4A READ-ALOUD
The Gingerbread Man

☑ *Lesson Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With promting and support, provide or join in repeating the refrain in "The Gingerbread Man" (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about "The Gingerbread Man" (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Predict events in "The Gingerbread Man" (RL.P.10)
- ✓ Understand and use complex sentences with clauses introduced by *so* and *by* (L.P.1f)
- ✓ With prompting and support, retell and dramatize "The Gingerbread Man," including characters, setting, the sequence of events, and an ending (RL.P.2, RL.P.3, W.P.11)

Core Vocabulary

away, *adv.* In another direction
Example: It is smart to move away from a snake.
Variation(s): none

clever, *adj.* Smart and quick to figure things out
Example: Jack is a clever boy who can do many things.
Variation(s): cleverer, cleverest

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mixture, *n.* Two or more things stirred together
Example: Macaroni and cheese is a mixture of noodles and cheese sauce.
Variation(s): mixtures

tasty, *adj.* Delicious; yummy
Example: There are many tasty foods served at holiday feasts.
Variation(s): tastier, tastiest

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Essential Background Information or Terms	Image Card 4A-1	5
	W Repeating Refrains		
	W Purpose for Listening		
Presenting the Read-Aloud	W "The Gingerbread Man"		10
Discussing the Read-Aloud	W Comprehension Questions		10
Teacher-Led Learning Center	L Blocks Center	Gingerbread man cookie cutter, plastic animals or animal pictures	During Center Time
Take-Home Material	T "The Gingerbread Man"; Bake the Gingerbread Man	Activity Pages 4A-1, 4A-2	*

Introducing the Read-Aloud — *5 minutes*

Whole Group

Essential Background Information or Terms

Show Image Card 4A-1: Gingerbread Men Cookies

Tell students they will hear a story about a magical gingerbread man who runs away from and is chased by an old man and his wife. Tell students, "A gingerbread man is a cookie made out of spicy dough in the shape of a little man." Ask students whether a cookie/gingerbread man can really run away. Point out that based on what you have just told them, they already know that parts of this story are pretend, such as a cookie/gingerbread man running away.

Whole Group

Repeating Refrains

Students can participate in telling this story by joining in during the repeated refrains. Tell students that another pretend part of this story is that the Gingerbread Man talks. Explain that they will hear the

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Gingerbread Man repeat a certain saying over and over again as he is being chased: “Run, run, as fast as you can, you can’t catch me. I’m the Gingerbread Man!” Have students practice saying the refrain with you. Students can also act out the refrain by moving their bent arms back and forth as if they are running. Tell students that you will point to them when it is their turn to help tell the story.

Whole Group

Purpose for Listening

Tell students they are going to hear a story named “The Gingerbread Man.” Tell them that the Gingerbread Man runs away from many different characters in the story, some of whom are animals. Tell students to listen to the story, “The Gingerbread Man,” in order to find out if any of the animals are able to catch the Gingerbread Man.

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PRESENTING THE READ-ALOUD

The Gingerbread Man

10 *MINUTES*

4A

SHOW FLIP BOOK PAGE 4A-1: **Old woman in kitchen stirring dough**

Once upon a time, there was a little old man and a little old woman. They lived together on a little old farm.

One day, the little old woman decided to make a gingerbread man for the little old man to eat for dessert. She mixed together flour, sugar, butter, eggs, cinnamon, and ginger. She stirred the **mixture** into a ball of gingerbread dough.**1** Then the little old woman rolled the dough and cut it in the shape of a little man. She placed the little man on a cookie sheet. The little old woman used candies to make his eyes, nose, and mouth. She even added candy buttons.

1 Cookies and bread are both made out of dough

SHOW FLIP BOOK PAGE 4A-2: **Gingerbread Man on cookie sheet**

The little old woman popped the cookie sheet into the oven to bake. After a while, she started to smell a most delicious aroma.**2** So, she opened the oven door to see if the Gingerbread Man was ready to eat.

2 or smell

Much to her surprise, the Gingerbread Man jumped out of the oven and ran out of the house! The Gingerbread Man ran and ran.**3**

3 Where do you think he might go?

The little old man and the little old woman chased after the Gingerbread Man. "Stop!" they shouted.

SHOW FLIP BOOK PAGE 4A-3: **Gingerbread Man running away from old man and woman**

But the Gingerbread Man ran even faster. As he ran he yelled, "Run, run, as fast as you can. You can't catch me. I'm the Gingerbread Man!" The little old man and the little old woman could not catch him.

