



HANSEL & GRETEL by
Scott Gustafson

Title:
Greed Kills
and Love
Restores



Project Description

Through the forest in the minds of students, “Hansel and Gretel” will encounter different strategies to learn shapes, walk along paths to learn to compare and contrast the different story lines, and be able to build phonemic awareness and fluency.



Kindergarten

Presented By:



Jeanette Sewell

Brenda Blackshire

Menasha Chandler

A vibrant, cartoon-style illustration of a forest. A light-colored path winds through the scene. On the left, a large, detailed tree trunk stands prominently. In the center, a bush with red flowers is visible. The background is filled with various green trees and foliage. The overall atmosphere is bright and cheerful.

Reading

Presented by

Jeanette Sewell

Prior Reading Knowledge



Word Family: pat, cat, mat, fat, sat, hat

Sight Words: we, my, like

- Day 1 (Comprehension) Listen to the story “Hansel and Gretel” and retell the story using stick puppets.
- Day 2 (Phonemic Awareness/Phonics) Sound by sound spelling using sound boxes with (at) word family. Sentence building using (at) word family and sight words.
- Day 3 Sequence the picture cards from the story “Hansel and Gretel.”
- Day 4 Read the take home reader “Pat the Cat” and circle the (at) words.
- Day 5 Emphasize the order of events and use ordinal numbers (e.g., first, second, third).

Reading Lesson Plan Presented by:



Word Family: pot, hot, cot, not, got, lot

Sight Words: we, my, like

Day 1 (Comprehension) Listen to another version of “Hansel and Gretel” and retell the story using picture cards.

Day 2 (Phonemic Awareness/Phonics) Sound by sound spelling using sound boxes with (ot) word family. Sentence building using (ot) word family and sight words.

Day 3 Compare and contrast the two versions of “Hansel and Gretel.”

Day 4 Read the take home reader “Little Rob” and circle the (ot) words.

Day 5 Reread the first version of “Hansel and Gretel” to check for understanding using Higher Order Thinking questions. (“What just happened?” “What was so silly about...?” “How would you feel if you...?”).

Reading Activity 1

Hansel and Gretel



problem:

The family didn't have enough food.

solution:

problem:

Hansel and Gretel's dad left them in the woods.

solution:

problem:

The witch was going to eat Hansel and Gretel

solution:

Reading Activity 2



Hansel and Gretel said goodbye to their dad and went to play in the forest.

Hansel and Gretel took a wrong turn and were lost in the forest.



They came across a house made of candy.

The witch invited them in and gave them candy.

