

Lesson Plan Template

Grade: kindergarten	Subject: Reading
Materials: The book <i>If you Give a Moose a Muffin</i>	Technology Needed: none
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.	Differentiation Below Proficiency: Students can answer simpler questions when asked about the story. Students can talk about the cause and effect with more guided practice. Above Proficiency: Students can give reasons why something happens for that reason with context of the story. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory: reading of the story Visual: looking at the book
Objective(s) By the end of the lesson students will identify reasons an author gives to support the book by listening to a read aloud and answering questions. Bloom's Taxonomy Cognitive Level: Understanding	
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be sitting at the carpet. They will be sitting in their assigned spots. They will get dismissed to their next activity. I will use one of the saying that the teacher uses to get their attention like 1,2 eyes on me, 1,2 eyes on you.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will use whole body listening when we are at the carpet area. They will have their listening ears on and raise their hand before answering questions.
Minutes	Procedures
	Set-up/Prep: <ul style="list-style-type: none"> • Have students come to the carpet area and get ready to read <i>If You Give a Moose A Muffin</i>
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • All week you guys have been learning about cause and effect. • Who can tell me what they know about cause and effect? <ul style="list-style-type: none"> ○ Cause is why it happens ○ Effect is what happens • You guys remember the baseball story we read? It talked about how the game was tied. <ul style="list-style-type: none"> ○ So, what was the cause? <ul style="list-style-type: none"> ▪ He made a home run. ○ What was the effect? <ul style="list-style-type: none"> ▪ His team won the game • So, cause is what happened, and effect is why it happened.
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Today we are going to read the story <i>If you Give a Moose a Muffin</i>. • Throughout the story I am going to pause and ask you guys to give me the cause and the effect of what just happened so make sure we have our listening ears on. • Stop on the first page and ask what is the effect if we give a moose a muffin? <ul style="list-style-type: none"> ○ He will want some jam to go with it. • If the moose wants you to make more muffins what is the effect? <ul style="list-style-type: none"> ○ You will have to go to the store • What caused the moose to ask for a needle and thread? <ul style="list-style-type: none"> ○ He noticed one of the buttons was loose on the sweater. ○ Thumbs up if we agree or disagree.

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	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • What caused the moose to want to make a scenery. <ul style="list-style-type: none"> ○ He wanted to do a puppet show. • What is the effect if you bring the moose a sheet? <ul style="list-style-type: none"> ○ He will remember that he wants to be a ghost for Halloween ○ What would you guys do if you got a sheet? • What is the affect if the moose spills paint? <ul style="list-style-type: none"> ○ He will clean it up with a sheet • What happens if the moose sees blackberries? <ul style="list-style-type: none"> ○ He will want some jam • What is going to happen if you give the moose a muffin? <ul style="list-style-type: none"> ○ He is going to want more than one muffin. ○ What would you guys do if you got a muffin? • So, the choice we make cause an effect. Depending on the choices you choose <ul style="list-style-type: none"> ○ Good effects will happen when we make good choices.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • What was one example of a cause and effect that we read about today? <ul style="list-style-type: none"> ○ Thumbs up or down if you agree with that example. • What was your favorite part of the story? • Now we are going to transition into our next activity.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Giving students questions throughout the story about what the cause and effect of the story is.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Watching students answer the questions as we go through the story. Asking them if they agree by giving a thumbs up or down.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This was a lesson on cause and effect. We read the story <i>If You Give a Moose a Muffin</i>. The students really seemed to enjoy this story because it is not one, they hear a lot in the classroom. I think the places I stopped in the middle of the story were good spots because it kept the student's attention. It really made the students think about what the cause and effect was in the story. What I would change about this lesson is adding more on to the lesson. I think having the students draw their favorite cause and effect from the story would be a good idea. The students all wanted to tell me what their favorite cause and effect was from the story. Depending on how the students were responding to the story I would stop and ask them a question to keep their attention. So sometimes I would stop in the middle of the story in a different part than I had planned because there were some students getting distracted. The students learned more about cause and effect. They were engaged and raising their hands to answer my questions. At the end when I asked what their favorite example of cause and effect was, there was a lot of them to raise their hands. I learned that it is good to add extra on to a lesson. Adding more on to this lesson would have made it better. I would have been able to see better if students could tell me what cause and effect was. If they were drawing or writing I could go ask the students more about their own drawing.</p>	