**UNT Lesson Plan Template**

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| **Pre-service Teacher:** | **Grade(s):** Kindergarten | **School/Mentor Teacher (if applicable):** |
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| **Subject area(s):**  **Language Arts and Reading**  **Writing** | **Unit Topic/Theme:**  Read-aloud | **Lesson Title:**  Read-Aloud with Even Monsters Need Haircuts |
| **Relevant TEKS:**  **§110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.**  **(b)(4)(A):** predict what might happen next in text based on the cover, title, and illustrations  **(b)(4)(B):** ask and respond to questions about texts read aloud.  **(b)(8)(A):** retell a main event from a story read aloud  **(b)(8)(B):** describe characters in a story and the reasons for their actions | **Relevant ELPS:**  **§74.4.D.3.B.i**  demonstrate limited comprehension (key words and general meaning) of grade appropriate stories read aloud in English.  **§74.4.D.2.B.i**  are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning | **Relevant TX CCRS:**  **II. Reading**   1. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths 2. Use effective reading strategies to determine a written work’s purpose and intended audience 3. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing |
| **Lesson Objective(s)/Performance Outcomes**  **Objectives:**   1. How do read–alouds help the reader understand the ideas displayed in the book? 2. Can the students retell the story in their own words? 3. What can the students infer about the story?   **Performance Outcomes:**   1. The student will be able to sequence the events of the story from beginning to end 2. The student will be able to list the different types of monsters that were mentioned in the book. 3. The student will be able to write about the story. | | |
| **Assessment (Description/Criteria)**  **Formative:** The teacher will ask the students questions before reading the book, while reading the book, and after reading the book. The teacher will take notes to see which students are participating in answering the questions, and which students are and are not paying attention to the book.  **Summative:** The teacher will collect the students writing to assess their writing levels. The teacher will also look through the iPad on Story Creator to look at the stories they recreated to check their order of events. | | |
| **Materials and Resources**  **Book:**   * Even Monsters Need Haircuts by Matthew McElligott   **Activities:**   * http://tinyteaart.blogspot.com/2011/02/even-monster-need-haircuts.html   **Other Materials:**   * Colored construction paper * Markers * Colored pencils * Crayons * Scissors * Glue sticks * Pencils * Writing paper * iPad | | |
| **Management of the Instructional Environment**  The students will be together as a whole on the floor while the teacher reads the story.  After the story is over, the teacher will divide the class into three different groups. From there, each group will work on the three different centers, and will rotate so each group gets to go to each center.  After all of the groups have been to each center, the teacher will bring the class back together as a whole on the floor, and discussed what all they learned. | | |
| **Technology Integration**  The students will use the iPad during one of the centers, as to which they will be using the app, Story Creator, where they will draw the story from beginning to end based off what they remember. | | |
| **Diversity and Equity (Accommodations, Modifications, Adaptations)**  For those who are English Language Learners (ELLs), the teacher will write the objectives on the board, and go over each of them with the whole class so that the ELLs are familiar with the objectives.  The teacher will also walk around the room and help the ELLs when they need help.  The teacher will also write out any new vocabulary that was learned earlier, on the board, and will have pictures next to the vocabulary words for ELLs to have a visual of that word. | | |
| **http://2.bp.blogspot.com/-Z1giU9rbVak/TWC1cRyIdBI/AAAAAAAAABA/hrevtZxxbfc/s320/15.jpghttp://4.bp.blogspot.com/-Zru3QMDOUR8/TWC1eLUlZEI/AAAAAAAAABE/J3e0w92R5MM/s320/20.jpgActivities/Procedures**  **Read:**   * Even Monsters Need Haircuts by Matthew McElligott   **Discussion:**  Before-   * Have any of you ever had a haircut before? * Do monsters such as werewolves, vampires, or even Frankenstein need haircuts? Why or why not? * What do all of you think this book is about?   During-   * What do you think the rotting tonic, horn polish, and stink wax are used for? * Why do you think that not all of the monsters want the same haircut?   After-   * Why do you think the monsters had to leave the shop before the sun came up? * At the end of the story, the little boy said, “See you next month!” why do you think the monsters have to wait another month to get a haircut? * Do you think other people could see the monsters besides the boy? * Do you think the boy’s dad knows that his son cuts monsters’ hair?   **Centers:**  Art-   * Have the students create their own monsters and haircuts for their monsters.   <http://tinyteaart.blogspot.com/2011/02/even-monster-need-haircuts.html>  Writing-   * Have the students write out their favorite part of the story, and have them explain why it was their favorite part.   iPad-   * Have the students get on the iPad to use the app, Story Creator. From there, the students can draw out the beginning, middle, and end of the story. They can type out texts to explain what is happening on each picture/part of the story they draw.   **Group Activity:**  Discussion-   * If you would like to share the monster and their haircut that you made today, please raise your hand. * If you would like to share your favorite part of the story, please raise your hand and explain why that was your favorite part. * Have the teacher share their own monster that they made, and have the teacher share their favorite part of the story to wrap up everything. | | |
| **Reflections and Documentation/Evidence of Lesson Effectiveness**  I feel that this book is such a good book to read when it gets close to Halloween. It gets the students excited, and gets them engaged in the activities. I feel that there is a lot of hands on activities throughout this entire lesson, which keeps things fun for the students instead of them just working on worksheets. I really wanted to incorporate writing; therefore I added the writing portion where the students get to write about their favorite part of the story. I felt that having them write their favorite part is important because it gives them the chance to be creative. I feel that these activities will help teachers assess not only the students’ writing levels, but it will also give the teacher the chance to assess the students’ abilities to sequence events in order. | | |

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