

Lesson Plans  
Grades 1-2



Erin LaFace

## Biography

A big supporter in progressive teaching styles, Erin LaFace believes, the modern teacher should have a curriculum that is more tailored to the individual students needs, allowing for a more relaxed and effective style of learning. Prior to starting this lesson plan packet, Erin has been a full time student as a Liberal Studies Elementary Education major at Humboldt State University. Pending her graduation, she has experienced several different styles of teaching through her fieldwork and has produced Lesson Plans for The Arts, Literature, Technology, Economics, and so on. Erin's varied background in tutoring, camp counseling, and fieldwork provided the perfect foundation for building this Lesson Plan packet.

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## Fairy Tale Lesson Plans (Grades: 1<sup>st</sup> and 2<sup>nd</sup>)

### Objective:

- To get students to think and talk about story structure
- Expanding students vocabulary and understanding of words within context
- Introduction to Grammar
- To develop students writing skills (and word choice)

### Materials:

- Fairy Tale books by author Becca Price to choose from: Dragons and Dreams, Fairies and Fireflies, Heart of Rock, Child of Promise, and Snarls
- Worksheets, printed out vocabulary list, a writing implement, colored pencils or crayons or markers, scratch paper, lined paper, folder to hold all related material together
- Kindergarten lesson plan to use for more activities

### Example Introduction:

“What do you remember about the story “The Grumpy Dragon,” that we just read as a class? Did anybody see any new words while we were reading? Let’s make a list.” Have a guided discussion about new words and story plot (what happened in the story) Can your students remember whom the author of the book is? Can your students think about the story in chronological order? As a class, have the students recall the beginning, middle, and end of the story. Then tell the students that they will be writing a short story together.

**Vocabulary list** to help with guided discussion (teacher should add in any vocabulary students miss that they feel is important). See example vocabulary list below:

Dragons and Dreams (Vocab list)

Story 2: The Grumpy Dragon

Vocabulary (Full List):

Creak (sound)

Groan (sound)

Gripe (sound)

Grouse (sound)

Fuss (sound)

Fume (sound)

Grumbling (sound)

Gather (-ing/-ed)

Hoard

Admire

Embedded

Annoyances

Modestly

Goblets

Sputtered

Intrigued  
Mound  
Content  
Arrived  
Scepters  
Conservative  
Bejeweled  
Notion  
Nagged  
Beggared  
Slunk  
Interrupt  
Rottenness  
Encrusted  
Cautiously  
Insisted  
Snug  
Quilt  
Grime  
Critically

Remember it is important that the teacher reads over the story first and makes changes to the example lists provided to suit their students level.

**Procedures:**

**Choice one:** Kinder Plans Advanced

- Look over the kindergarten lesson plan and select any of the choice activities
- Choose higher-level words and make the worksheets more advanced
- Students should be able to complete tasks more quickly than kindergarteners, so make sure to provide crossword puzzles, mazes, and drawings for when students finish early

➤ **Site Words (adapted)**

**Common core:** CCSS.ELA-LITERACY.RF.1.3.G and  
CCSS.ELA-LITERACY.RF.2.3.F

**Concept:** Recognize and read grade-appropriate irregularly spelled words.

**Time:** 20 minutes

- Rather than words like: to, go, up, and, the... use more advanced words that your first or second grader can sound out and read
- Try to use irregularly spelled words.
- Follow procedure shown on kindergarten lesson plan
- Play game until story is over

➤ **Laminated Pictures (adapted)**

**Common core:** CCSS.ELA-LITERACY.RF.1.4.C and  
CCSS.ELA-LITERACY.RF.1.4.C

**Concept:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Time:** 25 minutes

- Select more challenging words from example vocabulary lists, choose words your students do not know, and then make pictures
- Only read the story one time (does not need to be read twice)
- Have students recognize visuals to the words selected
- Have a brief discussion about what they remember, and write down definitions on back of pictures. Now those pictures can be used as vocabulary words that can be used for the “day three” activity: matching words

