

Lesson Plans
Kindergarten



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 (Kindergarten)

Common Core: CCSS.ELA-LITERACY.RL.K.5

Concept: Recognize common types of texts such as storybooks (fairytales)

Grade: Kindergarten

Objective:

- To get students to listen to a story and then talk about what makes up a story (as a class)
- To expose students to a larger vocabulary in storybook context. Expand vocabulary. (Using pictures for some words and manipulatives [such as popsicle sticks] for site words)

Materials:

- Fairy Tale books by author Becca Price to choose from: Dragons and Dreams, Fairies and Fireflies, Heart of Rock, and Snarls
- Worksheets, printed out vocabulary list, a writing implement, scratch paper, lined paper, folder to hold all related material together
- Popsicle sticks with basic kinder vocabulary words written on them to use for site words when reading
- Laminated pictures for students to easily follow along with story

Example Introduction:

Common core: CCSS.ELA-LITERACY.RL.K.1

Concept: With prompting and support, ask and answer questions about key details in a text

“What do you remember about the story “A Princess for Tea”, that we just read as a class? Did anybody learn any new words when we were reading? Let’s make a list!”

Have a guided discussion about new words and story plot (what happened in the story). Can you get your students to think about the story in the right order? As you read the stories to your class, make sure to involve your students by asking a lot of questions! Some sample questions that can be asked are:

- What makes the story “A Princess for Tea” so funny?
- How was the Butterfly-Fairy selfless? When the Butterfly-Fairy used a lot of magic what happened? Do you think sometimes less is better or more, why?
- What is the Dark? Are you afraid of the dark? Do you understand the dark better after the story was read?
- Why was the grumpy dragon so grumpy? Would you be grumpy if you had to sleep on an uncomfortable pile of gold?

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 1: A Princess for Tea

Vocabulary (Full List):

Nestled (of a place)

Consisting

Outlying

Rich (land)

Fertile (land)

Chivalrous

Craned

Soaring

Dashed

Shutters

Cellars

Sought

Settled

Reported

Aid

Particularly

Wreathes

Frightened

Wisp

Expected

Stammered

Dismayed

Dreadful

Huffed

Ferociously

Fiercely

Muttering

Displayed

Bound

Triumphantly

Domestication

Object

Merrily

Lance

Spear

Mace

Morningstar

Bashing

Shoddy

Scholarship

Menacingly

Tiresome

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*. And many of these words will not need a direct definition, but a laminated picture will bring the words to life. There are smaller words that are not included in this list (such as: in, up, down, to...) and those words can be written on Popsicle sticks to be used as site words!

Procedures:

Choice one: Site Words

Common core: CCSS.ELA-LITERACY.RL.K.10

Concept: Actively engage in group reading with purpose and understanding

Time: 20 min

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. Highlight any words that would be good for site words that are easy for the students to read and recognize (like: high, in, the, go, fell, sky...). Try to pick words that are everyday words, which come up a lot in the story. Write each word on it's own Popsicle stick. Place site word sticks in a container and have ready for when the story is read.

Objective:

Students practice reading basic words and will be able to recognize those words when read a story.

Materials:

- One of Becca Price's fairy tale books
- A big bag of Popsicle sticks (large size)
- Highlighter
- Markers
- Large container

Procedure:

- Write site words on Popsicle sticks; try to make the words as large as possible so students can read them easily.
 - Use different colors for difficulty (like: green for easy, orange for medium, blue for hard, and red for advanced)
 - Make sure words are easy to read
 - Try to have more easy words, and add harder words as the year goes on and the students get better at reading and recognizing.
- Put all the sticks together inside the container
- Have students sit in a circle and pass the container around.
- Each kid draws a stick and calls out the word written on it
- Settle the students down and begin to read the story you had previously read by yourself. Start reading
- Every time a student hears their word, they may stand up and repeat the word. Check to make sure the word is right

- If the word is right they may do a short dance
- If the word is not right, have them re read their word and sit down
- Continue playing until the story is complete

Choice two: Laminated Pictures

Common core: CCSS.ELA-LITERACY.RL.K.5

Concept: Recognize common types of texts

Time: 15-20 minutes per day

Prep work: Choose a story for one of the Fairy tale books by Becca Price. Read the story before hand. See example vocabulary list above or one of the sample vocabulary lists provided (see back of packet labeled vocabulary). Print out pictures of the vocabulary you think your students will need to visualize (like: wisp, lance, Bound, Frightened...). The teacher should make duplicates of each picture. Each picture should have the word largely written at the bottom of the picture so the students can see how it is spelled. On the day before, make sure to print out copies of the worksheet provided below and make copies of coloring pages for students who complete the worksheet early (found in back of packet under coloring pages).

Objective:

Students will be able to connect texts to images.

