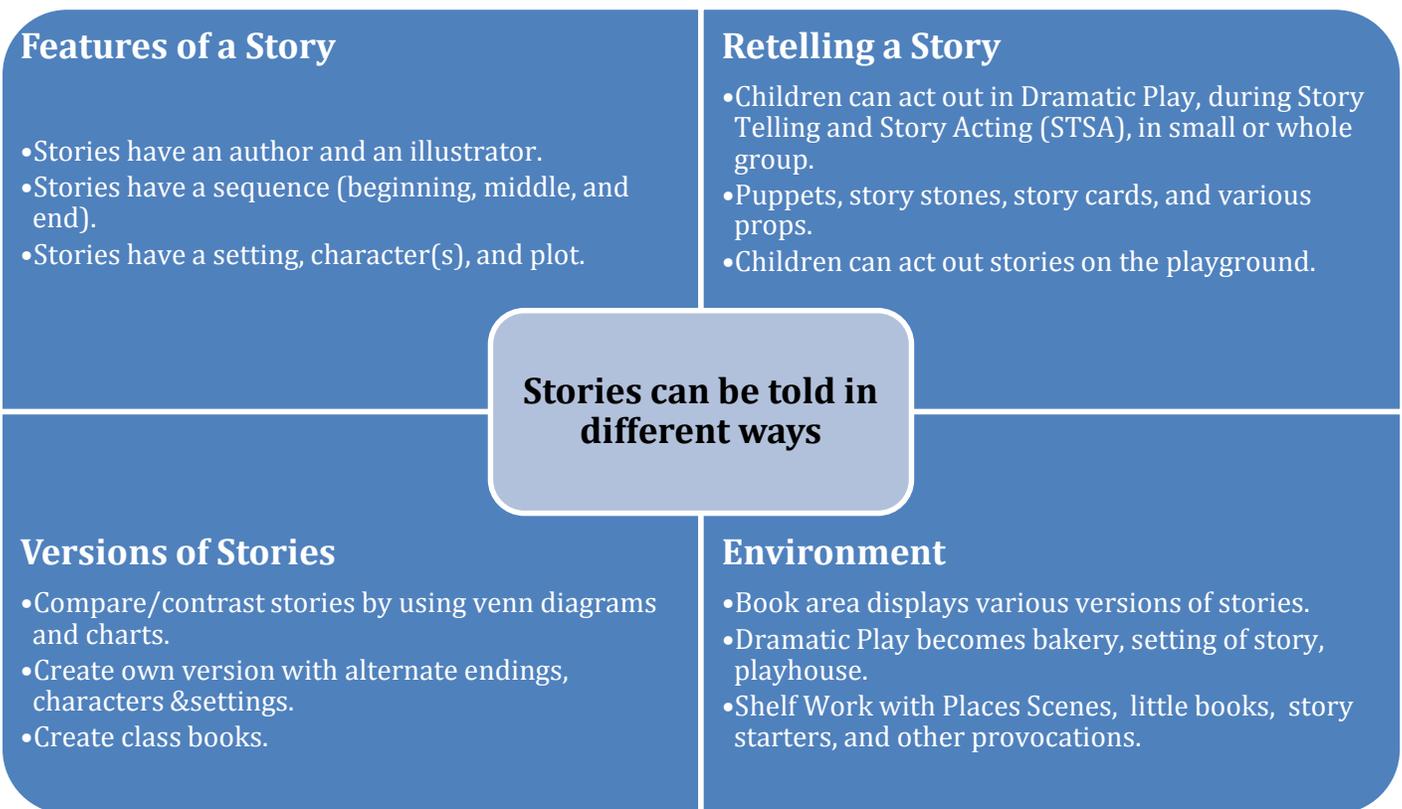
Topic: Stories

Big Ideas:

- Stories can be told in different ways.
- Stories have similarities and differences.

Questions you might ask children:

- What are your favorite stories?
- What stories do you read with your family?
- Can you be a storyteller? What is your story about?



A TRAJECTORY OF INQUIRY

STARTING OUT AND SETTING THE STAGE (Phase 1-Beginning a Project)

Pick a collection of stories with a similar theme (Gingerbread, Runaway Foods, etc.)

Surface prior knowledge. Set the Stage:

- Show the covers of a selection of gingerbread stories and ask-“What do you think these stories might be about”
- **Ask:** What do you notice that is the **same** on the cover? What do you notice that is **different**?
- “Have you ever eaten gingerbread before”?
- Taste test a gingerbread cookie. **Survey:** Do you like the taste of gingerbread? **Yes** **No**

Generate curiosity: Pose questions, read a high interest book, take a field trip:

Read: The Gingerbread Man by Jim Aylesworth or your favorite version.