Reading Activity 3

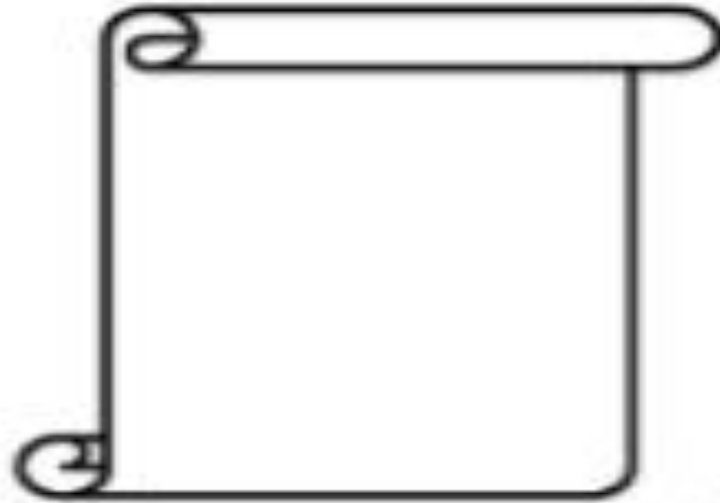
Fairy Tale Character Analysis

Character



Hansel

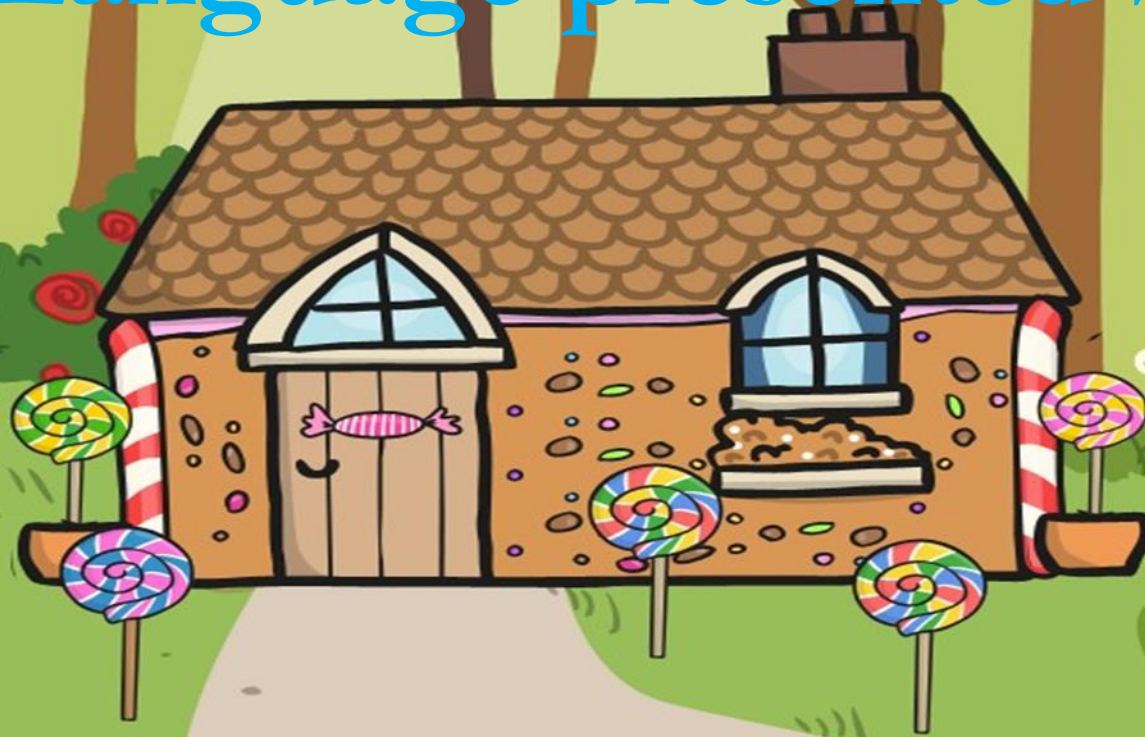
traits



Evidence



Language presented by



Brenda Blackshire

Language Lesson Plan:

Objectives: 1. The students will be able to recreate the story Hansel and Gretel.

The students will be able to work together to recreate the story.

Materials: masks for different characters within the story, Hansel and Gretel story in many different versions

Procedure: 1. The teacher should read another version of the story Hansel and Gretel.

Again, the teacher should break the student into groups but this time the groups should contain five children rather than four. Each child should be assigned one of the listed roles: Hansel, Gretel, step-mother, father, and witch. This should be done by having the students draw names out of a hat.



Language Arts Lesson Plans

The teacher should then give each group a little practice time with a tape of the story so they know kind of what they are going to do when they perform their own version.

Each group will then perform their own version of the story. It is important to emphasize throughout this assignment that the students should work together to make this as meaningful as they can. The students should be given the opportunity to work out their differences to create a product.

This lesson will not only help the teacher to visually see the students understanding of the story, but also see how the students behave in front of people as well as whether their actions within a group are appropriate.

Evaluation: Were the students able to act out Hansel and Gretel in a group setting?

