A teacher's guide

created by Marcie Colleen based upon the picture book written by Bridget Heos, illustrated by Sara Not

This classroom guide is designed for students in preschool through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Fairy's First Day of School* across the curricula.

All activities were created in conjunction with the Common Core and other relevant content standards.

Guide content copyright © 2018 by Marcie Colleen. Available free of charge for educational use only. May not be published or sold without express written permission. http://www.thisismarciecolleen.com/

Fairy's First Day of School text © 2018 by Bridget Heos, illustrations © 2018 by Sara Not.

To learn more about Bridget Heos, visit her at www.authorbridgetheos.com . To learn more about Sara Not, visit www.saranot.com.

Before You Read

Before reading *Fairy's First Day of School* help students identify the basic parts of a picture book: front cover, back cover, title page, dedication page, spine, jacket, and jacket flap.

The Front Cover ~

- Describe what you see.
- Do you go to school? What are some things you do at school?
- Can you guess what a fairy might do at school?
- Who is the author? What is her job?
- Who is the illustrator? What is her job?

English Language Arts

Who is Fairy? ~ Character Study

How a character acts and what a character says can tell readers a lot about who the character is.

Read *Fairy's First Day of School* paying close attention to the character of Fairy. Scene by scene, record your thoughts, in a chart like the one below.

What does she do?	Why do you think she does this?	What might she say as she does this?
Example: Sleeps in a flower with her ladybug doll and her wand by her side.		

After gathering information regarding Fairy's character, draw a picture (adding speech bubbles, if you'd like,) showing how Fairy might solve one of the following problems:

- Another fairy tumbles down and gets hurt during recess.
- A classmate forgot her lunch.
- Fairy starts a new dance class and doesn't know any of the other students.

Writing a Fairy Story

Fairy's First Day of School is written in narrative. That means the story is told through an outside storyteller or narrator who is not a character in the story. The narrator is telling Fairy what to expect on her first day of school and giving her advice about how to make the first day a success.

Write a new Fairy story in which you are the narrator. Tell Fairy what to expect and give her advice for one of the following firsts (or make up one of your own):

- Fairy's First Day at the Beach
- Fairy's First Swim Lesson
- Fairy's First Dance Class
- Fairy's First Sleepover

School: Fiction vs. Nonfiction

Compare school, as depicted in *Fairy's First Day of School* (fiction) to school in real life(nonfiction).

As a class, create a T-chart of comparisons.

Nonfiction	Fiction
Students go to school with their family or on a school bus.	Fairies go to school with their family or a school bird.
A teacher greets students with a "hello" and a smile.	A teacher greets students with a sprinkling of fairy dust.

Dramatic Play

The Magical Fairy
Give one child a magic wand. This child is the fairy. The other children await the fairy's instructions. The fairy points the magic wand towards the group and states, "I will transform you into..." (frog, horse, table, etc.) Children pretend to become whatever the fairy says. After a few transformations, invite another child to be the fairy.

Fly Little Fairy
Create an obstacle course. Fairies can fly, fit under obstacles, stop suddenly, walk, jump...anything is possible. Add a tiny bell at the end of each obstacle. When children have successfully overcome an obstacle, they may ring the bell.

Math

Word Problems

For younger students, the use of pictures or props can be helpful in figuring out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on the illustrations in Fairy's First Day of School *or any other book of study*.

The "Where to hang your backpack" illustration:

1) How many backpacks are hanging up?

   On a piece of paper, draw a plant with 6 backpacks hanging on it.

   Draw 2 more backpacks on the plant.

   How many backpacks are hanging now?

   Write the equation: ___ + ___ = ____

   What if 3 backpacks were taken off the plant? How many backpacks would be left?

   Write the equation: ___ - ___ = ____

The "Next, it will be time for centers" illustration:

2) How many handprint butterflies do you see?

   On a piece of paper, draw 3 butterflies.

   Draw 3 more butterflies.

   How many butterflies do you have?

   Write the equation: ___ + ___ = ____

   How many fairies are at the art center?

   Draw 2 more fairies at the art center.

   How many fairies are at the art center?

   Write the equation: ___ + ___ = ____

   What if 1 fairy left the center? How many fairies would be at the center?

   Write the equation: ___ - ___ = ____

Tooth Fairy Scavenger Hunt

This scavenger hunt will help students sharpen observational and counting skills.

- Create several paper cut-outs of teeth. There should be five for each student in the class.
- Number each tooth a number from 1-10.
- Hide these cut-outs around the room.
- Ask students to find a complete set of teeth numbered 1-10. If a student sees a tooth with a number they already have, he/she must leave it for another student to find.
- The first student to find a full set of teeth 1-10, wins.
- The teeth can then be fastened together on a piece of string to create a necklace for the student to wear.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.

Social Studies

Fairy Friends Around the World

Many different cultures have their own types of mystical beings.

Using a world globe or map, explore the following as a class.

- In Ireland there are Leprechauns.
- In England there are pixies and spriggans.
- In Scotland, the brownies and selkies.
- There are gnomes in Germany.
- In Japan there are the Chin-Chin Kobakama.
- In India they have the Gandharvas.