The Gingerbread Man ran past a cow in a field. "Stop!" shouted the cow. "Gingerbread men are quite **tasty**!"**4**

4 or delicious to eat

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SHOW FLIP BOOK PAGE 4A-4: **Cow chasing Gingerbread Man**

But the Gingerbread Man just yelled, "Run, run, as fast as you can. You can't catch me. I'm the Gingerbread Man! I ran from the little old man. I ran from the little old woman. And now I'll run **away** from you!" The cow could not catch him either.

SHOW FLIP BOOK PAGE 4A-5: **Gingerbread Man running past sleeping cat**

And still the Gingerbread Man ran and ran. He came to a yard where a cat lay sleeping. The cat jumped up and cried, "Stop! You smell delicious."**5**

5 What do you think the Gingerbread Man will do?

But the Gingerbread Man just yelled, "Run, run, as fast as you can. You can't catch me. I'm the Gingerbread Man! I ran from the little old man and the little old woman. I ran from the cow. And now I'll run from you!" And try as he might, the cat could not catch him.

Still the Gingerbread Man ran and ran. Soon he came upon a red fox, sitting on a riverbank.

SHOW FLIP BOOK PAGE 4A-6: **Gingerbread Man talking to red fox**

This time the Gingerbread Man spoke first. He yelled, "Run, run, as fast as you can. You can't catch me. I'm the Gingerbread Man! I ran from the little old man and the little old woman. I ran from the cow. I ran from the cat. And I'll run away from you!"

Now the red fox was a rather **clever**6 fellow. He replied in a casual voice, "Why would I want to run after you?"

6 or smart

This made the Gingerbread Man stop and think. He said, "Because I taste delicious."

"Even so," said the fox. "I've had my lunch. I am not hungry."

The Gingerbread Man was speechless.**7** Before he could think of a reply, the fox asked, "Where are you going?"

7 He didn't know what to say.

"That way," said the Gingerbread Man, pointing across the river.

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SHOW FLIP BOOK PAGE 4A-7: **Gingerbread Man standing on tip of fox's tail**

"You will get wet if you try to cross the river by yourself," said the fox. "Why don't you sit on the tip of my tail while I swim across?"

"Thank you," said the Gingerbread Man as he hopped on.

Before long, the fox called out, "The water is getting deeper. You should ride on my head."**8**

8 Uh oh! The Gingerbread Man is getting closer to the fox's mouth.

SHOW FLIP BOOK PAGE 4A-8: **Gingerbread Man on fox's head**

"Certainly," said the Gingerbread Man, and he did just that.

As the fox approached the bank on the other side, he called to the Gingerbread Man again. "The water is getting even deeper. You should ride on the tip of my nose."

"Okay," said the Gingerbread Man. And he did just that.

9 What do you think happened next?

SHOW FLIP BOOK PAGE 4A-9: **Gingerbread Man falling into fox's mouth**

"Thank y—," the Gingerbread Man started to say. But before he could finish, the fox tossed the Gingerbread Man into the air, and opened his mouth wide.**9**

10 He ate that cookie!

SHOW FLIP BOOK PAGE 4A-10: **Fox licking his lips**

Chomp! Smack! The clever fox licked his lips as he crossed to the other side of the river.**10**

The End

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Discussing the Read-Aloud — *10 minutes*

Whole Group

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand the students' responses using richer and more complex language. Sample responses are given below. As you model responses for your students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Who are some of the characters in this story?
   - The Gingerbread Gan, the woman and little old man, the cow, cat, and fox are all **characters** in this story.
2. *Literal* How did the little old woman make the Gingerbread Man?
   - The woman **mixed together** flour, sugar, butter, eggs, cinnamon, and ginger.
3. *Literal* What animals did the Gingerbread Man run away from?
   - The Gingerbread Man **ran away** from the cat and the cow.
4. *Inferential* Why did the Gingerbread Man climb on the fox's tail?
   - The Gingerbread Man climbed on the fox's tail **so he would not get wet** going across the river.
5. *Inferential* How did the fox trick the Gingerbread Man?
   - The fox tricked the Gingerbread Man **by pretending** he wasn't going to eat the Gingerbread Man. The fox told the Gingerbread Man he had just eaten lunch and wasn't hungry.

