
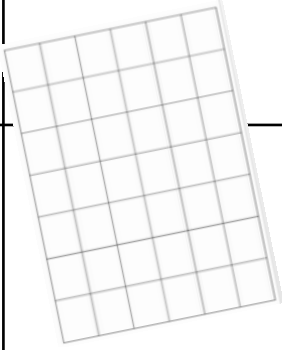
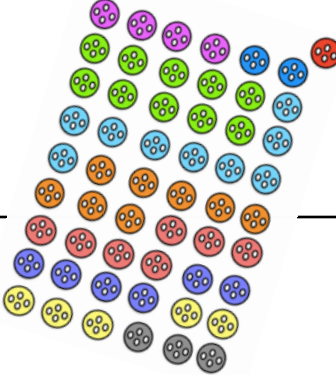


DIRECTIONS FOR SETUP

Laminate all pages except for the sample gingerbread houses page.	
Put hard Velcro dots on each gingerbread boy to equal the number of button pieces for each boy. Look at the sample gingerbread boy page if you want to see where you can place the dots.	
Put soft velcro on the back of each candy piece. Cut out all the candy pieces.	
Put hard Velcro in each square on the grid page. This will be used to store all the candy pieces.	
Bind all of the book pages together except the grid pieces page with the candy on the left side.	
Bind the grid candy pieces page on the right side of the last page.	

GINGERBREAD BOY GINGERBREAD BOY

What Do You See?

For Pre-k and Kindergarten



Teacher Page

<p>CCSS Alignment:</p>	<p>CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>CCSS.ELA-LITERACY.L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>CCSS.MATH.CONTENT.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>CCSS.MATH.CONTENT.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>CCSS.MATH.CONTENT.K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>
<p>Teaching Strategies Creative Curriculum</p>	<p>Math</p> <ul style="list-style-type: none"> a. Counts b. Quantifies c. Connects numerals with their quantities
<p>How to Use in Your Classroom:</p>	<p>The <u>Gingerbread Boy, Gingerbread Boy, What do you see?</u> adapted book can be used as an independent center, small group activity, or one on one with students. This great book works on the important skill of following directions related to counting and color. A great challenge book to expand on mastered skills! This is a great way to work on basic skills in a fun theme.</p>
<p>Differentiation Suggestions:</p>	<p>The following differentiation strategies could be used based on individual student needs:</p> <ul style="list-style-type: none"> • individual activity for more support • mixed ability groups for peer to peer modeling and mentoring • based on individual goals, give students a small visual field to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. • to challenge students have them identify any sight words on the page.



Gingerbread Boy



Gingerbread Boy



What

do

you



see?



I



see

1

one



Button




on



me.



Gingerbread Boy


Gingerbread Boy


What


do

you

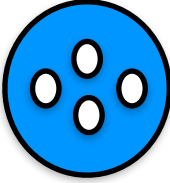

see?





I


see

2
two



Buttons


on


me.



Gingerbread Boy


Gingerbread Boy


What


do

you

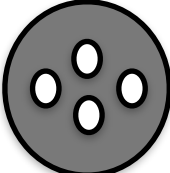

see?





I


see

3
three


Buttons


on



me.



Gingerbread Boy




Gingerbread Boy



What

do


you



see?



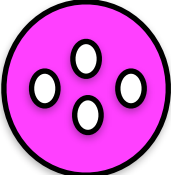
I




see

4


four



Buttons




on



me.



Gingerbread Boy


Gingerbread Boy


What


do

you

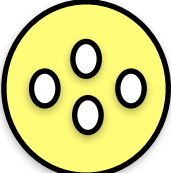

see?





I


see

5
five



Buttons


on


me.



Gingerbread Boy


Gingerbread Boy


What


do

you

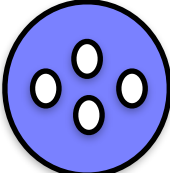

see?





I


see

6
six



Buttons


on


me.



Gingerbread Boy


Gingerbread Boy


What


do

you

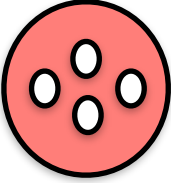

see?





I


see

7
seven



Buttons


on


me.



Gingerbread Boy


Gingerbread Boy


What


do

you



see?





I


see

8
eight



Buttons


on


me.



