

MVSU NCLB 2017 Summer Reading Institute
Lesson Plan Template

Name: Mrs. Sewell	Name of Unit: Hansel and Gretel by Scott Gustafson	Date: 06/20/2017	Grade Level: Kindergarten
Objective	Procedures	Materials	Evaluation
<p style="text-align: center;"><u>RL.K.2</u></p> <p>With prompting and support, retell familiar stories, including key details.</p> <p style="text-align: center;"><u>RL.K.3</u></p> <p>With prompting and support, identify characters, settings, and major events in a story.</p> <p style="text-align: center;"><u>L.K.6</u></p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p style="text-align: center;">Day 1</p> <p>TTW introduce the book “Hansel and Gretel.”</p> <p>TTW begin the lesson by creating basic patterns to find the witch’s house.</p> <p>TTW continue to create the basic patterns.</p> <p>TSW answer questions about the story “Hansel and Gretel.”</p> <p>TSW repeat the basic pattern.</p> <p>TSW continue to create the basic patterns on their own.</p> <p style="text-align: center;">Day 2</p> <p>TTW read the book “Hansel and Gretel.”</p> <p>TTW introduce sequencing.</p> <p>TTW discuss the events in the story.</p> <p>TSW listen as the teacher read the story “Hansel and Gretel.”</p> <p>TSW discuss sequencing.</p> <p>TSW discuss the events in the story.</p>	<p>Text:</p> <p>Hansel and Gretel storybook</p> <p>long piece of heavy string</p> <p>clothes pins</p> <p>various pictures from the story Hansel and Gretel,</p> <p>pattern cards for beads</p> <p>shapes and colors</p> <p>two name tags (Hansel and Gretel)</p>	<p style="text-align: center;">Teacher Observation</p> <p>Were the students able to put the compound words together with hand gestures?</p> <p>Were the students able to put the events from the story in sequential order?</p>

	<p style="text-align: center;">Day 3</p> <p>TTW introduce compound words. (Ex. gingerbread, something, stepmother, breadcrumbs, inside).</p> <p>TTW demonstrate hand gestures for putting compound words together. (Ex. left hand is first word and right hand is second word. Teacher claps both hands together and says the compound word).</p> <p>TSW discuss compound words</p> <p>TSW demonstrate hand gestures to form compound words.</p> <p style="text-align: center;">Day 4</p> <p>TTW reread the story “Hansel and Gretel.”</p> <p>TTW display various pictures from the story.</p> <p>TTW call on students to choose pictures from the story.</p> <p>TTW instruct the students to pin the pictures on the clothesline in the correct sequential order.</p> <p>TSW listen to the teacher read the story “Hansel and Gretel.”</p> <p>TSW observe the various pictures from the story.</p> <p>TSW choose a picture from the story.</p> <p>TSW pin the pictures on the clothesline in the correct sequential order.</p>		
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	<p style="text-align: center;">Day 5</p> <p>TTW review the pictures from the story.</p> <p>TTW discuss cause and effect.</p> <p>TTW call on students to describe what is happening in each picture.</p> <p>TSW review the pictures from the story. TSW discuss cause and effect.</p> <p>TSW answer questions to describe what is happening in each picture. (Ex. What would have happened if the birds had not eaten Hansel's breadcrumbs?)</p> <p>Reteach: The teacher will reinforce sequential order, compound words, and cause and effect.</p> <p>Enrichment: The students will review sequential order with pictures from the story.</p>		
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For each lesson plan, do the following:

- 1). Identify the domain 2). Align with the standards 3). State the benchmark 4). Address diversity 5). Infuse technology