

# Summer Preparation Form Template: First Grade

The following form supports the lesson planning format suggested in *The Roadmap to Literacy: A Guide to Teaching Language Arts in Waldorf Grades 1 through 3*. For instructions on how to fill it out, see *The Roadmap to Literacy* chapter 5.1 #4. (This chapter also includes a partially filled-out version of the form.)

You will need a collection of the following materials to prepare your main lesson blocks and practice blocks for 1st Grade:

1. fairy tales to introduce letters (See chapter 3.1 #7)
2. fairy tales for soul food (See chapter 2.1 #5)
3. nature stories for Home Surroundings Block: (See chapter 5.5 #5 and #6)
4. umbrella stories to introduce grammar (see chapter 3.11 #3)
5. images to introduce phonics rules (see chapter 4.1)
6. poems, tongue twisters, songs, etc. (see chapter 3.10 #4)

Begin your research with books from the *Teacher Literature Resource List* (see Appendix 5) or similar titles. As you read through the materials, write down possible stories to introduce each concept listed below. You will then select materials off of these lists when you prepare the monthly block plans (main lesson and practice block).

## 1. Fairy Tales to Introduce Letters including Related Speech and Songs

Look for stories and speech activities that you can use to introduce the alphabet. Select multiple stories and speech activities for each letter. You will then have many options from which to pick when you plan your blocks. Remember that you can change an element in a story slightly to make it a better vehicle for introducing a concept. For example, you could change a *hill* into a *mountain* so you can introduce the letter *M*.

Note: In Main Lesson Block 1, bring one letter from a story. In Main Lesson Blocks 2 and 3, you can bring more than one letter from a story.

Make a copy of each story, poem, tongue twister, or song you record and file it away.

Concept	Stories and Images	Related Material for Speech / Song
The letter <i>A</i>		
The letter <i>B</i>		
The letter <i>C</i>		
The letter <i>D</i>		

The letter <i>E</i>		
The letter <i>F</i>		
The letter <i>G</i>		
The letter <i>H</i> *		
The letter <i>I</i>		
The letter <i>J</i>		
The letter <i>K</i>		
The letter <i>L</i>		
The letter <i>M</i>		
The letter <i>N</i>		
The letter <i>O</i>		
The letter <i>P</i>		
The letter <i>Q</i> *		
The letter <i>R</i>		
The letter <i>S</i>		
The letter <i>T</i>		
The letter <i>U</i>		
The letter <i>V</i>		
The letter <i>W</i> *		
The letter <i>X</i>		
The letter <i>Y</i> *		

<b>The letter Z</b>		

\*Be sure to introduce these letters with their own story.

**2. Soul Food Stories for 7-Year-Olds**

Select stories to use throughout the year (number will vary). Choose fairy tales that you like. These stories will be told for their own sake, not to introduce any academic concepts. Consider tales from around the world that match the ethnicity of students in your class.

Make a copy of each story you record and file it away.

<b>Story Title</b>	<b>Why I Like It</b>

### 3. Home Surroundings: Nature Stories

Select stories and write some of your own. Consult Appendix 5: *Teacher Literature Resource List* for a list of books that contain possible stories. Consult chapter 5.5 #5 for a list of concepts to write stories around. The number of stories will vary on length of block.

#### Nature Stories from Books

Concept	Story

Make a copy of each story you record and file it away.

**Possible stories to write:**

Make a list of seed concepts you are considering writing stories around.

<b>Concept</b>	<b>Story Idea</b>

Plan on writing these stories in the summer, after you finish your curriculum.

**4. Umbrella Stories to Introduce Grammar**

You can make your own umbrella stories or you can use ours. (See chapter 3.11 #3.)

<b>Grammatical Concept</b>	<b>Our Story Suggestion (page number)</b>	<b>Use/Don't Use</b>

## 5. Images to Introduce Phonics Rules

You can make your own images or you can use ours.

Phonics Rule	Our Image Suggestion (page number)	Use/Don't Use

## 6. Speech

Collect poems/verses, songs, and tongue twisters for use during Opening and Speech/Song segments of main lesson.

Title (type: song, poem, tongue twister)	Source	When to Schedule

Note: Make sure you make a copy of each poem, tongue twister, and song and put it into your files for use during the school year.