Materials:

- One of Becca Price's fairy tale books
- Example list (seen above or located in back of lesson packet)
- Computer and printer to find and print out pictures
- Laminator for long time use (will only need to do once)
- Worksheets so students can go over what they learned
- Coloring pages (found in back of packet)
- Folders for each student so they can keep their work organized

Procedure:

Day one:

- Have students sit in a circle so every one can hear the story and see the visuals.
- Read story to students and hold up the pictures as the words are read so the students may visualize the words.

Day two:

- Have students sit in a circle to hear the story for a second time
- Have duplicates next to you while you read the story
- Before reading remind the students of what happened on day one
- Ask the students if they remember any of the pictures as you pass out the pictures.
- Pass out the laminated pictures so each student has one
- Have a brief and guided discussion about the pictures and words the students learned.

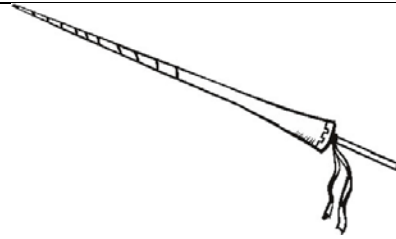
- Settle the students down before you begin to read
- While the story is read for the second time have the students hold up which picture goes along with the word read (they should have an idea of the words because they saw the teacher go through it the first day)
- Hold up your copy of the picture so the students can check if they're correct

Day three

- Have the pictures from the story posted on the whiteboard at the front of the room (or a visible place the students can see)
- Remind the students of the last two days and point out the pictures you've put up
- Have a brief discussion of what they remember and see who can correctly read the word that goes with the picture
- While you are having this brief (and guided) discussion, be moving around the room passing out the worksheet seen below (next page, example worksheet)
- Worksheet consists of some chosen vocabulary from the example list and pictures
- Have the students match the words to the pictures
- Remind the students that if they get stuck, the pictures are also placed around the room.
- Collect the worksheets when students are done and move on to next activity
- If students are done early, hand them a coloring sheet with a book inspired drawing

Example worksheet:

Frightened



Lance



Shutters



Directions: Match the words to the pictures

Choice three: Sounding Out Words and Spelling

Common core: CCSS.ELA-LITERACY.RF.K.3.A

Concept: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

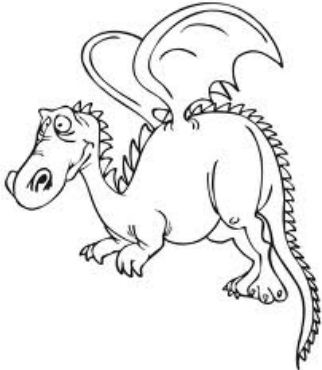


Time: 20 minutes

Prep work: Choose a story for one of the Fairy tale books by Becca Price. Read the story before hand. Select a few words that you want the class to learn and write them down. Each letter in the word should have a line under it so the student can copy and spell out the word above. Provide an image of the word below so the students can connect the word to the image.

Objective:

Students should be able to spell out words with aid. They should be able to connect the word meaning to the image and be able to sound out the word based on one-to-one letter-sound correspondences.

Example worksheet:

| | | |
|---|---|---|
| D R A G O N | C A S T L E | S U N |
| ----- | ----- | ----- |
|  |  |  |
| Sound out each letter and spell the word! | | |

Materials:

- Pre-made worksheets
- One of Becca Price's fairy tale books
- Computer and printer to find and print out pictures
- Pencils and crayons
- Folders for each student so they can keep their work organized

Procedure:

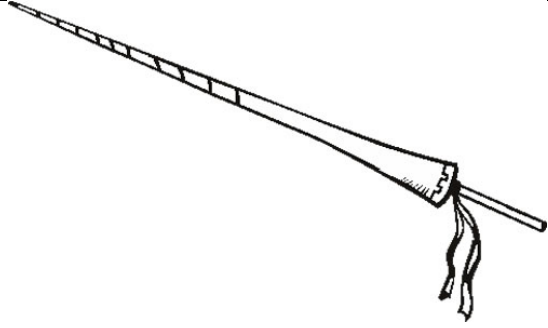
- Have students sit in a circle and listen to the story that you selected
- After the story is read, have the students return to their tables and then pass out the worksheets you created and tell the students to sound out each letter then copy the letter down on the line provided below
- After the students finish the worksheet, have them use crayons to color in the pictures below the words

Name _____

Class _____

Date _____

Frightened



Lance



Shutters



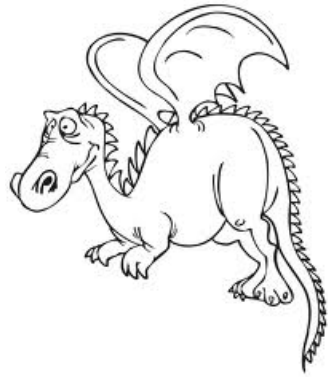
Directions: Match the words to the pictures

Name _____ Class _____ Date _____

DRAGON

CASTLE

SUN



Sound out each letter and spell the word!

