

## Language Arts Lesson Plan.

**Lesson:** If you Give a Moose a Muffin

**Subject Area:** Language Arts

I. Standard:

R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge.

R.AT.01.01 be enthusiastic about reading and learning how to read.

W.HW.01.01 legibly write upper and lower case manuscript letters.

II. Objectives:

- a. I can stay engaged in a read aloud of If you Give a Moose a Muffin and ask and answer questions to be active in my learning.
- b. I can think of an animal and a food item that begin with the letter I chose from the alphabet.
- c. I can create a new book title and creative book cover with the animal and food item I have chosen and legibly write upper and lower case letters.

III. Anticipatory Set:

I will get the students engaged by showing them pictures of events from the story. I will tell them that these pictures need to be placed in the correct order and that I will need their help to do so. I will explain that it is their job to listen to the story very carefully so they can help me get the pictures back in the correct order.

IV. Input:

- a. Task:

- Show students the various pictures from the story.
- Explain that it is our job to put them in order after we hear the story.
- Read the cover of If you Give a Moose a Muffin and remind the students that we have read books by Laura Numeroff all week.
- Explain that we are using a big book today so all of our friends can see the pictures and that I checked it out of my school library just for them.
- Read the story If you Give a Moose a Muffin to the students asking them to make connections and predictions throughout the book.
- After the story, ask students to help unscramble the pictures. Explain that this is a way of retelling the story.
- Explain the ‘kid-do’ job for today is to create their own If you give a ... book cover.
- Show the example I have created and explain the process I went through to think of my new title and how I got the letter.
- Explain the details students will need
  - New title using their letter
  - Illustration
  - Illustrated by: their name
  - 5 different colors
  - Explain ‘if you give a’ should all be spelled write because they are part of our no excuse words and there are examples they can look too if they need help.
- Ask students for strategies that could be used if they can’t think of an animal or food for their letter.
  - Ask 3 friends
  - Dictionary
- Explain that students will be called up one by one to draw a letter out of the bag. This will be the letter they use.
- Show them the list of directions in order and place it under the document camera.

- Let the students know to get busy or dismiss for recess depending on time.
- After recess remind students to finish their new book cover and then complete anything they have in their left to do folder and then move onto their choice cards.

b. Accommodations

- Remediation: for children who struggle with language arts and coming up with creative ideas I will give them an animal encyclopedia which has animals for each letter of the alphabet. This will help them get started.
- Extension: for children who excel at language arts projects I will ask them to write a few sentences about the author on the back cover and draw a picture of themselves.

c. Methods of Engagement

- Auditory and visual: listening and seeing the pictures from the read aloud.
- Interpersonal: cooperative learning through discussing the order of the pictures from the story.
- Visual-spatial: drawing their new book cover and planning out how they will use their given space.
- Bodily-kinesthetic: making their book cover, the creation of the project will engage them.

d. Materials

- If you Give a Moose a Muffin book
- Large piece of folded construction paper (book cover)
- ABC letter cut outs
- Markers
- Glue
- Pictures for story retell of If you Give a Moose a Muffin

- e. Instructional Methods
  - i. Discuss the book cover and connections we are making with the author Laura Numeroff
  - ii. Read the story to the children as they listen and make connections with the text.
  - iii. Students create their own title given specific letters.
  - iv. Illustrate their book cover.
  - v. Write a few sentences ‘about the author’ on the back cover.
  - vi. Finish left to do work or begin their choice card.
  
- V. Modeling
  - a. Demonstrate the sequence and fluency needed to read a book out loud.
  - b. Show how to make lower and uppercase letters by modeling with my example.
  - c. Model how to write the new title of my book for my cover.
  - d. Show the detail necessary for illustrating my book cover.
  
- VI. Checking for Understanding
  - a. Thumbs up if you understand the kid do project for today.
  - b. Circulate around the room checking to see the student work and monitor their progress.
  
- VII. Guided Practice

During modeling students will help me discuss all the elements needed in a great book cover and work with me on my project.
  
- VIII. Independent Practice

After modeling and instructions are complete, students will return to their seats and create their own book cover independently.

IX. Closure

Today we created a new book title and created a book cover to go along with it.  
Tomorrow we will read another one of Laura Numeroff's great stories.

X. Assessment

Students who have created their own title and completed their new book cover with lower and uppercase letters, the 'no excuse' words are spelled correctly, and they have used at least five colors to illustrate their story will have met the lesson objectives.