Questions:

- Why do the man and woman bake a gingerbread person?
- Why does the gingerbread character run away?
- What would have happened if the gingerbread character didn’t run away?

Then:

- Explore the ingredients that go in to gingerbread cookies: cinnamon, ginger, cloves, allspice, and molasses. Compare them: texture, smell, taste etc.
- Make gingerbread playdough.

Make connections to children’s lives:

- What do you bake/cook and eat with your family?
- **Read:** The Runaway Dinner by Allan Ahlberg
Ask: what do you have for dinner at your house? Chart responses.
What would you do if your dinner ran away?
- Share and compare family recipes. Create a class recipe book.



Possible Field Sites:

Library
Book Store
Neighborhood bakery/supermarket
SHS Culinary

Possible Experts:

Librarian
Parents/guardians
Baker
SHS Culinary Students

SURFACING KNOWLEDGE & QUESTIONS (Phase 1-Beginning a Project)

Generate KW (Know, Want to know) Chart: What do we know or think we know about _____ ?

Generate a list of question that children have about the gingerbread stories you have read.

Children may have noticed that there are **similarities** and **differences** among the collection you have read so far.

Expand Children’s Thinking

So, now that we Know some information and have some ideas about _____, what should we investigate?

It seems that you are curious about _____?

Brainstorm a list of all the things the children Want know about _____.

Possible Activities:

- Compare the urban version, The Gingerbread Boy by Richard Eglieski to Somerville. Map out where a gingerbread character might go in Somerville (T station, local bakery/taqueria, fire station, city hall, local playground)
- Design and create characters inspired by a read aloud (use materials from Beautiful Stuff). Compare features with classmates.
- Follow a recipe and make gingerbread cookies (and/or favorite cookie recipe from children’s families)

EXPLORING AND LEARNING MORE (Phase 2-Developing a Project)

Continue to add to knowledge base, add activities and experiences, field trips, find experts, plan class books, family engagement, etc.

Possible Activities:

- Read and re-read several versions of this story from around the world such as The Runaway Tortilla and The Runaway Rice Cake (see list in library/read aloud section). Compare them. What is the **same**? What is **different**? Chart the responses like the sample below. You can do this over time as children get to know the characters, setting, and plot.

	The Gingerbread Boy By Richard Eglieski	The Runaway Tortilla By Eric A. Kimmel	The Runaway Rice Cake By Ying Chang Compestine
Beginning: Who makes the food that runs away?	Woman and man	Tia Lupe & Tio Jose	Chang family-Momma, Poppa, Chang, Ming, Da, Cong

Main Character	Gingerbread Boy	A tortilla	A nián-gāo (a rice cake)
Supporting Characters	Rat, construction workers, musicians, policeman, horse, fox,	Toads, donkeys, jackrabbits, rattlesnakes, buckaroos	Chicks, pig, women, fisherman, lion dancers, old woman,
What happens at the end?	Got eaten by the fox	Senor Coyote	Shared nián-gāo with old woman.
What does the runaway food call out?	<i>“Run, run, as fast as you can. You can’t catch me, I’m the Ginger Bread man”.</i>	<i>“run as fast as fast can be, you won’t get a bite of me, doesn’t matter what you do, I’ll be far ahead of you”</i>	<i>“Ai yo!” ‘away chicks go’ “Pigs to slow” “Away I go” “Water down below” ‘Up I go”. Etc.</i>
What details are unique to this story (food, language, setting)	Gingerbread ingredients, city scene, subway station	Tortilla ingredients Runs through the desert, griddle	Nián-gāo (a rice cake) ingredients, steamer, Lion dancers

Resource:

The Runaway Tortilla

<https://vimeo.com/142445551>

- Explore and compare the ingredients that go into tortillas and rice cakes.
- Plan a family baking event: a favorite or traditional cookie/cake you eat or make with your family. Compare the types of cookies. Which ones are **similar**, which ones are **different**.

Possible Culminating/Integrating Activities

- Create a class version of a gingerbread story (a big book).
- Write and illustrate a runaway food story inspired by a shared experience such as the cafeteria or children’s families.

EXTENSIONS/COMPLETION

Reflect on next steps, extensions of content, new directions.

- Take a field trip to SHS Culinary or invite Culinary to the classroom.
- Take a field trip to a local bakery or a taqueria.
- Turn the dramatic play area into a bakery or taqueria.

Ideas for Sharing Learning/Work:

- Document the children's learning using photos, children's drawings, paintings and text.
- Invite families to a reading of a class made book.
- Invite families to a favorite cookie/food potluck to share the learning.