➤ **Sounding Out Words and Spelling (adapted)**

**Common core:** CCSS.ELA-LITERACY.RF.1.4.C and  
CCSS.ELA-LITERACY.RF.2.4.C

**Concept:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Time:** 30 minutes

- Choose more than three words for a bigger worksheet and select more advanced words
- Explain what the students will be doing, then have the students read the directions provided on the worksheet along with you as you read them out loud
- Rather than to have the students sound out each letter, have them sound out each word. Then copy the word down on the lines provided below.
- After they complete the spelling they can color in the images below the words

**Choice two: Story Boxes**

**Common Core:** CCSS.ELA-LITERACY.W.1.3

**Concept:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Time:** 40 minutes

**Prep work:** Teacher should read one of the fairy tale books by Becca Price and select a story they want to read to the class that day. Teacher should make notes on the story’s beginning, middle, and end (keep notes organized to help guide students on where the beginning middle and end are). Make worksheet with three boxes and lines next to each box.

**Objective:**

Students should understand the basic structure of a story, and indicate what makes up the beginning, middle, and end of a story.

**Materials:**

- One of Becca Price’s fairy tale books
- A pre-made worksheet (on below page)
- A pencil
- Color pencils or crayons or markers
- A folder to keep all related fairy tale story work in (for the end)
- Extra lined paper

**Procedure:**

- Read aloud one of Becca Price’s stories to students
- After the story is over draw out three boxes on the white board like this:

Beginning	Middle	End

- Ask the students to recall the story and try to think about the events in order
- Write down bullet points of their recollections in the corresponding boxes on the board
- After the students review what has been written on the board pass out the pre-made worksheet to each student and explain that they are now to do on their own what the class did together on the board. Have them draw pictures in the boxes on the left and write down what they can on the lines

*Worksheet should look like this:*

Beginning		Once upon a time... _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Middle		_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
End		And then... _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
		The End.

- Completed worksheets go into student’s folder.

**Choice three: Sentence Structure**

**Common core:** CCSS.ELA-LITERACY.L.1.1 and CCSS.ELA-LITERACY.L.2.1

**Concept:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Time:** 20 minutes

**Prep work:** Gather connector blocks or something similar that has a flat surface and the ability to connect. Connectors should have a variety of color. Each color should be a different word type: Verb (blue), Adjective (red), Punctuation (Yellow), etc. Pick various sentences from one of Becca Price’s books, type up the sentence (as many as you would like). Each typed sentence should be in list form to make it easier to cut. Make sure to leave extra space between words.

Example list of sentences:

1) He felt warm and comfy and cozy , and he wasn’t sleepy

and he didn’t hurt .

2) The man grinned , and then looked critically at the Dragon .

Once the sentences are selected, typed, and printed; cut between each space and tape the individual word or punctuation to the corresponding color. Do not mix all the words together. Keep each sentence separated for later use. Make one extra copy of the sentences to have as the “answer sheet” to check students sentences later. Next, make a poster to place at the front of the board with color word type key. It should look something like this:

Blue	Verb
Red	Adjective
Green	Subject
Yellow	Punctuation

Make each color in the corresponding marker color (i.e. blue is written in blue marker). *Option:* Where space is provided, the teacher can make an example word to show students the activity.

**Objective:**

Students can form sentences correctly and show an understanding of the parts of speech and punctuation. Students demonstrate an understanding of grammar.

### Materials:

- Connector blocks
- “Key” poster
- Answer sheet (for teacher)
- Pencil
- Lined paper
- Folder to hold material together

### Procedure:

- Make desks into minimum of four groups
- Choose number of groups based on amount of sentences made.
- Have students sit at desks in groups
- Each *table* should have one sentence to solve (connecters should be unconnected and scrambled). And each *desk* should have a pencil and lined paper
- If there are 10 sentences and only five groups do full rotation so each group completes the first (5) sets of sentences, then replace each table with the second (5) sentences
- If there are 4 sentences and 4 groups, each group will do a complete rotation. So students from group one will end up back at the first table once they’ve completed all four sentences.
- Students will work together
- Teacher will walk around and check on each table, and provide assistance if needed. (Remind students of the Key at the front of the class if they get confused)
- Once the group has solved their sentence, and the teacher has checked the sentence, have each student copy down the sentence onto their paper
- After each student copies the sentence, teacher calls out “rotate” and each group moves to the next table (table 1 to table 2 and so on). *Students must rotate with their paper only*
- Students repeat the process until group one is back at table one. Every student should have the same number of sentences on their paper
- Once activity is complete, have students put their lined paper into their folder

