

The Gingerbread Man and the Leprechaun Loose at School
by Laura Murray, illustrated by Mike Lowery
A Mentor Text Lesson Plan by Marcie Flinchum Atkins

[insert picture]

Writing Skills Focus:

Research
How-To Writing
Perspective & Point of View
Alliteration
Adjectives

Target Audience:

K-2

Objectives:

Students will research leprechaun facts to use in their writing.

Students can choose to write one of two different kinds of writing: 1) create a plan for catching their own leprechaun OR 2) write from a leprechaun's perspective.

Students will revise their writing using the technique of alliteration.

Standards:

Virginia Standards of Learning:

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to: http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

K.1 e,f, K.2 a,b, K.3 a, b, K.4 a-d, K.5 c,d, K.6d, K.7 a, b, g, K.8 a-d, K.9 a-c, K.11 b, c, e, f, g, K.12 a-d

1.1 e, k, l, 1.2 a, b, 1.3a, 1.4a, 1.5a, 1.6 a-c, 1.7 a-d, g, 1.9 a, b, f, 1.2 a-e, g, h, 1.13 a-c, 1.14 a-e

2.1 g,l, 2.4 a, 2.5 a, 2.6 d, 2.7 a-d, 2.10 a-f, h, l, 2.11 a-c, k, 2.12 a-e

Common Core:

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to: <http://www.corestandards.org/ELA-Literacy/>

ELA

K: RL 3, 4, 5; RF 2 a,d; W 2, 3, 5, 8; L 1.f, 5.b
1: RL 3, 4, 7; RF 2 c; W 2, 3, 5, 7, 8; L 1.f, j, 4.a
2: RL 3, 4, 6, 7; W 2, 3, 5, 7, 8; L 1.e, 4.a, 6

Text(s):**Other Materials Needed:**

Optional texts to use:

- *How to Catch a Leprechaun* by Adam Wallace, illustrated by Andy Elkerton
- *How to Trap a Leprechaun* by Sue Fliess, illustrated Emma Randall

Drawing paper

Alliteration cards (attached worksheet)

WOW Facts (attached worksheet)

Highlighters

Graphic novel paper, optional:

<https://printables.kidsactivities.com/comic-book-comic-strip-template/>

Websites:

<https://wonderopolis.org/wonder/are-leprechauns-real>

www.fun-facts.org.uk/holidays/st_patrick.htm

If you have access to online encyclopedias or databases, students might also find relevant information on them to use in their research.

Lesson:**Setting the purpose:**

The purpose of this lesson is to use the text GINGERBREAD MAN AND THE LEPRECHAUN LOOSE AT SCHOOL as a mentor text for writing. In the mentor text, the leprechaun leaves clues for students to find him. The mentor text is also full of fun adjectives that describe the leprechaun and alliterative phrases that make it a fun read aloud. Students will create a piece of writing about a leprechaun and then revise their work for adjectives or alliteration.

Utilizing the Mentor Text

1. Read the book GINGERBREAD MAN AND THE LEPRECHAUN LOOSE AT SCHOOL.

Marcie Flinchum Atkins E-mail: marcie@marcieatkins.com <http://www.marcieatkins.com>

Please seek permission before posting on another website.

2. Have students make a list of the things students in the book did to try to catch the leprechaun.

Transferring the Skill to Student Writing

Research

1. Read other leprechaun books to see creative ways to catch leprechauns (see sample texts in materials list).
2. Use the Internet to do research on St. Patrick's Day and Leprechauns. In order to make a good plan for how to catch a leprechaun, students will first learn about leprechauns (see sample websites in materials list).
3. Have them write WOW Facts about Leprechauns or St. Patrick's Day. Optional: Students can write one of their favorite WOW facts on a shamrock to put on display.
4. Using the research they've done, students can choose to do use the research to either 1) write a how-to piece for catching their own leprechaun, or 2) pretend they are a leprechaun and write about how they would trick kids.

How-To Writing

Use one or more of the WOW facts to make a leprechaun-catching plan. Students can draw their plan or write their plan. This could also be done whole-class, small group, or individually, depending on the age and ability of students.

Example:

A WOW fact might be:

Some leprechauns are cobblers, or shoemakers.

Using the WOW fact to make a leprechaun catching plan:

Set up a shoe display with classmates' shoes. Maybe all the unique shoes will make the leprechaun stop and we can catch him in a shoebox.

Point of View & Perspective

Take on the persona of a leprechaun. Have students pretend to be a leprechaun. Ask students to draw or write how they would be mischievous around the school.

Students can draw or create a graphic novel style adventure either by folding paper into eighths or using some of the graphic novel paper online (see materials needed for website). Write what you would do to trick kids, if you were a leprechaun.

Utilizing the Mentor Text to Revise

Alliteration

1. Do a mini-lesson on alliteration with students. You can include some alliteration facts in the mini-lesson. Examples might include:
 - Alliteration is the using same consonant sound at the beginning of words that are near each other.
 - Alliteration is a tool that writers can use.
 - Alliteration gives musicality to writing.
2. Do a sample alliteration hunt with this text from the story:
"The **s**heets were all **s**cattered;
the **t**ubas were **t**ipped."

Highlight or circle the alliterative examples.

Talk about why the author might have chosen to use alliteration for this story.

3. Give students alliteration cards (cards attached) and highlighters and see if they can find the alliterative examples in the text.

