APPELL CENTER FOR THE PERFORMING ARTS
Strand Theatre • Capitol Theatre • The Studio

Kindergarten Stage the Page

The Stinky Cheese Man and other Fairly Stupid Tales by Jon Scieszka

PA ELA Standards	**CC.1.3.K.A** With prompting and support, retell familiar stories including key details. **CC.1.3.K.B** Answer questions about key details in a text **CC.1.3.K.C** With prompting and support, identify characters, settings, and major events in a story. **C.C.1.3.K.D** Name the author and illustrator of a story and define the role of each in telling the story. **CC.1.3.K.K** Actively engage in group reading activities with purpose and understanding.	**Big Ideas**	**Students will understand that:** • Stories have characters, setting, and key/major events • Characters have inside and outside traits • Characters influence a story's outcome • Stinky Cheese Man Synopsis ***(print)***

Essential Questions	**ELA Academic:**	**Thematic:**
	• How does a reader identify characters, settings, and major events in a story?	• How can we identify a character's traits?

Instructional Considerations

Background Knowledge	• Characters • Settings • Outside Traits - Appearance/Physical Attributes • Inside Traits - Emotions, Feelings, Personality • The importance of a character in the story	**Speaking & Listening Standards**	**CC.1.5.K.G** Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content. **CC.1.5.K.A** Participate in collaborative conversations with peers and adults in small and larger groups.

Oral Language Support for IRA	**Expressive (Speaking)**	**Receptive (Listening)**
	• Look at the person to whom you are speaking.	• Look at the person who is speaking.

Reading Literature/Lesson Plans — Day 1

Reading Literature/ Shared Reading/Interactive Read-Aloud	
Comprehension Standard	**CC.1.3.K.A** With prompting and support, retell familiar stories including key details. **CC.1.3.K.B** Answer questions about key details in a text **CC.1.3.K.C** With prompting and support, identify characters, settings, and major events in a story. **C.C.1.3.K.D** Name the author and illustrator of a story and define the role of each in telling the story.
Academic Vocabulary	character, setting, story, key event

Shared Reading Text/Video	Response to Reading	Vocabulary
1) Begin by creating a list of fairy tales that the students are familiar with. (List of Fairy Tales) OR if fairy tales have not been covered in the curriculum use these google slides to introduce: K-2 Intro to Fairy tales (google slides) 2) Show the following video to activate background knowledge of the fairy tale - *Jack and the Beanstalk*: Jack and the Beanstalk (YouTube/3 ½ minutes)	• Where does our story take place (or the setting)? • Who are the character(s) in our story? • What happened first? Next? Last? • The narrator, the person who told the story, used the words colossal and enormous to describe the beanstalk. What words would you use to describe the beanstalk? • Fairy tales are written to teach us a lesson. What lesson did you learn from this story?	village market heavy-heart encountered fortune furious enormous/colossal

Purpose of an Interactive Read Aloud	Interactive Read Aloud/Metacognitive Strategy	Standards
Interactive Read Aloud Purpose	**The Stinky Cheese Man and other Fairly Stupid Fairy Tales by Jon Scieszka** /Visualize (Do Day 1 Lesson **ONLY**) Post It Note Template	**CC.1.3.K.J** Use words and phrases acquired through conversations, reading, being read to, and responding to texts. **CC.1.3.K.J** Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

Reading Literature/ Shared Reading/Interactive Read-Aloud	
Comprehension Standard	**CC.1.3.K.A** With prompting and support, retell familiar stories including key details. **CC.1.3.K.B** Answer questions about key details in a text **CC.1.3.K.C** With prompting and support, identify characters, settings, and major events in a story. **C.C.1.3.K.D** Name the author and illustrator of a story and define the role of each in telling the story.
Academic Vocabulary	character, setting, story, key event

Shared Reading Text	Response to Reading	Vocabulary
Show the video/song for *The Princess and the Pea*: Princess and the Pea (YouTube/3 ¾ mins.)	• Where does our story take place (or the setting)? • Who are the character(s) in our story? • What happened first? Next? Last? • What is the illustrator's role in the telling of a story? • Why didn't the princess 'sleep a wink' in the story?	mattresses wink legend
Show the video for the *Frog Prince*: The Frog Prince	• Where does our story take place (or the setting)? • Who are the character(s) in our story? • What does the phrase "a promise is a promise" mean? • What happened first? Next? Last? • Who were the authors of this story? What does an author do?	promise

Purpose of an Interactive Read Aloud	Interactive Read Aloud/Metacognitive Strategy	Standards
Interactive Read Aloud Purpose	The Stinky Cheese Man and other Fairly Stupid Fairy Tales by Jon Scieszka /Visualize (Do Day 2 Lesson **ONLY**) Post It Note Template	**CC.1.3.K.J** Use words and phrases acquired through conversations, reading, being read to, and responding to texts. **CC.1.5.K.G** Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