Possible Extensions:

Additional stories that have many versions and make connection to

- Runaway food stories: tortilla, pickle, cornbread, beignet, rice cake.
- The Enormous stories: turnip, carrot, watermelon, potato.
- The 3 Little Pigs
- Cinderella

Construction-how are houses/buildings constructed. Who designs and builds them: architect, engineer, construction worker.

Bakery-explore the world of baking, what a baker is and the tools they use.

5 Senses- Discuss while exploring the ingredients of various foods.

Content and Room Areas	Activities Connected to Big Idea
Blocks	Props/Provocations: <ul style="list-style-type: none">● Cover blocks with scene and story characters.● Story sticks or puppets for children to act out the various versions of the story● Clipboards, paper, and pencils for children to record (supported by teachers) their story version.

<p>Library/ Read Aloud (EP1:OLCD)</p>	<p>Books:</p> <ul style="list-style-type: none"> ● The Gingerbread Boy by Paul Galdone ● The Gingerbread man by Jim Aylesworth ● The Gingerbread Boy by Richard Egielski ● The Gingerbread Girl by Lisa Campbell Ernst ● Gingerbread Baby by Jan Brett ● Gingerbread Friends by Jan Brett ● The Gingerbread Man by Carol Jones ● The Ninjabread Man by C. J Leigh ● The Cajun Gingerbread Boy by Bertha Amoss ● The Musubi Man; Hawaii's' Gingerbread Man by Sandi Takayama <p>Similar stories from around the word:</p> <ul style="list-style-type: none"> ● Kolobox By Natasha Bochkov (Russia) ● Roule Galette by Natha Capiuto (French) ● The Bun, A Tale From Russia By Marcia Brown ● The Pancake Boy: An old Norwegian Folk Tale by Lorinda Bryn Cauley ● Runaway Radish by Janice Levy (Oaxaca, Mexico) ● Runaway Rice Cake by Ming Chang Compestine <p>Resource:</p> <p>https://kidworldcitizen.org/gingerbread-stories-from-around-the-world/</p> <p>Children can retell stories in the book area with story sticks, story stones and puppets.</p> 
<p>Dramatic Play (EP1:OLCD) Vocabulary & Concept Development</p>	<p>Role Play:</p> <ul style="list-style-type: none"> ● Turn dramatic play into a kitchen or a bakery with baking props: aprons, measuring cups, bowls, cookie sheets, cookie cutters and items to decorate them (buttons, etc.) ● Display a gingerbread cookie recipe chart for children follow.

<p>Art</p>	<p>Group and Individual Projects:</p> <ul style="list-style-type: none"> ● Design and create the scenery for the block area or dramatic play that supports acting out the story. ● Design and create individual gingerbread characters using recycled materials (Beautiful stuff) ● Design and build a house for the gingerbread character. ● Create the art for a class made gingerbread book.
<p>Writing Center (EP2:FMDW)</p> <p>(EP4:PPA)</p>	<p>Draw to document work: children can draw what they build in the block area and with other manipulatives. .</p> <ul style="list-style-type: none"> ● Teachers take dictation of children’s drawing and their stories ● Children trace letters (salt mixed with cinnamon) ● Practice writing letters (practice sheets, wet-dry-try) ● Explore, build and write key vocabulary from stories. <p>FM: shape punching: story characters Stencils, tracing and cutting</p> <p>Initial Sounds-align with letter(s) of the week Sound sorting games with pictures and objects: connect to story characters</p>
<p>Vocabulary</p>	<p>Gingerbread, bake, molasses, ginger, cinnamon, dough.</p> <p>Phrase: run, run, as fast as you can, you can’t catch me, I’m the gingerbread man.</p>

Sensory

Sensory Table: sand with cookie cutters and materials to create a character.



- Make gingerbread playdough with the children
- Sand paper letter: trace letters in salt and cinnamon
- Compare the ginger root with the powdered spice, compare cinnamon stick with the powdered spice. Grate, smell and taste. Are they similar?

Math

- **Compare:** make playdough cookies using different sized cutters. Decorate and compare.
- **Compare** different versions of the stories: graphs and Venn diagrams
- **Visual discrimination games:** same and different
- **Survey:** What is your favorite Gingerbread character or story? **Graph** the results.

Math Center:

- Introduce board and dice games.
- Create a **Places Scene** Inspired by the stories you read.
- Sequence pictures from favorite story. What happened first, second, third?

**Differentiation/
Extensions**

- Add a basket of gingerbread story characters to the book area so children can engage with and act out stories.
- Create puppets with labels that children can use to act out stories
- Record children acting out the story to share.
- Take photos of children across the classroom to show the various ways children engage and learn.