Transferring the Skill to Student Revision

Alliteration

Students can use the writing they just generated to revise. Find a sentence that they could make alliterative for fun.

Example:

If I were a leprechaun, I'd take lollipops and put them on the steps.

Example of revised sentence using alliteration:

If I were a **l**eprechaun, I'd **l**ick **l**ollipops and **s**tick them on the **s**teps.

Utilizing the Mentor Text to Revise

Descriptive Words/Adjectives

Generate a list of words from the mentor text that describe the leprechaun and talk about any unfamiliar words.

Examples:

crafty
keen
magical
mischievous
clever
small
cheeky
prankster
sneaky

Transferring the Skill to Student Revision

Descriptive Words/Adjectives

1. Have students reread their own writing (either their how-to piece or their perspective writing).
2. Circle any adjectives they have to describe the leprechaun. If there aren't any words that describe him, then they can insert one adjective.

Other Resources:

Laura Murray's website: <https://www.lauramurraybooks.com/>

Mike Lowery's website: <http://mikelowery.com/>

WOW Facts

1. _____

—

2. _____

—

3. _____

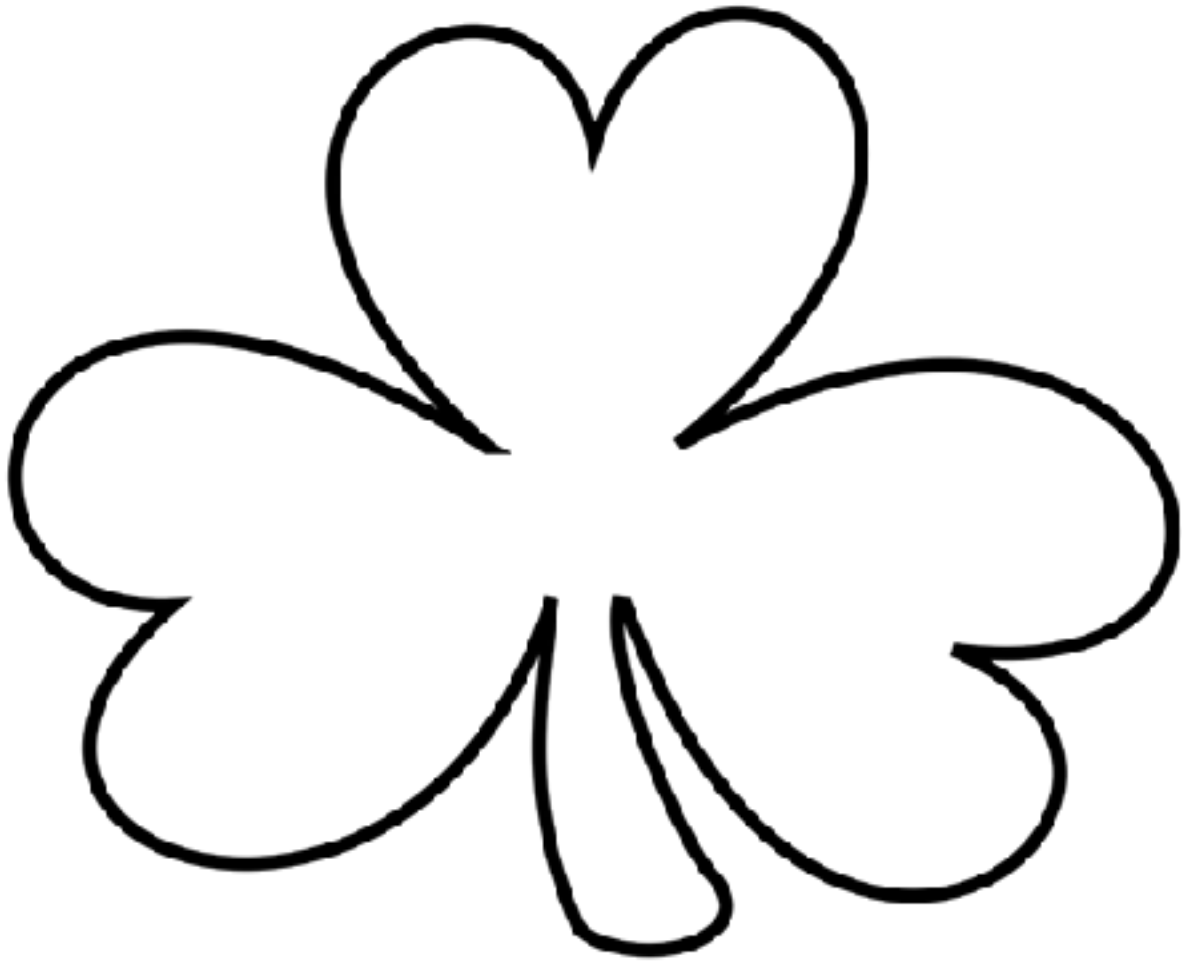
—

4. _____

—

5. _____

—



Alliteration Cards

Cut apart. Give students highlighters to find the alliteration in each one.

Someone capture that small cheeky chap!	I spotted more shamrocks, then heard a new noise.
They teetered and tottered And started to sway.	He slide down a mountain of soft tissue rolls, but his shoes were so sticky, it stuck to his soles.
Flipping and flopping, he spun round and round, then wrapped like a mummy, he rolled to the ground.	Okay, little cookie— so crafty and keen Just hand me my hat, And I promise to clean.