



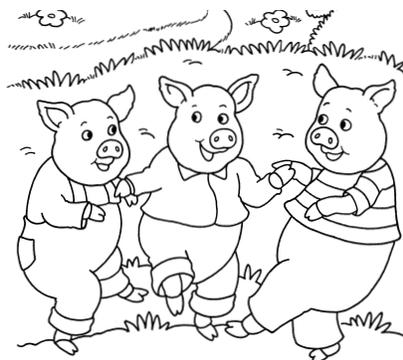
FAVORITE FAIRY TALES TEACHER'S MANUAL

The *Favorite Fairy Tales* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On page 2, the *Favorite Fairy Tales* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 3 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 4 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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FAVORITE FAIRY TALES TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
<p>Foundational Skills</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>Writing</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening</p>	<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Language</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>

FAVORITE FAIRY TALES

Summary

The book uses pictures and text to introduce different fairy tales to children.

Learning Activities	Introduce the Book <ul style="list-style-type: none">Examine the front cover of the book with children. Ask them if they have seen or read this fairy tale before. Have children identify the name of the fairy tale. Have them ask and answer questions about the setting, characters, and events in the fairy tale. (RL.K.1, RL.K.3, RL.K.5, SL.K.2, SL.K.6)Cover the names of the fairy tales inside the book and have children predict the name of the fairy tale based on what is happening in the pictures. (RL.K.3, RL.K.7, SL.K.4)
	Present a Reading Routine <ul style="list-style-type: none">Remind children that words are separated by spaces in print. Display the book to children while you are reading so that they can follow along with each word. Explain that they can recognize how many words are on a page by counting each group of letters that has a space before and after it. (RF.K.1.c)Point to the names of the characters in the fairy tales on pages 3, 4, and 5. Remind children that the first letters in these words are capitalized because words that name a person are proper nouns. Continue with other pages to identify names. (RF.K.1.d, L.K.2)
	Provide Activities for Reading <ul style="list-style-type: none">Have children look at the picture on page 13. Ask: <i>Which duckling is the ugly duckling? How do you know?</i> Help children identify the ugly duckling at the top of the page. Help them understand that the ugly duckling looks different from the other ducklings, and the expression on his face is sad. (RL.K.1, RL.K.3, RL.K.7, SL.K.2, SL.K.4)Show page 14 and point to the title. Help children practice making the sound for the first letter of each word in the title by emphasizing the sounds: /l/ /l/ /l/ Little, /r/ /r/ /r/ Red, /r/ /r/ /r/ Riding, /h/ /h/ /h/ Hood. Continue with other titles for various consonant sounds. (RF.K.3.a)Reread page 4 and page 24. Show children the pictures of Thumbelina and Tom Thumb. To help children compare and contrast these fairy tales, ask: <i>How are Thumbelina and Tom Thumb alike? How are they different?</i> (RL.K.1, RL.K.3, RL.K.9, SL.K.4)
	Focus on Language Arts <ul style="list-style-type: none">Speaking/Listening: Reread page 5 and have children look at the picture. Retell the story about Rapunzel. Say: <i>Rapunzel was locked in a tower. She let down her golden hair so that a prince could climb up her hair and rescue her from the tower.</i> Have groups of children choose a fairy tale and retell it to the class. (RL.K.2, RL.K.3, SL.K.4)Language Skills: Read “The Bremen Town Musicians” on page 23. After you read, act out and make the sounds of each verb (screeched, meowed, howled, brayed). Then have children echo your noises to help them understand the meanings of the verbs. Explain that these verbs are all different words used to describe sounds. (L.K.5.d)

FAVORITE FAIRY TALES

Vocabulary	
Summary Have children use the following strategy to understand how interrogatives are used.	
Vocabulary Activities	<p>Interrogatives</p> <p>Explain to children that question words, or interrogatives, are words that are used to ask a question. Write <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, and <i>why</i> on the board. Help children ask questions about “Goldilocks and the Three Bears” on page 29. Explain that asking questions about a story can help them understand it better. Use these sentence frames: <i>Who is eating the bears’ porridge? What is Goldilocks eating? Where are the bears? When did Goldilocks go into the bears’ house? Why does Goldilocks like the little bear’s porridge?</i> Have children complete each frame. (SL.K.2, SL.K.3, L.K.1.d)</p>
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	<p>Narrative Writing</p> <p>Explain to children that retelling events in a story can help them understand what happened first, next, and last. Have children look at the picture on page 22. Write the following sentences to show how to write a short story based on the picture: <i>Sleeping Beauty fell into a deep sleep. She slept for 100 years. A prince kissed her to wake her up.</i> Share the retelling of the story with children and have them identify what happens first, next, and last. Then have groups of children choose a fairy tale and write or dictate what happens first, next, and last. Record their story on chart paper. Have them draw pictures to illustrate the events in the story. (RL.K.2, W.K.3)</p>
	<p>Informative/Explanatory Writing</p> <p>Read aloud the text on page 11 with children. Have them look at the picture. Then have children tell what a nightingale is. If children are having difficulty, help them find a nightingale in a picture dictionary or other reference book. Help children write a definition for <i>nightingale</i>. For example, use the sentence frame: <i>A nightingale is a _____. It sings sweet songs.</i> (W.K.2, W.K.8, SL.K.3)</p>
	<p>Opinion Writing</p> <p>Review the pictures and text in the book with children and talk about the different fairy tales. Have children choose their favorite fairy tale. Then have them draw a picture of their favorite fairy tale and write the title of the fairy tale underneath the picture. Have children explain why the fairy tale they drew is their favorite and record their information by the picture. (W.K.1, SL.K.6)</p>

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