*Example image of connectors with words on them for sentence forming:*





**Choice four:** Making a Story (As a Class)

**Common core (1):** CCSS.ELA-LITERACY.W.1.5

**Concept (1):** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Common core (2):** CCSS.ELA-LITERACY.W.1.8

**Concept (2):** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Time:** Week long project, 40 minutes each day

**Prep work:** This is the last lesson that should be taught, complete choices 1-3 beforehand. Students should have a folder containing:

- Any vocabulary or worksheets from the kinder Plans Advanced lessons
- Their story boxes worksheets
- Their sentences on lined paper from the Sentence Forming lesson.

Choose a story from one of Becca Price's fairy tale books to read to the class. Read the story beforehand. When reading, find, make note, and/or highlight:

- Who is the main character?
- What major events happen in the beginning, middle, and end?
- What is the climax?
- What is the plot?
- Is there a plot twist?
- Is there a lesson to be learned?

Make eight poster-sized paper sheets (one for each day/ three for day two). Write the numbers 1-5 on the back of each sheet to stay organized. Prep each poster to be filled out as a class:

- **Poster One:** Should have a circle where the character's portrait will go. Next to the circle should be three boxes labeled: What am I? What do I like/ dislike? What are my Goals?
- **Poster Two:** Three sheets posted up front, labeled: beginning, middle, and end.
- **Poster three:** On the top write: AND THEN SOMETHING UNEXPECTED HAPPENED!
- **Poster four:** On the top write: How our character solves their problem (The unexpected event)
- **Poster five:** On the top write: What did our character learn?

Paper clip together the posters (in order) with the notes you made earlier from the story that you will be reading to the class. Each day you will post one poster up to the front of the class to work on it together. Make one more poster and leave it blank, this poster will be used on day five at the end. **Option:** Make small booklets for the entire class of their finished story over the weekend after the lesson is complete. Hand out the booklets during back-to-school night and read the short story out loud for all the families to enjoy.

**Objective:**

Students will be able to show an understanding of what makes up a story by making their own story as a class. Students will also be able to show they can recall the main character.

**Materials:**

- Teacher notes on previously read story
- Posters labeled and prepped
- One of Becca Price's fairy tale books
- Student's folders with all their previous work
- Markers

**Procedure:****Day one:**

- Put up poster one to the front of the class
- Hide poster (behind projector screen, or behind another blank paper, etc)
- Have students sit in a circle so every one can hear the story and see the visuals.
- Read story to students
- After story is read reveal poster one. Ask students to recall the main character(s), ask the questions:
  - Who or what is the main character? Is it a fairy, a dragon, a princess, brother and sister?
  - What does the main character like? What does the character dislike? Draw a line between the two things.
  - What are the character's goals?
- Write down the ideas the students have, and have a guided discussion about what makes up a character.
- Draw a quick drawing of the main character from the book
- Explain to students that "tomorrow" they will begin to make their vary own story as a class about the character they just read about

**Day two:**

- Leave poster one at the front of the class, leave it uncovered
- Put up the three posters for day two to the front of the class
- Hide poster (behind projector screen, or behind another blank paper, etc.)
- Have students sit in a circle (**prep classroom so desks are in a circle**)
- Pass out student folders, but tell the students to keep them closed until further instruction
- Briefly remind students about the character they read about, and tell the students they will be creating a new original story about this character
- Reveal posters for day two
- Tell students to open their folders and find the story box worksheets
- Have a brief discussion about what makes up the beginning, middle, and end of a story
- Students may use worksheets as a helping guide
- Ask students about how the character's day starts, write down bullet points on the first poster marked "Beginning"
- Have a guided discussion: Does the character want anything? What does the character first think about? Does the character go anywhere? Does the character get what they want? Etc.
- Continue this process for all three posters