Language Arts Activity 1

YOUR NAME _____

Story Map

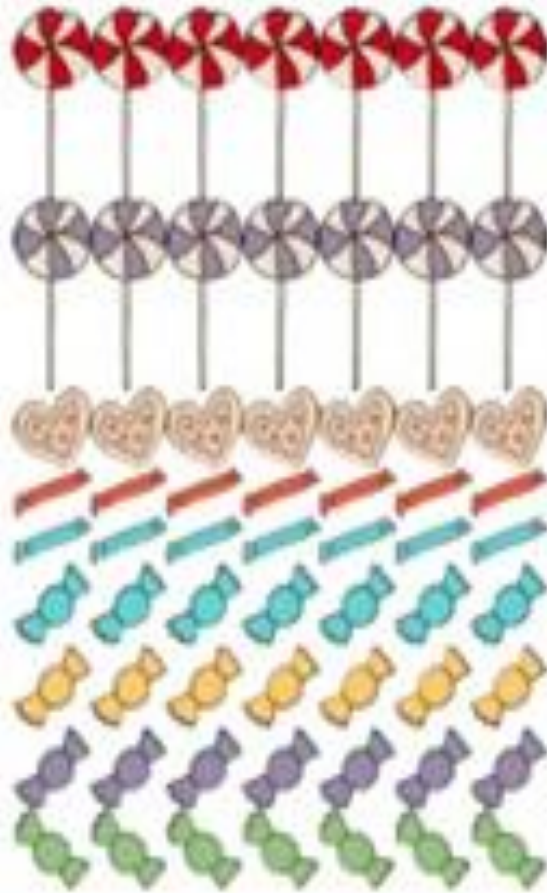
<p><u>Characters</u></p>		<p><u>Setting</u></p>
<p><u>Problem</u></p>		<p><u>Solution</u></p>

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Language Arts Activity 2



Directions: Cut out the candies on this page. Use them to decorate your own gingerbread house on the following page.



