

# Lesson Plans and Teaching Resources for The Gingerbread Girl

## 3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

### Author's Purpose Lesson Plan

#### Identifying the Author's Purpose

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**Learn About Comprehension Strategies**

- Think about the text you read when you get confused

#### The Gingerbread Girl

By: Lisa Campbell Ernst  
Grade Level: 3 / Guided Reading Level: C

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**Summary**

When the Gingerbread Girl springs to life, the old man and woman hope she'll be sweet and quiet—but this cookie is anything but ordinary. Quick, clever, and full of spunk, she races through the countryside, meeting the same animals who once chased her brother, the Gingerbread Boy. Everyone wants to catch her, but the Gingerbread Girl has her own ideas about how this story should end. With a mix of courage, wit, and charm, she comes face to face with the sly fox and proves that sometimes a fresh start—and a smart plan—can turn an old tale into something completely unexpected.

**Link to What You Know**

- Think about a situation when you learned from your mistakes and did things differently the next time. Tell about it.
- Tell about a time when you had to be brave. What was it like?

**Important Words to Know and Understand**

**Leathery** – Tough, dry, and wrinkled in texture  
**Tibbit** – A small piece of food

**Why Readers Identify the Author's Purpose While Reading**

**Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.**

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

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### Guided Reading Level

### Activate Prior Knowledge

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**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 1 and 2** – The story begins by recounting the Gingerbread Boy. Why do you think the author chose to begin the story this way? How does this introduction help you to prepare to read about the Gingerbread Girl?

**Pages 9 and 10** – The author mentions the Gingerbread Boy again on these pages. How is the Gingerbread Girl similar to her brother? How does she imply that she might be different? How does answering these questions help you to better understand the Gingerbread Girl's character?

**Page 17** – The author uses a predictable writing style. What words and rhymes do you notice on many of the pages? Why do you think the author chose to write much of the story this way? Explain your thinking.

**Pages 23 and 24** – The water is getting deeper. What does the fox hope that the Gingerbread Girl will do? How do you know? How did the author add suspense to the story on these pages?

**Page 29** – The Gingerbread Girl "outfoxed the fox" and teaches him some manners. What do you think was the author's purpose for writing this story? How does answering this question help you as a reader?

**Time to Reflect**

**Think** – Lisa Campbell Ernst is the author of *The Gingerbread Girl*. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

**Talk** – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Gingerbread Girl*. (Remember to include examples from the book!)

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

#### Making Predictions

The Gingerbread Girl  
By: Lisa Campbell Ernst  
Grade Level: 3 / Guided Reading Level: C

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**Get Ready To Read**

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#### Making Predictions

The Gingerbread Girl  
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**Time to Reflect**

**Think** – What types of predictions do you make while reading *The Gingerbread Girl*? Do you make predictions about characters, events, or outcomes? How do you decide whether or not your predictions made sense?

**Talk** – Tell your reading partner about the best predictions you made while reading this book. Support your predictions with words from the text. How did your predictions help you to better understand the story?

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Gingerbread Girl*. (Remember to include examples from the book!)

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#### Answer Key for Identifying the Author's Purpose with The Gingerbread Girl

**Page 17:** The author uses a predictable writing style. What words and rhymes do you notice on many of the pages? Why do you think the author chose to write much of the story this way? Explain your thinking.

**Pages 1 and 2:** The story begins by recounting the Gingerbread Boy. Why do you think the author chose to begin the story this way? How does this introduction help you to prepare to read about the Gingerbread Girl?

**Pages 9 and 10:** The author mentions the Gingerbread Boy again on these pages. How is the Gingerbread Girl similar to her brother? How does she imply that she might be different? How does answering these questions help you to better understand the Gingerbread Girl's character?

**Pages 15 and 16:** The water is getting deeper. What does the fox hope that the Gingerbread Girl will do? How do you know? How did the author add suspense to the story on these pages?

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**Think** – Lisa Campbell Ernst is the author of *The Gingerbread Girl*. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

**Talk** – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Gingerbread Girl*. (Remember to include examples from the book!)

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#### Answer Key for Understanding Text Structure with The Gingerbread Girl

**Pages 1 and 2:** The story begins by recounting the Gingerbread Boy. Why do you think the author chose to begin the story this way? How does this introduction help you to prepare to read about the Gingerbread Girl?

**Pages 9 and 10:** The author mentions the Gingerbread Boy again on these pages. How is the Gingerbread Girl similar to her brother? How does she imply that she might be different? How does answering these questions help you to better understand the Gingerbread Girl's character?

