The Night Before First Grade

Kindergarten
Reading
by Nichelle Neal
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This lesson helps kindergartners express their emotions about moving to first grade. Featuring The Night Before First Grade by Natasha Wing, it gives young students ample time to introspect, write, and draw.

Learning Objectives

Students will be able to reflect on their own feelings about moving to first grade.

Materials and Preparation

Key Terms

- The Night Before First Grade by Natasha Wing
- Lined paper

Introduction (5 minutes)

- Talk to the students about getting ready to move to first grade.
- Tell them you are going to read them a book that will help them understand their feelings about going to first grade.

EL

- **Beginning:** * Go over feeling words as a class by providing a visual chart of different feelings, define the words and post the chart for reference.
- Connect to students prior knowledge by asking guided questions about how they felt when they started kindergarten.
- Have students turn and talk to a peer who speaks the same home language to share their thinking.
- Provide sentence frames: I felt ____ before I started kindergarten. for students to use.

Intermediate:

- **Beginning:** * Go over feeling words as a class by providing a visual chart of different feelings, define the words and post the chart for reference.
- Connect to students prior knowledge by asking guided questions about how they felt when they started kindergarten.
- Have students turn and talk to a peer using the sentence stem: I think she feels____. to share what the main character might be feeling at different points during the read aloud.
- Provide sentence stem: I felt ____ for students to use.

Explicit Instruction/Teacher Modeling (10 minutes)

- Go through the pictures in The Night Before First Grade as a class.
- Read the story aloud.

EL

- **Beginning:** * Provide a visual word bank to define unknown words that come up during the picture walk.
- Pause as you read to check for understanding.
- As you read, pause to ask students to think about the main character.
- Provide students with a visual chart that shows different feelings.
- Have students turn and talk to a peer using the sentence stem: I think she feels____. to share what the main character might be feeling at different points during the read aloud.

Intermediate: * Pause as you read to check for understanding.
- As you read, pause to ask students to think about the main character. Have students turn and talk to a
peer using the sentence stem: I think she feels **because**, to share what the main character might be feeling.

**Guided Practice/Interactive Modeling (10 minutes)**

- Have the students talk to you about some of the feelings they have when they think about going to first grade.
- Write out some of their emotions on the board.

**EL**

- **Beginning**: Pair ELs with students who speak the same home language to discuss how they feel about the transition to first grade.
- Provide students with a visual chart to reference feeling words.
- **Intermediate**: Pair ELs with non-ELs to share their feelings about the transition to first grade.
- Provide students with the sentence frame: I am feeling ____ about going to first grade.

**Independent Working Time (20 minutes)**

- Distribute the sheets of paper.
- Give students time to think about some other feelings they are having about going to the next grade.
- Give them time to write about how they feel about going to the next grade. Tell students they can use words and pictures to explain their feelings.

**EL**

- **Beginning**: Provide students with pre-printed sentence frames to complete to write about their feelings: I feel ____ about going to first grade.
- Encourage students to use their feeling words from their visual chart when writing.
- **Intermediate**: Provide students with sentence strips that contain the sentence stem: I feel **because**, to reference when writing.
- Encourage students to utilize their visual chart of feeling words when writing.

**Differentiation**

- **Enrichment**: Have advanced students use only complete sentences to show their emotions—no pictures.
- **Support**: Allow struggling students to primarily use drawings for their assignment.

**Assessment (10 minutes)**

- Collect students' writing assignments once they’re done. Review them later to assess understanding.

**EL**

- **Beginning**: Ask students to verbally share with you what their picture shows about the transition to first grade.
- **Intermediate**: Have students share their work with a partner.
- As students share, walk around and check in with groups.

**Review and Closing (15 minutes)**

- Pick a few random students to share their writing with the class.

**EL**

- **Beginning**: Have students trade their work with a partner to share their feelings.
- **Intermediate**: Pre-pick students to share their work with the class.
- Ask students ahead of time if they would like to share aloud.

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