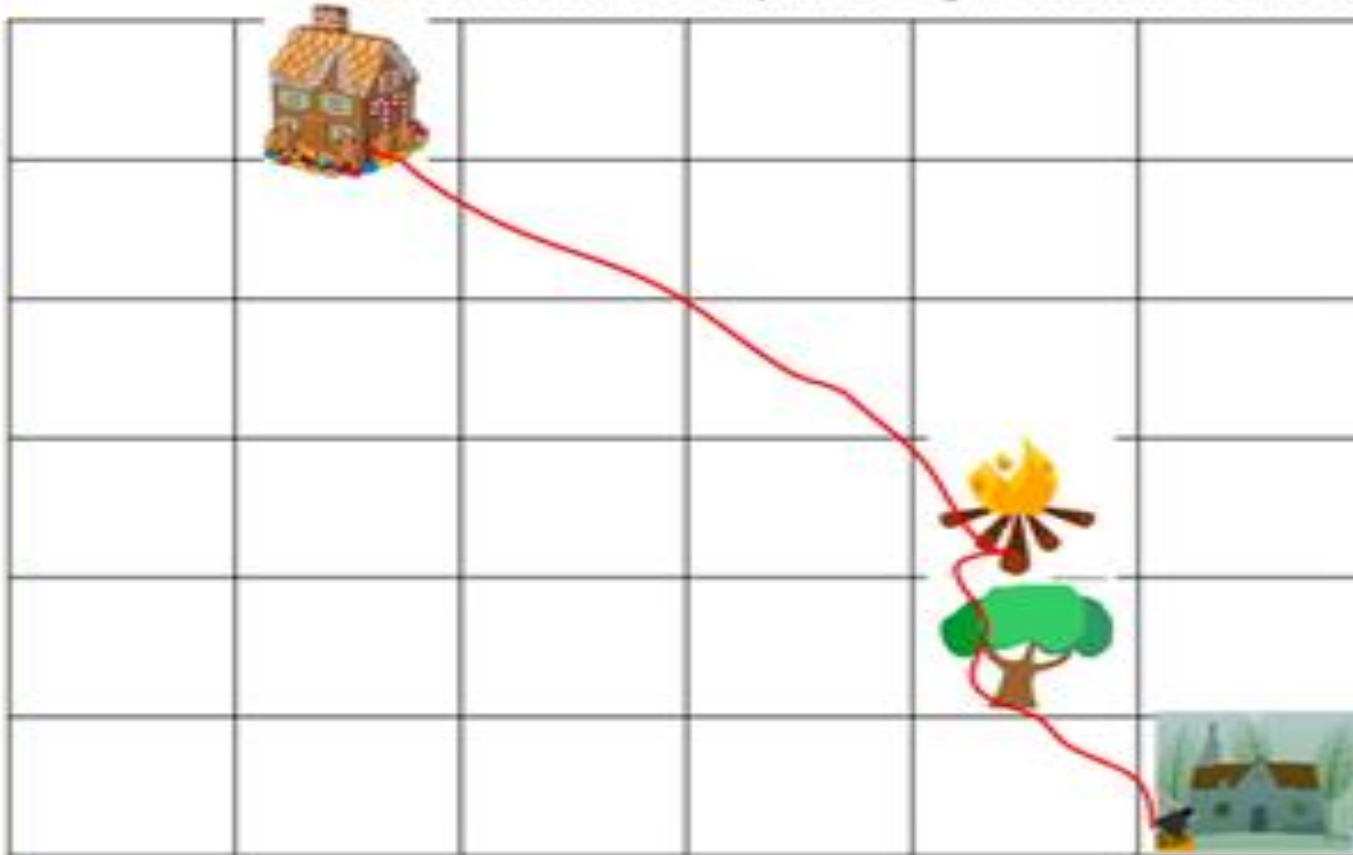
Language Arts Activities 3

Hansel and Gretel's Journey Map

WAL To draw and follow a path on a grid to show a route followed.



Success Criteria:
I have placed the path that Hansel and Gretel may have followed from their house to the witch's house, and I have placed the icons on the map grid.



Hansel and Gretel's House



Forest Tree



Camp Fire



Gingerbread House

Math Lesson Presented by Menasha Chandler



twinkl



Math Lesson Plans

Name: Menasha Chandler	Name of Unit: Shapes	Date: June 18, 2017	Grade Level: Kindergarten
Objective	Procedures	Materials	Evaluation
<p>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, besides, in front of, behind, and next to.</p> <p>After completing the lessons in this unit, students will be able to:</p> <ul style="list-style-type: none"> 1 Identify specific shapes. 1 Recognize shapes in the environment. 1 Create original works of art using the shapes. 	<p style="text-align: center;">Day 1: Monday</p> <p>TSW be asked a series of questions relating to shapes to understand their prior knowledge of shapes. TSW be given a pretest to have a better understanding of their depth of knowledge about shapes. TTW introduce shapes to the students and the students will then be paired into groups to play with different shapes.</p> <p style="text-align: center;">Day 2: Tuesday</p> <p>Identification Activity TTW go over the shapes list twice, the student will be the Shape Sheet at the end of this lesson and have him/her use the crayons to mark the shapes as you direct. TTW read through the directions of the worksheet. Allow the students to feel free to use the shapes anchor chart you previously explained.</p> <p>Drawing Activity TSW draw the shapes with a finger in sand, sugar, or flour. TTW put the two cups of sand, sugar, or flour in the container on the table. TSW be able to reach into the container with ease. TSW draw the shapes with his or her finger. If there is more than one child, allow them to share the exercise, with one child drawing a shape and the other identifying it, then exchanging roles.</p> <p style="text-align: center;">Day 3: Wednesday</p> <p>TTW gather the students where they can watch the music videos. Watch Shapes Song on the interactive whiteboard.</p>	<p>Day 1 Materials: Worksheet on Shapes Different pictures of shapes and different shapes</p> <p>Day 2: Materials Materials 1 Standard set of eight crayons 1 Sand, sugar or flour 1 Two small cups 1 Container with short sides (like a plastic food storage container or a small box)</p>	<p>Day 1: Pretest and Exit ticket</p> <p>Assessment (5 minutes) During guided practice, the</p>

Math Lesson Plans Cont.