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Teacher-Led Learning Center

Blocks Center

Give students the opportunity to create the setting for the story "The Gingerbread Man" using items in the blocks center. Remind students that the setting is the place or places where the story happens. Ask the students where the story took place (on a farm). Help students plan where to build the farmhouse, the cow's field, the cat's yard, and the fox's pond and who will build each of these settings. Provide plastic animals or pictures of animals (cow, cat, and fox) for students to use to act out the story. Provide a gingerbread man cookie cutter to use as the main character. Allow students to choose which animal they would like to be so they can act out the story. First, model for students how to be the Gingerbread Man as you visit each setting and talk to each animal. Then, allow students to take turns being the Gingerbread Man and various characters as they retell the story.

Take-Home Material

"The Gingerbread Man"; Bake the Gingerbread Man

Give students the following items to complete at home with an adult:

Activity Page 4A-1: The Gingerbread Man

Activity Page 4A-2: Bake the Gingerbread Man

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4B REVIEW / WORD WORK / EXTENSIONS
The Gingerbread Man

☑ *Lesson Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story "The Gingerbread Man" (RL.P.5)
- ✓ Point to the title, the order that words are read on a page, and to a word (RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of "The Gingerbread Man" (RL.P.6)
- ✓ Point to words as distinct units on a page of print (RF.P.1c)
- ✓ With prompting and support, provide or join in repeating the refrain in "The Gingerbread Man" (RL.P.10)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "The Gingerbread Man" (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ With prompting and support, ask and answer questions about the word *away* (RL.P.4)
- ✓ With prompting and support, use the word *away* acquired through conversations, reading and being read to, and responding to "The Gingerbread Man" (L.P.6)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)

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- ✓ Demonstrate understanding of and use the spatial words *away* and *toward* (L.P.1e, L.P.5c)
- ✓ Situate oneself in space or situate objects in relation to one another according to the indications given by the spatial terms *away* and *toward* (L.P.1e)
- ✓ Understand and use increasingly detailed and elaborate imperative sentences (L.P.1f)
- ✓ With prompting and support, retell and dramatize "The Gingerbread Man," including characters, setting, the plot of the story, the sequence of events, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ Draw a picture to illustrate "The Gingerbread Man" (RL.P.2)
- ✓ Describe an illustration or text in "The Gingerbread Man" and make connections to self and the world around them (RL.P.7, RL.P. 11)

At a Glance

	Exercise	Materials	Minutes
Review "The Gingerbread Man"	W **Introducing the Big Book**	*Classic Tales* Big Book	5
	W **Presenting the Big Book**		
Word Work: Away	W **Defining *Away***		10
	W **Deepening Understanding**		
	Complete remainder of lesson later in the day		
Extension Activity	S **Let's Tell a Story**	Activity Pages 4B-1, 4B-2	20
Teacher-Led Learning Center	L **Writing Center**	paper; drawing tools; gingerbread man cookie cutters; buttons; beads; paint	During Center Time
	Complete *Classic Tales* Domain Assessment—"The Gingerbread Man" before proceeding		

Advance Preparation

- If needed, cut Activity Page 4B-2 for students. If students are ready, students will cut the pages themselves.

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Review "The Gingerbread Man" — *5 minutes*

Whole Group

Introducing the Big Book

- Show students the title page for "The Gingerbread Man" on page 31 of the *Classic Tales* Big Book
- Remind them of the role and purpose of the title (i.e., name of the book), author (i.e., wrote the words), and illustrator (i.e., drew the pictures).
- Tell students that you want them to clap out the words in the title.
- Read the title slowly, pointing to each word and pausing at the breaks in the words so students can clap.
- Tell students you can tell when a word starts and ends because there is a space on each side of the word.
- Have students come forward and point to different words in the title, "The Gingerbread Man," calling their attention to the spaces on each side of the word.
- Have students clap the words in the title as you point to each word.
- Tell students to watch as you point to individual words as you read the book.

Whole Group

Presenting the Big Book

Page 33

- **FIRST READ** ▶ *…gingerbread man cookie.*
  THEN DISCUSS ▶ ***Point out the beginning of the sentence for students, pointing to the first word—*One*. Then point to the space at the end of* One *and ask a student to point to the next word—'day'.***

Page 35

- **FIRST READ** ▶ *…ran out of the house.*
  THEN DISCUSS ▶ ***Who remembers what the Gingerbread Man says as he runs away?***
  - "Run, run, as fast as you can. You can't catch me. I'm the Gingerbread Man!"