Reading Literature/ Shared Reading/Interactive Read-Aloud Shared Reading	
Comprehension Standard	**CC.1.3.K.A** With prompting and support, retell familiar stories including key details. **CC.1.3.K.B** Answer questions about key details in a text **CC.1.3.K.C** With prompting and support, identify characters, settings, and major events in a story. **C.C.1.3.K.D** Name the author and illustrator of a story and define the role of each in telling the story.
Academic Vocabulary	story, setting, characters, key events, title

Shared Reading Text	Response to Reading	Vocabulary
Show the video for *Little Red Riding Hood*: Little Red Riding Hood Song (YouTube/4 mins.)	• Where does our story take place (or the setting)? • Who are the character(s) in our story? • What happened first? Next? Last? • The grandma (wolf) looked a fright. What does it mean to be frightened? Have you ever felt frightened?	fright gurgling
Show the video for *Little Red Hen*: Little Red Hen Song (YouTube/2 ¾ mins.)	• Where does our story take place (or the setting)? • Who are the character(s) in our story? • What happened first? Next? Last? • What did the Little Red Hen do when the other animals said "Not I" when she asked for help? What did she do when the other animals wanted to share the muffins she made after all her hard work?	morn soil grind

Purpose of an Interactive Read Aloud	Interactive Read Aloud/Metacognitive Strategy	Standards
Interactive Read Aloud Purpose	**The Stinky Cheese Man and other Fairly Stupid Fairy Tales by Jon Scieszka** /Visualize (Do Day 3 Lesson **ONLY**) Post It Note Template	**CC.1.3.K.J** Use words and phrases acquired through conversations, reading, being read to, and responding to texts. **CC.1.5.K.G** Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

Reading Literature/ Shared Reading/Interactive Read-Aloud Shared Reading	
Comprehension Standard	**CC.1.3.K.A** With prompting and support, retell familiar stories including key details. **CC.1.3.K.B** Answer questions about key details in a text **CC.1.3.K.C** With prompting and support, identify characters, settings, and major events in a story. **C.C.1.3.K.D** Name the author and illustrator of a story and define the role of each in telling the story.
Academic Vocabulary	story, setting, characters, key events, title

Shared Reading Text	Response to Reading	Vocabulary
1) Show the following video of *Rumpelstiltskin*: Rumpelstiltskin (YouTube/3 ¾ mins) 2) Review any important story elements of the fairy tale: *Cinderella*	• Where does our story take place (or the setting)? • Who are the character(s) in our story? • The queen was furious. What does it mean to be furious? Have you ever felt furious? • What happened first? Next? Last? • Remember, fairy tales are written to teach us a lesson. What lesson did you learn from this story?	overjoyed straw greedy unusual furious

Purpose of an Interactive Read Aloud	Interactive Read Aloud/Metacognitive Strategy	Standards
Interactive Read Aloud Purpose	**The Stinky Cheese Man and other Fairly Stupid Fairy Tales by Jon Scieszka** /Visualize (Do Day 4 Lesson **ONLY**) Post It Note Template	**CC.1.3.K.J** Use words and phrases acquired through conversations, reading, being read to, and responding to texts. **CC.1.5.K.G** Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

Reading Literature/Lesson Plans — Day 5

Reading Literature/ Shared Reading/Interactive Read-Aloud Shared Reading	
Comprehension Standard	**CC.1.3.K.A** With prompting and support, retell familiar stories including key details. **CC.1.3.K.B** Answer questions about key details in a text **CC.1.3.K.C** With prompting and support, identify characters, settings, and major events in a story. **C.C.1.3.K.D** Name the author and illustrator of a story and define the role of each in telling the story.
Academic Vocabulary	story, setting, characters, key events, title

Shared Reading Text	Response to Reading	Vocabulary
Show the video/song of *The Gingerbread Man*: Gingerbread Man Song (YouTube/5 mins.)	• Where does our story take place (or the setting)? • Who are the character(s) in our story? • The gingerbread was made from flour. What other things did the Little Old Woman add to the gingerbread mix? • Who was the first animal the Gingerbread Man met in the story? Next? Last? • What happened at the end of the story?	flour morsel current

Purpose of an Interactive Read Aloud	Interactive Read Aloud/Metacognitive Strategy	Standards
Interactive Read Aloud Purpose	**The Stinky Cheese Man and other Fairly Stupid Fairy Tales by Jon Scieszka** /Visualize (Do Day 5 Lesson **ONLY**) Post It Note Template	**CC.1.3.K.J** Use words and phrases acquired through conversations, reading, being read to, and responding to texts. **CC.1.5.K.G** Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.