Watch Shapes Song on the interactive whiteboard.
After watching the videos, TTW ask the students which shapes they noticed. TTW tell students that today they will be learning about shapes with a fun game and some coloring.

Explicit Instruction/Teacher Modeling (10 minutes)

TTW tell your students to sit in a circle.
TTW place a blue square, yellow circle, orange rectangle, and red triangle in the circle.
TTW tell the students that you will describe a shape and they are to guess which one it is.
TTW proceed with the following prompts: something yellow with no sides, something red with three sides, something blue with four corners, and something orange with four sides. Add more choices to the circle if your class needs more of a challenge.
TTW ask the students to think about how a circle is different from a square, and how a square is different from a triangle.
TTW ask the students to describe what a side is, to which they should answer one straight line that makes part of a shape. TTW ask the students to describe a corner, where two sides of a shape touch.

Guided Practice/Interactive Modeling (20 minutes)

TTW tell the students that they will be playing Color Shape Bingo.
Hand out the bingo cards and counters.
Put the call out sheet in plain view.
TTW tell the students to listen and look as you call out the shapes.
First you will describe the shape card in terms of color, number of sides, and number of corners, then you will show the card for visual matching.
When students have a matching shape, they will put a counter on it. TTW tell the students that they will say "bingo!" when all four of their shapes are covered. Tell the students that there may be more than one winner at a

container or a small box)

Interactive whiteboard or computer and projector

Shapes Song by Education.com
Preschool Shapes Song by Education.com
Color Shape Bingo Game Shapes Jumble worksheet
Crayons

During guided practice, the students should increase in speed and confidence as the bingo game progresses. Look for students who need support. Sit closer to them and give clues and encouragement. During independent practice, the students should follow directions and color accurately.

Math Lesson Plans cont.

time. When someone wins, that person will be the next caller. If more than one child wins at a time, they will sit together and share the job of being the caller.

As the shapes are called, help the children keep track by placing a counter on the call out sheet. Have your students trade bingo boards between rounds.

Independent Working Time *(10 minutes)*

TSW remain in a circle.

TTW hand out the Shapes Jumble worksheet.

Read the instructions and model how to color one or two of the shapes.

TTW ask your students to raise their hands if they understand what they will be doing.

Dismiss them to work independently.

Extended Differentiation

Enrichment: Advanced students may create a picture using shapes.

Support: Struggling students may use a shape chart as they play the game and complete their work. Some students may benefit from playing the game again in a small group.

Review

Review and Closing *(5 minutes)*

Play one of the songs again on the interactive whiteboard.

TTW ask the students to think about the different shapes.

TTW invite the students to describe the shapes by their lines and corners.

Invite the students to think of other things they could do with shapes.

TTW ask your students to volunteer what they will tell their parents about the lesson. Compliment your students on their hard work!

Math Lesson Plans cont.

Optional Closing Activity: Read *Brown Rabbit's Shape Book* by Alan Baker.

Lesson Day 4: Thursday

Introduction (5 minutes)

TTW Introduce the students to similarities by displaying the 3-Dimensional Shapes worksheet on the board.

TTW ask the students to find two objects that are alike and point to them. Have the students take turns pointing to objects that are similar.

Using the objects on the page, explain that 3D shapes are not flat and have a special form and that these objects are examples of 3D shapes.

Next, tell the students that they will be looking at how 2D, or flat, shapes are similar and different from 3D shapes.

Explain to your students that sometimes they can find flat 2D shapes on 3D shapes.

Explicit Instruction/Teacher Modeling (5 minutes)

Using the SMART Board 3D Shape Poster or a printed PDF version, direct students to each shape and then provide an example, thinking aloud and explaining how you know that it is that shape.

