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Many Ways to Learn

Musical-Rhythmic



Verbal-Linguistic



Naturalist



Visual-Spatial



Intrapersonal



Logical-Mathematical



Interpersonal



Bodily-Kinesthetic



Sharon Roop
Kristen Watson
Kelly Caldwell

Dedicated with love
to our very patient husbands: Tod, Craig, and Perry;
to the Queen of Babies, Cassady Mae,
who was with us from the beginning;
and
to our friends and family members who offered their constant support.

Special thanks to:
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Ezra Jack Keats and Runaway Stories.

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A Division of Social Studies School Service
10200 Jefferson Boulevard
Culver City, CA 90232-0802

(800) 421-4246
www.goodyearbooks.com

Book Design: Linda Banks
Illustrations: Maggie Byer-Sprinzeles
Design Manager: M. Jane Heelan
Editorial Managers: Suzanne Gaffney Beason and Elizabeth W. Fernald
Executive Editor: Judith Adams

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Part I

Month-by-Month Themed Units



The Foundations of the Theory of Multiple Intelligences

It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world.

—Howard Gardner (1987)



December Runaway Stories

Key Question

As you take ideas from the Sample Unit, the Framework, and the blackline masters, keep in mind this **key question** for December: ***What are some of the ways different authors tell the same basic story?***

Use of Blackline Masters and Stories for December

- Read aloud *The Gingerbread Man: An Old English Folktale* by John Rowe or another version of the Gingerbread Man story.
- Discuss the story and use **The Runaway Chart** (page 48) to help children see the structure of the story.
- Read aloud *The Gingerbread Boy* by Paul Galdone, or another version of the gingerbread man story.
- Read aloud *The Stinky Cheese Man* by Jon Scieszka. Compare it to other gingerbread man stories.
- Help your children use **The Runaway T-Chart** (page 51) to compare two runaway stories.
- Have each child create his or her own copy of **My Book of Gingerbread Runaways** (page 49). Ask children to illustrate each page with a different gingerbread character.
- Use the **Gingerbread Action Cards** (page 52) to talk about and pantomime action words found in the gingerbread man stories.

Vocabulary Words

gingerbread, man, boy, house, fox, cow, journey



December Framework

Musical-Rhythmic



- Have the class sing “Do You Know the Gingerbread Man?” to the tune of “Do You Know the Muffin Man?”

Naturalist



- Make gingerbread cookies at home and bring them in to share with the class. Distribute a copy of the recipe and ask children to sort or categorize ingredients.
- Brainstorm a list with the class of what the gingerbread men or other “runaways” would see on their journey.

Verbal-Linguistic



- *Have children create their own eight-page book called **My Book of Gingerbread Runaways** (page 49).
- *Use the **Gingerbread Action Cards** (page 52) to talk about verbs. Pantomime these and other action words from the runaway stories.
- *Use **The Runaway Chart** (page 48) to help children see the structure of a story.
- *Use **The Runaway T-Chart** (page 49) to compare two stories.

Visual-Spatial



- *Have children create a Spin-off Story of their favorite runaway story.
- *Use **The Runaway T-Chart** (page 51) to draw pictures to compare two runaway stories.
- *Help children create a different visual for each of eight pages for the **My Book of Gingerbread Runaways** (page 49).
- Work with your class to build a life-size gingerbread house out of wardrobe boxes. Have children paint and glue on paper candy to decorate the gingerbread house.

Key Question

What are some of the ways different authors tell the same basic story?

Select some of these activities to help develop each of the intelligences in your children.

Intrapersonal



- Have children write a journal about one of these ideas:
 - What would you do if a gingerbread man came to your house?
 - What would you like about being a gingerbread person?
 - What makes gingerbread stories fun to read?

Interpersonal



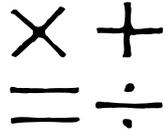
- Play Hide and Seek (page 54) using the Gingerbread Man theme, as well as the other games based on the runaway theme.
- Work as a class or with partners to complete the **Runaway Chart** (page 48) or **The Runaway T-Chart** (page 55).

Bodily-Kinesthetic



- *Pantomime verbs using the **Gingerbread Action Cards** (page 53).
- *Follow a series of steps to make an unusual format for a book called **My Book of Gingerbread Runaways** (page 49).
- Set out clay, play dough, and cookie cutters, and make non-edible gingerbread cutouts with your class.
- Play Run, Run As Fast As You Can or any of the other December games (page 54).
- Have children act out different versions of stories, such as *The Gingerbread Man* and *The Stinky Cheese Man*.
- Make flannel board stories for the classroom.
- Work with the children to make puppets based on runaway stories. Alternate children who are the puppeteers and children who are the audience.