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Page 36

- **FIRST READ** ▶ *…sniffed the air.*
  THEN DISCUSS ▶ ***Eating grass in the field.***

Page 37

- **FIRST READ** ▶ *…make a tasty treat.*
  THEN DISCUSS ▶ ***Point out the beginning of the sentence for students, pointing out the first word* A*. Then point to the space at the end of* A *and ask a student to point to the very next word,* cat*, and the word after it,* sleeping*.***

Page 38

- **FIRST READ** ▶ *…met a clever fox.*
  THEN DISCUSS ▶ ***Who remembers what the word* clever *means?***
  - The word *clever* means smart and quick to figure things out.

Page 40

- **FIRST READ** ▶ *…is getting deeper…ride on my head.*
  THEN DISCUSS ▶ ***Have a student help you count the words in both sentences.***
- **FIRST READ** ▶ *…ride on my nose.*
  THEN DISCUSS ▶ ***Does anyone remember what happens next?***
  - The fox eats the Gingerbread Man.
- Talk about which parts of this story could really happen (e.g., people really do bake gingerbread men, etc.) and which are pretend (e.g., gingerbread men can't run or talk; animals can't talk, etc.).

Word Work: Away — *10 minutes*

Whole Group

Defining *Away*

1. In the read-aloud you heard the Gingerbread Man say, "I ran from the little old man. I ran from the little old woman. And now I'll run *away* from you!"
2. Say the word *away* with me.
3. *Away* means "in another direction."
4. In the story, the Gingerbread Man ran away from the old woman and old man.

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5. If I am being chased in a game of Tag, I am running away from the person who is trying to catch me. I am not running toward the person, I am running away from him or her.
6. I run away from my dog sometimes when we are playing in my backyard. What is something that you might run away from? Who can share with the class? I want everyone to think about something that they might run away from. Now, I want each of you to turn to the friend sitting beside you (pair students) and say, "I run away from _____." Then, I want your friend to share with you. Who else would like a chance to share something that they might run away from?
7. What's the word we've been talking about that means in another direction?

Whole Group

Deepening Understanding

Act It Out

Have students act out the word *away* and its opposite, *toward*. Match students with their friend sitting closest to them on the floor to form pairs. Tell students you are going to ask them to move parts of their body either toward or away from their friend. Begin by asking students to follow these directions:

Toward	Away
Lean your body *toward* your friend.	Lean your body *away* from your friend.
Put your hands *toward* your friend.	Move your hands *away* from your friend.
Turn your faces *toward* each other.	Turn your faces *away* from each other.
Move your feet *toward* your friend.	Move your feet *away* from your friend.
Move your thumb *toward* your friend.	Move your thumb *away* from your friend.

Once students understand what to do, you can have them make up their own commands using *toward* and *away*. Call on individual students to tell the group how to move their bodies toward or away from each other.

Complete Remainder of Lesson Later in the Day

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Extension Activity — *20 minutes*

Small Group

Let's Tell a Story

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

Students will retell the story of "The Gingerbread Man" using **Activity Page 4B-1: Run, Run Again.** Have students cut out the Gingerbread Man paper doll from **Activity Page 4B-2: Gingerbread Man Cutout**. Model for students the retelling of the story by moving your Gingerbread Man through the different story settings depicted on **Activity Page 4B-1: Run, Run Again.** Then, lead a group retelling of the story by going around the table and allowing each student to tell one of the events in the story. Students will have the opportunity to tell the whole story at home with an adult.

Teacher-Led Learning Center

Learning Center

Writing Center

In the writing center, have students decorate a gingerbread man. Allow students to look through the Flip Book images and remind them who the characters in the story are—the people or animals the story is about. Students can trace around a gingerbread man cookie cutter, or they could make prints by dipping the cookie cutter in paint. Then, students can decorate their men with buttons, beads, or other art supplies. While students are making their gingerbread men, ask each student, "Which character from our story is in your picture?" Tell the student, "I am going to write the words "Gingerbread Man" right here on your paper so that everyone can read who is in this picture.

Complete *Classic Tales* Domain Assessment 1: "The Gingerbread Man" Before Proceeding

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DOMAIN ASSESSMENT 1

Classic Tales

Domain Assessment 1

This domain assessment evaluates each student's application of the language arts objectives targeted in *Classic Tales*. This assessment is designed to be administered individually to each student in the class over a period of several days. Teachers may find it convenient to pull students into a quiet corner of the classroom individually, perhaps during learning center or snack time. Teachers who wish to assess the student's storytelling more frequently than is outlined in the *Classic Tales* Teacher Guide, or with different stories than are presented here, may use the *Classic Tales* Domain Record Form 1 to assess any fictional story that students have heard several times.