As you describe each shape, take out a large model shape to compare it to the real life example shape. For example, show dice to represent cubes.

Using different objects around the classroom, provide examples of each of the following shapes: cubes, spheres, cones, and cubes.

Guided Practice/Interactive Modeling (5 minutes)

Take out a prepared piece of chart paper or use the Smart Board file for the guided practice part of the lesson.

Assessment (10 minutes)

Work with students individually, and conduct a brief assessment of shape identification. Use the checklist to record which 3D shapes students can identify and which 2D shapes they can locate on the 3D shapes.

Lesson Plans Cont.

Using Cubes, Cones, Cylinders, and Spheres, guide the students in identifying two-dimensional shapes on three-dimensional shapes (and the names of 3D shapes), as well as examples of only two-dimensional shapes. Record observations and examples on the chart. Use other objects in the classroom as desired.

Independent Working Time (10 minutes)

Give each student a copy of the 3-Dimensional Shapes worksheet and a pair of scissors.

Have the students complete the 3-Dimensional Shapes worksheet, cutting and gluing the shapes under the appropriate column.

Circulate around the room and question students about why they chose to put the shapes in the chosen columns.

Ask the students to justify their thinking.

Extended Differentiation

Enrichment: Give the students a choice of making a 3D shape book or slide show. Have students go on a scavenger hunt around the classroom to take pictures with a digital camera or draw pictures of the objects. Ask the students to type the name of the shape under the picture, if it is uploaded.

For drawings, have students write the name of the shape. Alternatively, have your students work on the Matching Shapes worksheet.

Support: For students who may be overwhelmed with many pieces during the independent work activity, cut out their pieces ahead of time, and limit the number of pieces that they are given to include one of each shape.

Technology Integration

Direct your students to use digital cameras to take pictures of shapes around the classroom to use in creating books or slideshows.

Lesson Plans Cont.

Review and Closing (5 minutes)

End the lesson by having your students point to different objects in the room. Make sure they are pointing to different ones from the beginning of the lesson.

Have them identify whether the objects are 2D or 3D. If they are 3D, ask your students to name which 2D shapes are inside.

Day 5 Lesson: Friday

TTW show the student's the following paintings:

TTW show the student images of Kandinsky paintings on the Internet.

Here are a few examples:

1 ibiblio.org/wm/paint/auth/kandinsky/kandinsky.comp-8.jpg

1 simplyartonline.net/Wassily-Kandinsky-Bauhaus--Plakat-162895.jpg

1 ibiblio.org/wm/paint/auth/kandinsky/kandinsky.yellow-red-blue.jpg

1 upload.wikimedia.org/wikipedia/en/1/1c/Kandinsky_1939_Composition-X.png

Color copies of these paintings will also be available for the students to use.

TTW demonstrate how to count shapes in a picture and then TSW identify as many shapes as he/she can find in the paintings, creating a tally chart of how many times each shape was used by writing tally marks on the shapes used for the Hokey Pokey.

Have the student lay the shapes out on the floor or a table in order of most used.

Using crayon, marker or watercolor, have the student create his/her own "Kandinsky" imitation, using at least one of each shape learned.