Logical-Mathematical



- Have children make up their own number stories. For example: Five gingerbread men were playing outside. Two joined them. How many are there now?
- Make a classroom graph of children's favorite runaway stories or characters.

*denotes blackline master available



Sample Unit

Runaway Stories

We did this unit in the three weeks we generally have between Thanksgiving and Winter break. Here is a detailed plan for one week.

Day One

For a change of pace we begin this unit a little differently. We construct a large playhouse from moving boxes, refrigerator boxes, and so forth. We covered it in brown bulletin-board paper. Write a note on chart paper from the gingerbread man. The note should say that this structure is the gingerbread man's house, that he needs help decorating it, and children should help him. Post the note in the doorway of the "house." When the children come in the room in the morning, they are, of course, surprised to see this large house in the middle of the room. (It works best if you try to be out of the room when they enter, and act surprised to see it. Perhaps claim it wasn't there when you arrived.) Point out that there is a note in the doorway of the house. Ask children to help you read it.

Circle Time: Read the note from the Gingerbread Man. It explains that this is the Gingerbread Man's house and he hasn't had a chance to decorate it. Could we please help him? Encourage children to write letters back to him during the course of the unit. At this point, ask children what they know about gingerbread houses. Have they ever seen one? Have they ever helped someone build one? Is

this the time of year when we see gingerbread houses? What do children know about Gingerbread Men? Does anyone know what one looks like? What do they do and what are they for? Show and pass around a collection of pictures of finished gingerbread houses so children will have a general idea of what they look like.

- **Read Aloud:** *The Gingerbread Man* by John Rowe or a similar version of this story. Discuss the story and make sure all children understand it.
- **Opportunities Time:** Discuss the story and use **The Runaway Chart** (page 48) to help children see the structure of the story.

Day Two

Circle Time: Review yesterday's gingerbread man story.

- **Read Aloud:** Jon Scieszka's version of the gingerbread man story, *The Stinky Cheese Man*. Discuss the story and make sure all children understand it.
- **Opportunities Time:** Use **The Runaway T-Chart** (page 51) to help children compare two gingerbread man stories.
- **Art/Play:** Have children paint and then glue on paper candies they have made to decorate the gingerbread house.

Day Three

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** Galdone's version of *The Gingerbread Boy*. Stop at different points while reading to let children make predictions. Discuss the story and make sure all children understand it.
- **Opportunities Time:** Have each child create his or her own copy of *My Book of Gingerbread Runaways* (page 49). Ask children to illustrate each page with a different gingerbread character. Each book is made up of eight pages plus a cover.
- **Projects:** As a group, make a list of where the gingerbread men went and what they might have seen there. Have children choose one or more scenes and illustrate the scenes.
- **Play:** Runaway Concentration (page 54).

Day Four

Circle Time: Write another note from the Gingerbread Man today, complimenting children on what a fine job they have done decorating his house and thanking them. Read the note, share, do calendar, and so forth.

- **Read Aloud:** Kimmel's version of *The Gingerbread Man*, or a similar story, stopping throughout to let the children make predictions.
- **Opportunities Time:** Talk about how active the gingerbread characters are. Talk about how we use verbs to describe what the character is doing. Use *Gingerbread Action Cards* (page 53) to talk about and pantomime these and other action words.

Day Five

Circle Time: Before class begins, bring in a batch of gingerbread cookies and remove the gingerbread house—unless you have a further purpose for it. The children will be surprised by its absence, so let them know that the gingerbread man took it to use as his home, but he left something for them—a big batch of Gingerbread Man cookies! Add a note thanking the children for making him such a wonderful home. Find a recipe and simplify it so it can be used in discussion. Make a copy for each child. Tell children he left the recipe for them in case they wanted to make their own cookies.

- **Math:** Use the recipe to sort and categorize the ingredients.
- **Play:** Run, Run As Fast As You Can (page 54).



Name _____

The Runaway Chart

.....



Title of Story _____

Author _____

Who runs away? _____

Why? _____

Where does he or she go? _____

What happens? _____

Teacher: Each time you read aloud a runaway story, give one sheet to each child. Discuss the story and help children see its structure. Have children write or draw their answers. Model a large version on newsprint paper. Have children share the story with their families.