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### Making Predictions

#### Understanding Text Structure

The Gingerbread Girl  
By: Lisa Campbell Ernst  
Grade Level: 3 / Guided Reading Level: C

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#### Understanding Text Structure

The Gingerbread Girl  
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**Time to Reflect**

**Think** – How do the different text structures help you to better understand the text? Why do you think the author used more than one text structure? Explain how you know the author was using a descriptive text structure.

**Talk** – Tell your reading partner about a place where you noticed a description. Explain how you know the author was using a descriptive text structure.

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Gingerbread Girl*. (Remember to include examples from the book!)

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### Understanding Text Structure

### Practice Pages and Answer Keys

# WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

**The Gingerbread Girl: Making Predictions**

Now that you have read the story, think about page 2 where the author introduces the Gingerbread Girl. What key details in the text and illustrations could you have used to make a better prediction about what would happen in the story? Explain how certain words or images on this page can help you make a strong prediction.

I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

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**The Gingerbread Girl: Making Predictions**

Now that you have read the story, think about page 2 where the author introduces the Gingerbread Girl. What key details in the text and illustrations could you have used to make a better prediction about what would happen in the story? Explain how certain words or images on this page can help you make a strong prediction.

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I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Common Core Free Option

**The Gingerbread Girl: Making Predictions**

Now that you have read the story, think about page 2 where the author introduces the Gingerbread Girl. What key details in the text and illustrations could you have used to make a better prediction about what would happen in the story? Explain how certain words or images on this page can help you make a strong prediction.

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Now that you have read the story, think about page 2 where the author introduces the Gingerbread Girl. What key details in the text and illustrations could you have used to make a better prediction about what would happen in the story? Explain how certain words or images on this page can help you make a strong prediction.

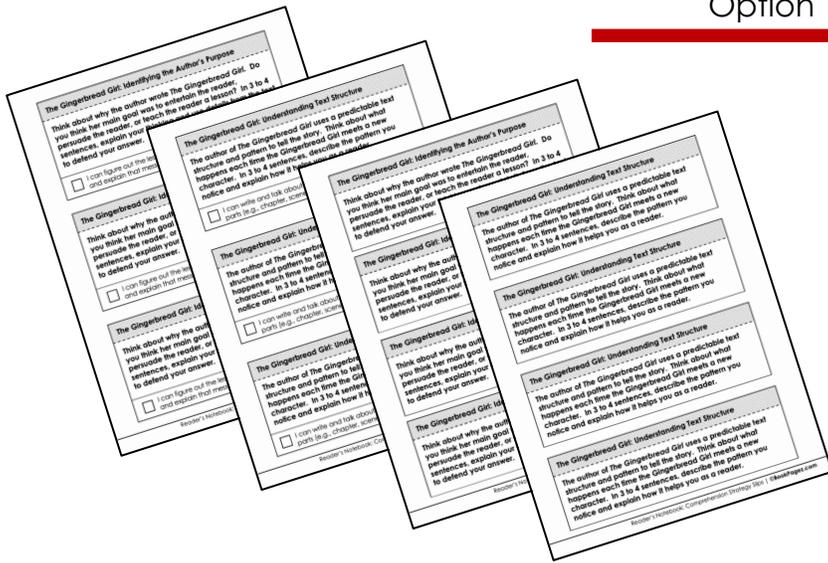
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**The Gingerbread Girl: Making Predictions**

Now that you have read the story, think about page 2 where the author introduces the Gingerbread Girl. What key details in the text and illustrations could you have used to make a better prediction about what would happen in the story? Explain how certain words or images on this page can help you make a strong prediction.

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade  To Inform  To Entertain

I know because.....

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions: 1. Answer each of the questions. 2. Circle/cut on the dotted line. 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

**Making Predictions**

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions: 1. Answer each of the questions. 2. Circle/cut on the dotted line. 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

**Making Predictions**

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions: 1. Answer each of the questions. 2. Circle/cut on the Gingerbread Girl line. 3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing



# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

**The Gingerbread Girl**  
By: Lisa Campbell Ernst  
Grade Level: 3 / Guided Reading Level: O

**Word Work**

**Instructional Focus:**  
Irregular Past Tense Verbs

**Background:**  
Irregular past tense verbs describe past tense verbs—but they don't follow the usual pattern of adding -ed. For example, **run** and **make** become **ran** and **made**. Because these changes vary from what we recognize and remember, rather than notice these verbs in context helps in understanding how language works.