Materials

1 Examples of Kandinsky paintings

1 Crayons, markers, or watercolors
1 Shapes used for the Hokey Pokey

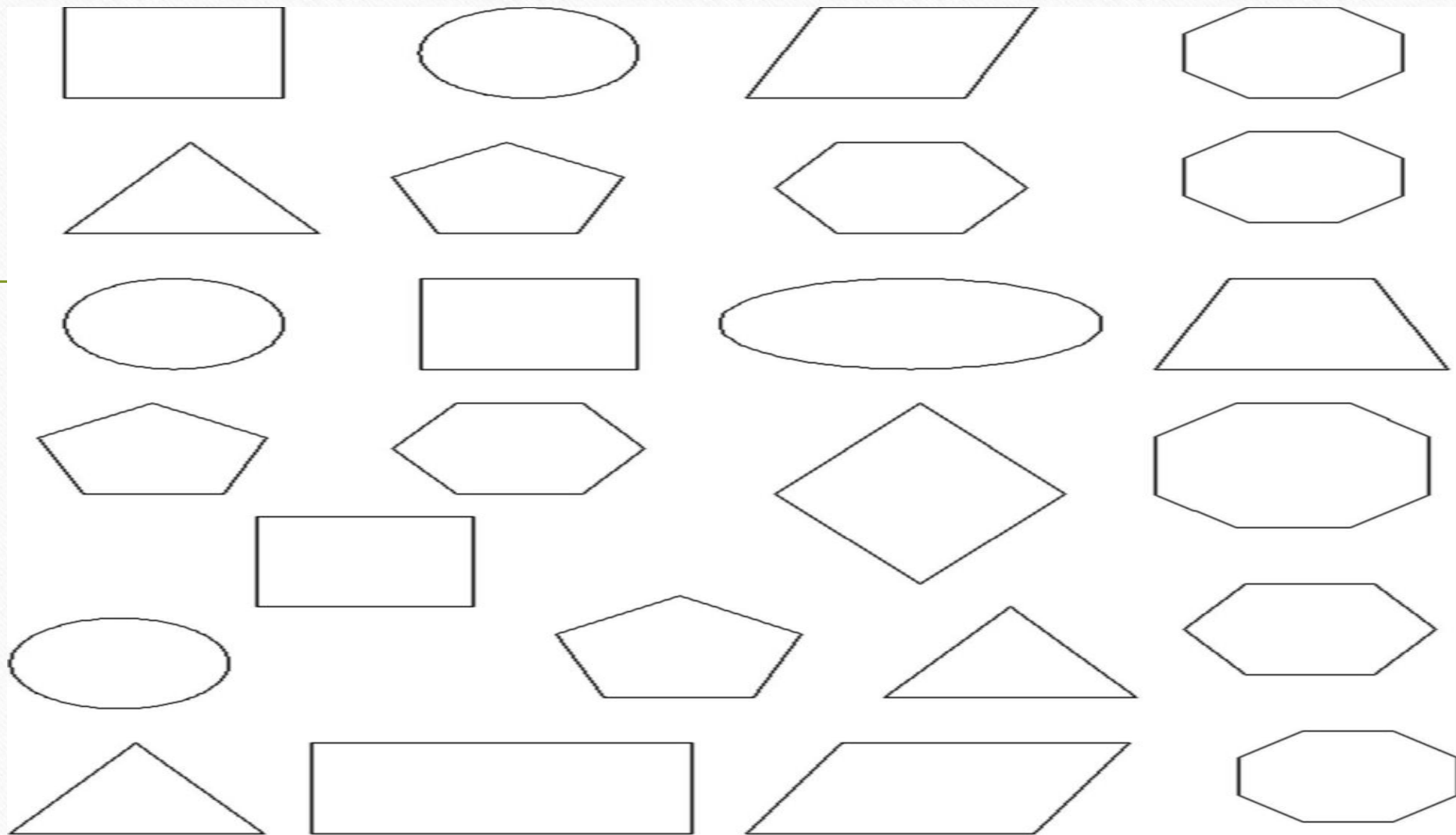
1 Large sheet of drawing paper

Math activity1

Identification Directions

- How many circles can you find? Color them **red**.
- How many squares can you find? Color them **green**.
- Can you find the oval? Draw a circle inside of it.
- How many triangles do you see? Color them **blue**.
- Find the rectangle and draw an **oval** around it.
- Color the rhombus **black**.
- Can you find three pentagons? Color them **purple**.
- Are there more parallelograms or pentagons? Put an “X” on the parallelograms.
- Find the hexagons and color them **yellow**.
- Do you see the trapezoid? Color it **brown**.
- Find all the octagons and color them **orange**.

Math activity 2



Math activity 3

Can you find and
name the
different shapes
in the pictures?



The End