**Day three:**

- Leave previous posters up and uncovered

- Put up poster three to the front (center) of the class (make it the most visible)
- Hide poster (behind projector screen, or behind another blank paper, etc.)
- Have students sit in a circle (**prep classroom so desks are in a circle**)
- Briefly remind students about the character they read about, and about the events that your character went through during the story
- Reveal poster three
- Read out loud: **AND THEN SOMETHING UNEXPECTED HAPPENED!**
- Ask the students what is something unexpected could happen to your character that might disrupt the story flow they put together “yesterday.”
- Write down all the unexpected things the students come up with
- Use your notes from your prep work to help with input, or to remind them of the unexpected things that happened in the story they read previously
- Have a vote on what unexpected thing the class likes best.
- Circle it (*if it works*, they can select more than one thing)
- Draw an arrow from your unexpected circled thing to the poster marked “middle”
- Explain to students that this unexpected thing marked the beginning of a climax, which your character will have to solve in order to reach the end!
- Physically move the poster next to the poster marked “middle” after the class understands.
- Explain to the class that “tomorrow” they will come up with a way to solve the unexpected problem that they came up with “today.” Tell the students that for homework they should think about ways to solve the problem, and “tomorrow” come to class with their best solution

#### **Day four:**

- Leave previous posters up and uncovered
- Put up poster four to the front (center) of the class (make it the most visible)
- Hide poster (behind projector screen, or behind another blank paper, etc.)
- Have students sit in a circle (**prep classroom so desks are in a circle**)
- Briefly remind students about the character they read about, and about the events that your character went through and about the problem they created for their character the day before
- Draw a star under the problem and ask the students if they solved the problem
- Write down their solutions they came up with
- Use your notes from your prep work to help with input, or to remind them of the solutions that happened in the story they read previously
- Have a vote on what solution the class likes best
- Circle it
- Physically move the poster they just filled out as a class next to the poster marked “**AND THEN SOMETHING UNEXPECTED HAPPENED!**”
- Explain to the class that sometimes a solved problem can alter the ending of the story because the character could have learned something
- Tell the students to think about what the character could have learned because they had to solve a problem, have the students think about what lesson the character learned from solving a problem for homework

- Explain ***climax*** to students: A structural part of a **plot** that is, at times, referred to as a crisis
- Explain ***Plot*** to students: The main events of a play, novel, movie, or similar work, devised and presented by the writer as an interrelated sequence
- Explain to the students that “tomorrow” they will discuss as a class what their character learned

**Day five:**

- Leave previous posters up and uncovered
- Put up poster five to the front (center) of the class (make it the most visible)
- Hide poster (behind projector screen, or behind another blank paper, etc.)
- Have students sit in a circle (**prep classroom so desks are in a circle**)
- Briefly remind students about the character they read about, and about the events that your character went through and about the problem they created for their character, and the solution they came up with the day before
- Write down the lessons that the students learned
- Physically move the poster they just filled out as a class next to the poster marked “How our character solves their problem!”
- Explain to the class that sometimes when a character learns a lesson and then goes through the process of a “climax” (briefly explain climax in terms of a rollercoaster)
- Put up the blank poster after the poster marked “End”
- Write at top of blank poster: Revised ending
- Ask students to make changes to their original story based on the lesson their character learned and the climax their character went through.

**Day six:**

***Option one:*** Teacher only

- Over the weekend re-write the story the students came up with as a class, type it up and print it out on construction paper, tie it together with string or staples, or metal rings, etc.
- Read the story out loud to the class on the first day of the following week
- Display the big book in the classroom for all to see
- ***OPTION:*** Alongside “the big book” make mini booklets to hand out to the class (or during back to school night)

***Option two:*** As a class

- Using new posters tacked under the old
- Revise the posters up on the board as a class
- Circle their favorite parts
- Come up with transitions
- Put the climax in the right spot
- Make the revised ending fit to the story
- Write page numbers at the bottom of the posters
- Take posters down, punch holes on the left side, tie pages together with string
- Read the whole story out loud to the class as one big book
- Display the book in the classroom

**Beginning**

Once upon a time...

**Middle**

And then...

**End**

The End.