Take notes on these and gather as much information as possible. Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

BONUS: Look at some characters in pop culture. Into which category would you place them?

- Tinkerbell
- Fairy Godmother
- Tooth Fairy
- Sugar Plum Fairy

How many other famous fairies can you name?

Our Day Timeline

Fairy's First Day of School is a timeline of a typical school day, starting with waking up and ending with family time back home and everything in between.

A timeline is a great way to teach sequencing, or how to put events into the order in which they happened.

As a class, create a timeline of a typical day in the classroom. Brainstorm the daily routine. What happens in the morning? What happens in the afternoon? What happens next?

If the teacher can take pictures throughout a typical day, have students sort them in chronological order.

Materials:

- Easel paper roll (or multiple pieces of paper taped together to form a 10-foot length)
- Markers
- Scissors
- Tape
- Ruler
- Photos

1. Cut a long sheet of paper from a paper roll, or tape several pieces of paper together to form a long sheet (final paper should be about 10 feet long).

2. Lay it out on a table horizontally and, using a ruler, draw a line through the middle, dividing it horizontally.

3. Above the line, write the key moments in the classroom's daily routine, left to right, leaving a few inches of space between each. *This is also a great way to introduce the concept of clock time. Consider marking the key moments with a clock face showing the appropriate time.*

4. Below the line, let the class illustrate each event—either with photos, or with drawings.

Alternate Activity: Students can create timelines of their individual days, including their time before and after school.

Science

Observing Nature

Time spent with fairies is also time spent enjoying our natural world. In this activity students will learn to be observant to even the littlest pieces of the outdoors.

Create a Nature Journal:

- Gather together 6-8 pieces of paper (some can be lined for writing, others blank for drawing).
- Add on top a piece of blank paper for the cover.
- Punch three holes through the pieces of paper and the cover sheet.
- Cut a piece of cardboard just a bit larger than your paper.
- Punch three corresponding holes in the cardboard.
- Place the papers on top of the cardboard and top everything with the cover sheet.
- Line up the paper and cardboard holes. Then tie together with yarn or string.
- You are now ready to head outside and observe nature.

Observing nature.

- Find a spot to sit outside where you can be quiet and observe. Be sure to have your Nature Journal and a pencil. You may use colored pencils, crayons or markers if you prefer.
- Sit for at least fifteen minutes. You may set an alarm.
- Look all around you. What do you see? What do you hear? What do you smell? What do you feel?
- Find something you want to write about or draw and record it in your Nature Observation notebook.
- Continue to observe nature in the same spot, fifteen minutes at a time, for a whole week. Every day, take care to notice something different to write about or draw.

Share your notebook with the class.

- What did you find when you paid attention?
- What did you feel? What did you smell? What did you hear? What did you see?
- Did the weather ever change? How was it different? How did the weather (wind, rain, snow, etc.) affect nature?

- What astonished you?
- If you were to continue observing nature, what spot would you choose? Why?
- Do you think you saw any fairies? If so, where and what did they look like?

The Beauty of Nature

Go on a nature walk around the school or ask students to take a nature walk in their neighborhoods and gather pieces of natural art that they find. Acorns, leaves, flowers, petals, rocks, etc. *You may need to remind children not pick or harm any growing/living thing as they gather items.*

Activity #1 – A Fairy-eyed View of Flowers

Once items have been gathered, take time to look at each item closely.

What are the shapes that make up this piece of nature?

What are the different colors?

Are there small details that you didn't notice before?

Show the class examples of Georgia O'Keeffe's flower paintings. As the children look closely, tell them about her life and her work.

Two great books on O'Keeffe are *Through Georgia's Eyes* by Rachel Victoria Rodriguez and Julie Paschkis (Holt 2006) and *My Name is Georgia: A Portrait of Jeanette Winter* by Jeanette Winter (HMH 2003).

Explain that making something larger than life catches our attention and causes us to look more closely.

- Each student should choose one item to paint.
- Using pencils, have the children draw the basic outline, or outer edge, of their item on paper. Encourage them to draw the outline so big that it touches or even goes off the edge of the paper.
- Have students paint their item, closely observing the variety of colors, textures and details.
- When the paintings are completed, the students should paint the backgrounds.

Display the paintings in a classroom gallery.

Activity #2 – Preserving and Pressing Flowers

Drying and pressing leaves and flowers can be done by placing the items under a large heavy book, or you can get scientific about it and use a fun chemical reaction to create 3-dimensional artwork.

Materials needed:

Sand

Household Laundry Borax

Medium-sized cardboard box with cover removed

Directions:

1. Make a mixture of 3 parts powder borax and 1 part sand.
2. Dump this mixture into the cardboard box and spread evenly.
3. Place each flower or leave face down into the mixture, making sure that it is fully covered. Stems can be left uncovered and upright.
4. Store in a dark, dry place for 2-3 weeks.

The dried flowers and leaves can then be used to create a piece of art. Apply the flowers or leaves to a piece of paper, canvas or poster board with simple white glue.

What is it about the sand and borax that dries out the flower and leaf? Research the reason online!