Assessment of Fictional Storytelling

Objectives Assessed

✓ With prompting and support, sequence illustrations of three story events. (STD RL.P.2)

✓ With prompting and support, retell, dramatize, or illustrate a story that has been read aloud including characters, a beginning, and an ending. (STD RL.P.2, W.P.11)

Materials

- **Image Cards 1B-5, 1B-6,** and **1B-7** of "The Lion and the Mouse" Lesson 1B
- **Image Cards DA1-1** and **DA1-2,** of "The Gingerbread Man"
- *Classic Tales* **Domain Record Form 1:** "The Gingerbread Man"
- Audio recorder *(optional)*

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Demonstration

Use **Image Cards 1B-5, 1B-6, and 1B-7** of "The Lion and the Mouse" to demonstrate the assessment activity. Put the three illustrations on the table in mixed-up order and say, "These illustrations tell the story of "The Lion and the Mouse," but they are not in the right order. I'm going to put the pictures in the right order to tell the story. Listen and see if you remember this story." (Pick up the illustrations and then put Image Card 1B-5 on the table to the left hand side.) "This is the first picture—it shows the little mouse running over the lion's paw. That lion doesn't look very happy!" (Put image card 1B-6 on the table to the right of the first illustration.) "This is the next picture. It shows the angry lion caught in the hunter's net." (Put image card 1B-7 on the table to the right of the second illustration.) "And this is the last picture—it shows the mouse chewing the net to free the lion. See, I put all the pictures in order to tell the story."

> **Note:** *The student should be familiar with and have repeatedly heard the particular story that he/she is being asked to sequence.*

Story Sequencing

Put **Image Cards DA1-1a, DA1-1b, DA1-2a, and DA1-2b** on the table, mix them up and say, "These illustrations tell the story of 'The Gingerbread Man', but they are not in the right order." (Put **Image Card DA1-1a** on the left hand side of the table.) Then point to **Image Card DA1-1a** and say, "This is the story of the Gingerbread Man. Once upon a time, there was a little old man and a little old woman, and one day, the little old woman decided she wanted to bake some gingerbread to make a little gingerbread man. These other pictures show what happened next, but they're not in the right order—they're all mixed up. I want you to show me what happened next." Encourage the student to continue putting pictures in order by asking, "And then what happened next?"

Story Retelling

Ask the student to retell the story of "The Gingerbread Man." You may want to use an audio recorder to record the student's story. Say, "I want you to try and tell me the story now. Tell who the story is about and what happens at the beginning and end of the story. You can look at the pictures on the cards to tell me about the story."

If the child pauses or has difficulty retelling the story, you may prompt the student by asking one or two questions. For example, if he names

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only one character, you may ask “Who else was the story about?” etc. However, this assessment focuses on whether or not the child is able to organize and retell the story on his own, so do not ask a series of questions to elicit the retelling.

Scoring

Use the *Classic Tales* **Domain Record Form 1:** “The Gingerbread Man” to record each student’s performance on this assessment.

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DOMAIN RECORD FORM 1

"The Gingerbread Man"

Objectives

- ✓ With prompting and support, sequence illustrations of three story events. (STD RL.P.2)
- ✓ With prompting and support, retell, a story that has been read aloud including characters, a beginning, and an ending. (STD RL.P.2, W.P.11)

Key to Domain Record Form 1

Not Yet

Student does not yet demonstrate this skill, knowledge or behavior

- **Sequencing:** Cannot sequence any Image Cards correctly.
- **Retelling:** Does not identify characters, a beginning, or an ending.

Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis

- **Sequencing:** Correctly sequences any two Image Cards.
- **Retelling:** Identifies two out of three: characters, a beginning, and/or an ending.

Ready

Student consistently and independently demonstrates this skill, knowledge or behavior

- **Sequencing:** Correctly sequences three Image Cards.
- **Retelling:** Identifies characters, a beginning, and/or an ending.

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Date	Student	Sequencing			Retelling			Elements Check box when included in retelling
		Not Yet	Progressing	Ready	Not Yet	Progressing	Ready	
								☐ Character ☐ Setting ☐ Beginning ☐ Middle ☐ Ending
								☐ Character ☐ Setting ☐ Beginning ☐ Middle ☐ Ending
								☐ Character ☐ Setting ☐ Beginning ☐ Middle ☐ Ending
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								☐ Character ☐ Setting ☐ Beginning ☐ Middle ☐ Ending

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