**Examples:**

went	came
gave	took
said	flew

**Materials and Preparation:**

- A copy of *The Gingerbread Girl*
- Whiteboard or chart paper
- Markers
- Pencils
- Paper dice (1 per pair of students)
- Irregular Past Tense Verbs Dash boardgame
- Present Tense Verb Cards (1 per pair)
- Student Directions, Gingerbread Girl Answer Key (1 per pair)
- Irregular Past Tense Verb Worksheet
- Optional: Word Detective Extension Activity

**Step 2: Connect Word Work to Reading (continued)**

**Irregular Past Tense Verbs in the Text**

- Record any new irregular past tense verbs on the anchor chart under "Irregular Past Tense Verbs We Know."
- Briefly discuss how these verbs show that the actions already happened in the story (for example, "He ran away from the lonely old woman who baked him..." shows what he already did, not what he is doing now).
- Tell the students that you are going to read the book once from beginning to end. Tell them to listen and look for irregular past tense verbs.
- Remind them to be polite and not to interrupt you while you read.
- Read *The Gingerbread Girl*.

**Examples of Irregular Past Tense Verbs found in the text:**

• an	• slid	• began	• dove
• was	• stood	• came	• could
• had	• woke	• grew	• did
• were	• heard	• took	• laid
• cut	• sang	• found	• spoken
• made	• caught	• sped	• hung

**Step 3: Guided Word Work Practice**

**Irregular Past Tense Verbs Dash**



**Interactive Exploration**

- Give each pair of students a pair of paper dice, an Irregular Past Tense Verbs Dash boardgame, a set of present tense verb cards, a gingerbread girl character, and a fox character.
- Have students each choose a character and roll to see who goes first.
- Tell students that player 1 will roll the dice and pick a card. On the card will be a present tense verb.
- Player 1 must figure out what the irregular past tense verb is for the present tense verb.
- If they get it correct, they can move their player the number of spaces that they rolled. The card can be placed on the table face-up in a discard pile.
- If they get it incorrect, they cannot move and the card can be placed face-down at the bottom of the card pile.
- Players alternate turns.
- Tell students that this game works best if they read their present tense verb out loud in a sentence (e.g. "I see a dog") and then try substituting the verb to tell about the past (e.g. "I saw a dog.")
- The game continues until all the cards have been read correctly.

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus

Step by Step Lesson Plan

**Irregular Past Tense Verbs**

Name: \_\_\_\_\_

**Directions:** The Gingerbread Girl had another adventure! Choose 4 characters in the image and write 4 complete sentences that tell what they did yesterday by using an irregular past tense verb (e.g. The cow woke up in the morning).



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions:** The following verbs have been written incorrectly to tell about the past tense. Correct them by writing them in their irregular past tense form.

goed	_____
seed	_____
growed	_____
doed	_____
begined	_____
cutted	_____
runned	_____
soyed	_____

Independent Word Work Practice | ©BookPagez.com

**Irregular Past Tense Verbs**

er adventure! Choose 4 characters in the image and write 4 complete sentences that tell what they did yesterday by using an irregular past tense verb (e.g. The cow woke up in the morning).



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

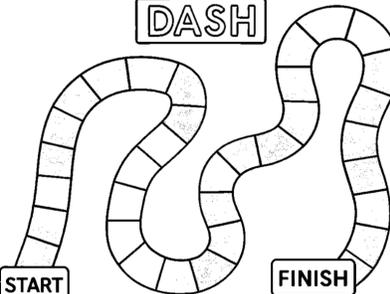
in written incorrectly to tell about the past tense. Correct them by writing them in their irregular past tense form.

went	_____
grew	_____
did	_____
began	_____
cut	_____
ran	_____
said	_____

Independent Word Work Practice Answer Key | ©BookPagez.com

Independent Practice Page and Answer Key

**Irregular Past Tense Verbs DASH**

START  FINISH

**Present Tense Verb Cards Interactive Activity**

**Directions:** Cut out the sorting cards below.

speak
sit
leave
swim

**Irregular Past Tense Verbs Dash Student Directions**

**Materials:** Game board, Dice, Verb cards, Answer Key, Fox and Gingerbread Girl.

**Game Pieces**

the Gingerbread Girl or with the Highest

verb and say it in a sentence that tells about the past

Number of spaces at the bottom of the card

The first player to finish the game wins. Use these pieces.

