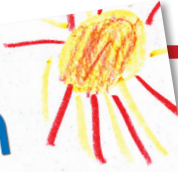


# Kindergarten Readiness



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*Kindergarten Readiness*.

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**Resource 4.2** Preschool Lesson Plan Using Kindergarten English Language Arts  
Common Core Reading Standard

**Key Ideas and Details:**

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

The goal of this standard, the *Key Ideas and Details*, is for students to be able to retell a familiar story, including the main characters, the setting, and the major events of the story, recalling important details that are key to the text. There are a number of activities the preschool teacher can implement, working both with a whole group and in small groups, that will scaffold children's ability to successfully retell a story with key elements and events, demonstrating their initial understanding of this concept. For the purpose of this sample lesson, we will use a story familiar to many children, *The Little Red Hen*.

In the tale *The Little Red Hen*, a hen finds a grain of wheat and asks for help from the other farmyard animals (a pig, a duck, and a cat) to plant it. However, no animal will volunteer to help her. At each subsequent stage (harvest, threshing, milling the wheat into flour, and baking the flour into bread), the hen again asks for help from the other animals, but again, she gets no assistance. Finally, the hen has finished—the bread has been baked, and she asks the animals who will help her eat the bread. This time, all the animals enthusiastically volunteer. However, she declines their help, stating that no one aided her in the preparation work, and so she eats it with her chicks, leaving none for anyone else. The moral of this story is that those who show no willingness to contribute to an end product do not deserve to enjoy the end product.

1. Whole-group activity: introduction to the story
  - a. Building background knowledge and investigating prior knowledge
    - i. Teacher asks the students these questions:
      1. Who has ever made bread? Who knows what bread is made from? How does the wheat turn into flour? How is bread made? (Explain to students about flour and the process of making bread.)
      2. Who knows anything about hens, cats, dogs, and pigs? What is the same about all of these animals? What is different? Where do they live? Do they talk and work around a barn?
    - ii. Teacher tells students this is a folktale (explain *folktale*) and that this story is fiction (explain *fiction*) about a hen who lives with a cat, a dog, and a pig and that in this story, a hen works very hard to bake some bread. For English language learners, bring in some raw wheat, some flour, and some bread to help build the new vocabulary. Stop during

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the reading to explain and demonstrate any unfamiliar words (i.e., *thresh*).

- iii. Teacher reads the story out loud to the class.
  - iv. Teacher discusses the story and asks the students questions to check for understanding and help them make personal connections to the story:
    1. Who are the characters in this story?
    2. Where does the story take place (the setting)?
    3. Is this story fiction or nonfiction?
    4. What happened in the story first? Then what happened? What happened at the end?
    5. Why do you think the pig, the cat, and the dog didn't want to help the hen?
    6. How would you feel if you were the hen?
    7. Why do you think the hen told them that they couldn't have any of the bread?
    8. How would you feel if you were the pig, the cat, and the dog and the hen told you that you couldn't have any of the bread? What do you think those animals might do differently next time the hen asked for help?
    9. What would you have done if you were the hen? What would you have done if you were the pig, the dog, or the cat?
    10. What would you do if someone asked you for help? How would you feel if you asked someone for some help and they told you no?
    11. What was your favorite part of this story?
    12. What did this story remind you of?
2. Whole-group class project:
    - a. With teacher support, the class creates a storyboard mural of the story of *The Little Red Hen*. The children create the characters, a background of the setting (the barn), and they illustrate the different steps the hen took to make the bread, all in sequential order. Once the mural is done and it is hanging in the classroom, the students are encouraged to look at the pictures and retell the story to each other.
  3. Small-group reading
    - a. Students in their small groups read individual copies of the book together in a guided reading group with a teacher. The teacher asks many of the same questions as above with the students to check for understanding, sequencing, and retelling.
      - i. Students draw a picture of their favorite part of the story. They dictate to the teacher what they want to say, and the teacher writes it down at the bottom of their picture. These "response to text" pieces are hung in the classroom for the children to share and retell with each other.

4. Individual reading
  - a. Copies of the book are made available in the book corner so children can revisit the story on their own.
5. Dramatic play
  - a. Hen, cat, pig, and dog puppets are placed in the dramatic play area so children can act out the story.

Not only do these *Little Red Hen* learning activities address early literacy development (retelling a story, story sense, personal connections to text), but they address skills in other domains as well:

- Physical Well-Being and Motor Development
  - Physical movement through dramatic play
  - Fine motor development through drawing, cutting, painting, gluing
- Social Development
  - Cooperating, taking turns
  - Interacting with teachers and peers
- Language and Communication Development
  - Understanding word meaning, acquisition of new vocabulary
  - Listening, asking and answering questions
  - Communicating ideas and thoughts
- Cognitive Development and General Knowledge
  - Learning sequencing skills
  - Understanding concepts of time
  - Understanding that certain behaviors have consequences

Source: Cappelloni, 2011.

### Resource 4.3 Creative Play Center

Creative play centers, dramatic play, and playhouse areas enable children to pretend, role-play, problem solve, negotiate, cooperate, make choices, plan, and act out everyday, real-life experiences. Play that evolves through these situations provides opportunities to rehearse different roles, strengthens social competencies and peer interactions, and enables children to express their thoughts, feelings, and emotions. Communication skills are tapped into as children converse with and listen to their peers as they play. Reading and writing are incorporated as children create signs, make lists, write and read menus, take orders, pay cashiers, write and deliver letters, and take notes. Some ideas for real-life settings to be used as creative play centers in the classroom include

- post office
- grocery store
- restaurant
- office
- school
- home