



Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Describe what a king or queen does
- ✓ Identify and describe royal objects associated with a king or queen
- ✓ Indicate that kings and queens still exist today, but that there were many more kings and queens long ago
- ✓ Describe a royal family
- ✓ Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success
- ✓ Describe that kings usually possess gold and other treasures
- ✓ Discuss the difference between valuing relationships with people and valuing wealth
- ✓ Describe the behaviors that reinforce that kings and queens are royal
- ✓ Recite "Old King Cole"
- ✓ Recite "Sing a Song of Sixpence"
- ✓ Describe the characters, settings, and plots of a given story
- ✓ Demonstrate familiarity with a given story or poem

Review Activities

Image Card Review for “Cinderella”

Materials: Image Cards 13–21

In your hand, hold Image Cards 13–21 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. Tell students that these images all have to do with the story of “Cinderella.” The student must then perform an action or give a clue about the picture s/he is holding. For example, for the image of the fairy godmother turning the pumpkin into a coach, a student may pretend to hold a wand and turn a round object into an imaginary coach. The rest of the class will guess what event is being described. Proceed to another card when the correct answer has been given.

Image Card Review for “Snow White and the Seven Dwarfs”

Materials: Image Cards 22–29

In your hand, hold Image Cards 22–29 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. Tell students that these images all have to do with the story of “Snow White and the Seven Dwarfs.” The student must then perform an action or give a clue about the picture s/he is holding. For example, for the image of Snow White and the huntsman, a student may pretend to look afraid as s/he runs off into the forest. The rest of the class will guess what event is being described. Proceed to another card when the correct answer has been given.

Listen and Create

Materials: Audio recordings; drawing paper, drawing tools

Read excerpts from “Cinderella” and/or “Snow White and the Seven Dwarfs” or have students listen to an audio recording. While listening, have them draw their favorite scenes. After the story, talk about how fairy tales are different from real life and how they may be the same. Ask students if they think good always wins and bad is always punished.

- ✈ Above and Beyond: Have students write a word or a simple sentence describing their illustration, using the sound-spelling correspondences taught thus far.

Prince and Princess Hats and “The Princess and the Pea”

Materials: Construction paper; glue or tape; art supplies

Have students create prince and princess hats to wear during a retelling of “The Princess and the Pea.” Roll a sheet of construction paper to form the cone shape of the hat. Students can then decorate their hats. Have students discuss what a real prince or real princess is like.

Compare/Contrast

Materials: Chart paper

Tell students that together you are going to compare and contrast the stories of “Cinderella” and “Snow White and the Seven Dwarfs.” Explain to them that this means you will write down how the stories are the same and how they are different. On chart paper, draw either two columns or a Venn diagram, depending on the level of understanding in your class. Ask students how the stories are similar (They both have princesses as main characters, princes, unfair treatment of the main characters, magic, happy endings, etc.) and how they are different (Cinderella has stepsisters, a fairy godmother, and a magic pumpkin; Snow White has dwarfs, a huntsman, and a magic mirror.) Write down what students say while reinforcing with rich vocabulary.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I searched far and wide for a real princess. Who am I? (prince)
- I felt bruised all over from sleeping on top of a pea that was hidden underneath a pile of mattresses. “Who am I?” (the real princess)
- I sit by the fireplace and sometimes get cinders on me. Who am I? (Cinderella)

- I held a ball to meet all the young ladies in the kingdom. Who am I? (the prince)
- The fairy godmother turned me into a carriage! What am I? (a pumpkin)
- We tried to fit our feet into the glass slipper, but it would not fit! Who are we? (the stepsisters)
- The queen looks into me all the time and asks me who is the fairest, or most beautiful. What am I? (a magic mirror)
- I made the queen very angry because the mirror said I was more beautiful than she was. Who am I? (Snow White)
- We are very short and work in the mountains. Who are we? (the seven dwarfs)

Teacher Choice

Select a read-aloud to reread to students.