Gingerbread Boy


Gingerbread Boy


What


do

you

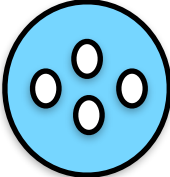

see?





I


see

9
nine


Buttons


on



me.



Gingerbread Boy




Gingerbread Boy



What

do


you



see?




I




see

10


ten



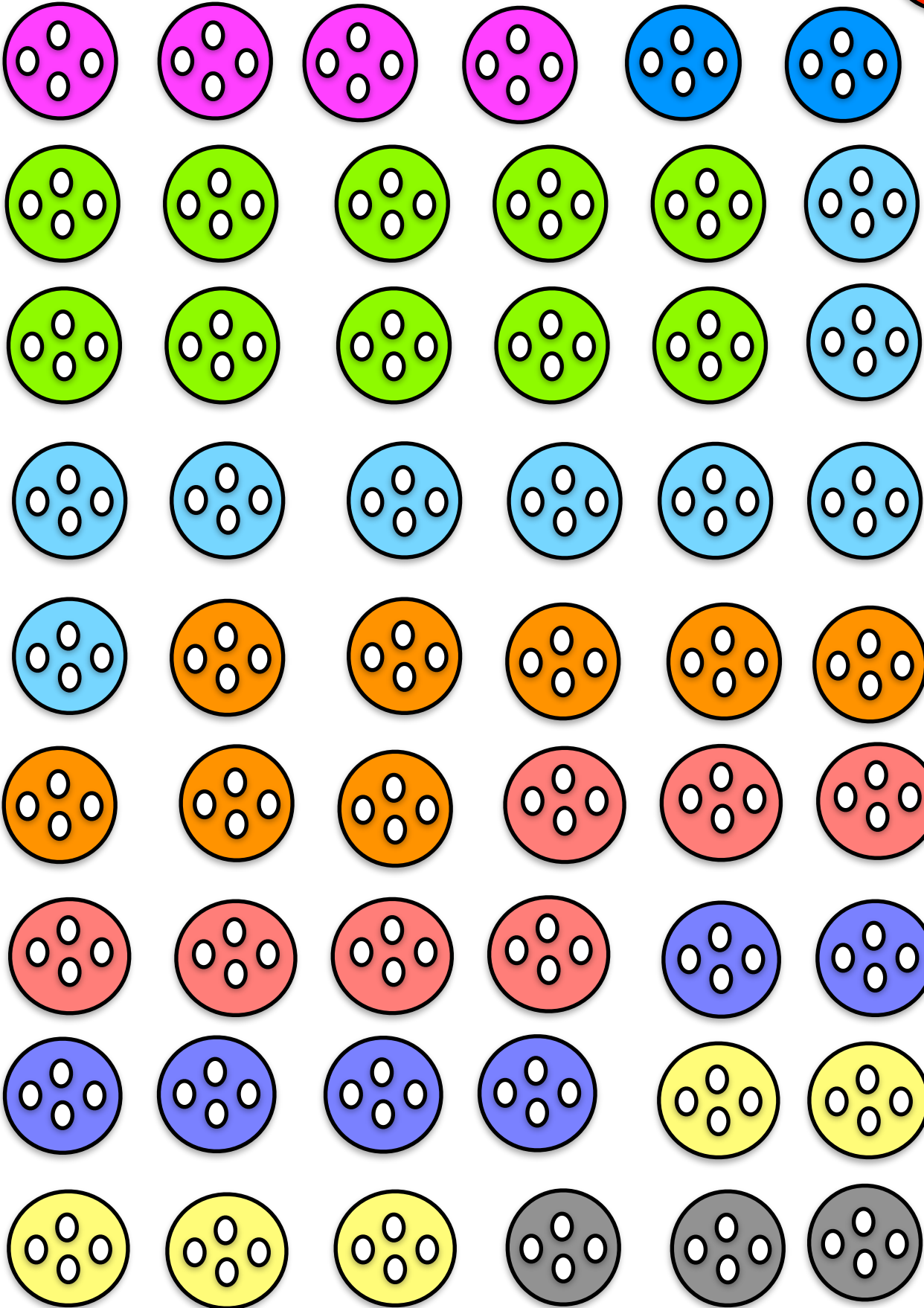
Buttons



on



me.



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