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Interactive Activity with Answer Key

**Spot the Regular Past Tense Verbs**  
Extend Engagement Activity

**Directions:**

- Have students sit on carpet spots near you.
- Tell students that *The Gingerbread Girl* has many irregular past tense verbs, but there are also many regular past tense verbs.
- Tell students that you will read the book again from beginning to end. Tell students that they must look and listen for regular past tense verbs that just add -ed to tell about the past.
- When they see or hear a regular past tense verb, they should raise their hand.
- Pause reading and call on the first hand that is raised. If they are correct, they may get up and move onto the next activity.
- If they are incorrect, have them choose a friend to call on.
- Continue reading until all students have correctly shared a regular past tense verb from the book.

List of regular past tense verbs below:

• baked	• jumped
• ended	• screamed
• passed	• headed
• suggested	• traveled
• cried	• whispered
• answered	• chased
• mixed	• gapsed
• rolled	• talked
• dressed	• cracked

Teacher Directions | ©BookPagez.com

Optional Activity to Extend Engagement

**Word Detective: Irregular Past Tense Verbs**  
Extension Activity

**Directions:** Be a word detective!

Be on the lookout for irregular past tense verbs while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_

Word Work Extension Activity | ©BookPagez.com

Extension Activity

Name: \_\_\_\_\_

## Fracture That Fairy Tale!

Turn a classic story into your own silly and surprising gingerbread adventure! Let's talk fairy tales.

You probably know a bunch already:

Cinderella,  
Jack and the Beanstalk,  
Little Red Riding Hood,  
The Gingerbread Boy.

Most fairy tales have a pattern.

There's a character, a problem, a setting, and usually some magic, danger, or a big lesson at the end.

But what happens if we take a familiar fairy tale and give it a twist? That's called a fractured fairy tale.

A **fractured fairy tale** is a story that takes the fairy tale you know and changes something on purpose to make it funnier, cleverer, silder, or more surprising.

You might change:

- The character (What if Cinderella was a soccer player?)
- The setting (What if Jack's beanstalk grew in space?)
- The ending (What if the Big Bad Wolf opened a smoothie stand?)
- Or even the point of view (What if we heard the story from the villain's side?)

When we read *The Gingerbread Girl*, we were actually reading a fractured fairy tale! It took the story of *The Gingerbread Boy* and gave it a twist:

- A new character (his clever sister)
- A new ending (where she outsmarts the fox)
- And a message about thinking before trusting someone

Now it's your turn to become a fairy tale "fracturer!"



© BookPages.com | Worksheet

## Fractured Fairy Tale Writing

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**

1. These are cause and effect cards for *The Gingerbread Girl*. Read the cards.
2. Cut out the cause and effect cards.
3. Mix the cards up then place them face down in front of you.
4. Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
5. Play until you find all the matches.
6. Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

The old woman and the old man made the Gingerbread Girl because 	he wanted to take a bite of her. 
The pig chased the Gingerbread Girl because 	he was planning to trick her. 
The fox offered to help the Gingerbread Girl cross the river because 	she made a clever plan and learned from her brother's past. 
The Gingerbread Girl outsmarted the fox because 	they were lonely and missed the Gingerbread Boy. 

©BookPages.com | Cause and Effect Sorting Cards for The Gingerbread Girl

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**EFFECT CARDS**

- 1
- 2
- 3
- 4

**REMEMBER!**  
Cause is why something happened.  
Effect is what happened.

©BookPages.com | Cause and Effect Sorting Mat for The Gingerbread Girl Answer Key

## Compare and Contrast Matching Game and Answer Key

## Compare and Contrast Questions Stems and Answer Key

Name: \_\_\_\_\_

**Directions:**  
The first part of the sentences below tell what happened (the effect) in the book, *The Gingerbread Girl*. Complete each sentence by telling the cause.

**The Gingerbread Girl**  
Cause and Effect

\_\_\_\_\_ the Gingerbread Girl because they \_\_\_\_\_  
read Boy

because he wanted to take a bite of her.

\_\_\_\_\_ d Girl cross the river because he was \_\_\_\_\_

\_\_\_\_\_ x because she made a clever plan and \_\_\_\_\_

\_\_\_\_\_ g happened. The effect is what happened.

© BookPages.com | Cause and Effect Practice Answer Key

Name: \_\_\_\_\_

**Directions:**  
The first part of the sentences below tell what happened (the effect) in the book, *The Gingerbread Girl*. Complete each sentence by telling the cause.

**The Gingerbread Girl**  
Cause and Effect

The old woman and the old man made the Gingerbread Girl because \_\_\_\_\_

The pig chased the Gingerbread Girl because \_\_\_\_\_

The fox offered to help the Gingerbread Girl cross the river because \_\_\_\_\_

The Gingerbread Girl outsmarted the fox because \_\_\_\_\_

**Reading Tip!**  
Remember: The cause is why something happened. The effect is what happened.

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