

# 1st Grade - Act. 11: Fairy Tale Riddles & Puppet Shows

## Summary

Students will put on a puppet show and retell fairy tales.

## Main Core Tie

English Language Arts Grade 1

[Reading: Literature Standard 2](#)

## Materials

Fairy Tale Riddles (Scholastic Interactive Pocket Charts)  
puppet show theater  
paper towel rolls  
construction paper  
fishing line  
hot glue  
other materials used to decorate and create puppets  
segmentation and blending worksheets

## Additional Resources

*Cinderella* by Barbara Karlin

*The Gingerbread Man* by Eric Kimmel

*Goldilocks and the Three Bears* by Jan Brett

*Jack and the Beanstalk* by Steven Kellogg

*The Little Red Hen* by Byron Barton

*The Three Little Pigs* illustrated by Marie-Louise Gay

## Background for Teachers

This lesson is designed to take place over several days. Work with the pocket chart. A few materials should be added each day. Developing the puppets and presenting the puppet shows may each take several days.

## Intended Learning Outcomes

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6. Communicate clearly in oral, artistic, written and nonverbal form.

Process Skills

Prediction, segmentation and blending

## Instructional Procedures

Invitation to Learn

What is a fairy tale? Encourage students to share answers and their favorite fairy tales. If children are uncertain about what a fairy tale is, go through several examples together.

Instructional Procedures

Day One: Follow step-by-step guide for sharing "Fairy Tale Riddles" as contained in the pocket chart packet.

Day Two: Focus on reading the pocket chart, looking at rhyming words or consonant blends.

Day Three: Focus on quotations, how and why they are used, voice inflections, and various emotions.

Day Four and Five: Divide students into groups and assign each a fairy tale. Use one or both segmentation worksheets and have groups work together to create a retelling of their fairy tale.  
Day Six and Seven: Have students choose which character they are playing in their fairy tale and create a puppet using the fairy tale puppet pattern.  
Day Eight: Have students practice their fairy tale presentations.  
Day Nine: Have students perform their fairy tale presentations for the class. Use the Fairy Tale Riddle Pocket Chart as their opening.

### Extensions

#### Possible Extensions/Adaptations

Students could make up their own riddles for other fairy tales or nursery rhymes (see attached paper).

#### Family Connections

Students can complete more fairy tales or nursery rhyme riddles at home with their family using the included template. They can retell and write several of their Fairy Tales and compile them in a book. Students can also pretend to be a news reporter and interview characters in fairy tales about what happened, and then write a news article or create a TV news report.

### Assessment Plan

Students can be assessed throughout the process of this activity. They should be assessed on their voice intonation or inflection, their ability to retell a story, and how they sequence the story they are retelling. They should also be assessed on the way they listen and respond to others.

### Authors

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