

Read Aloud Planning Template

Title of Text:

This Moose Belongs to Me (Kindergarten)

Evaluate

Background Knowledge

- Record collection
- What a moose is
- Rules

Funds of Knowledge

- Belonging vs. respecting
- Different points of view - some families hunt/fish, some observe, some protect, some avoid wild animals.
- Wild animal vs. pet

Potential Stumbling Blocks

- Implied meaning requiring an inference - no one said that the moose belongs to no one.

Instructional Opportunities

- Before reading: observations & predictions
- Predictions: after "they made a terrible discovery..."
- At unknown words

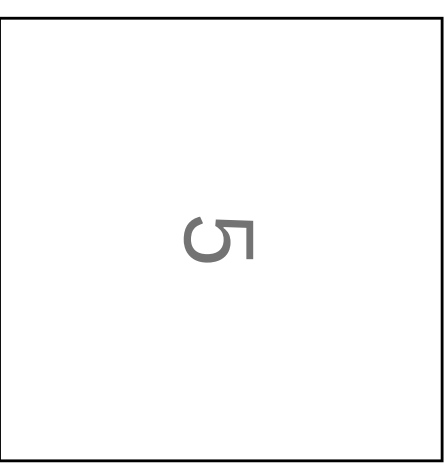
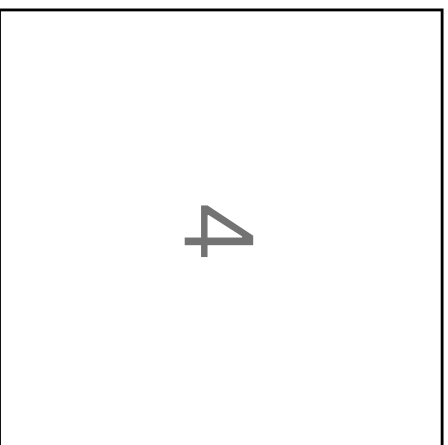
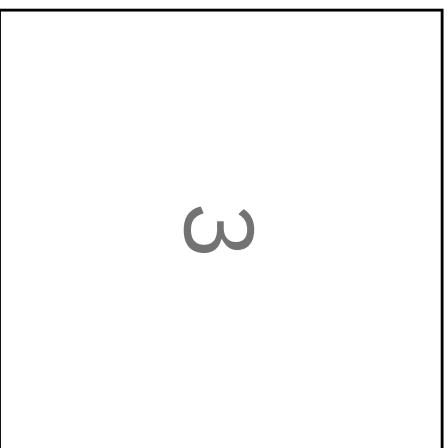
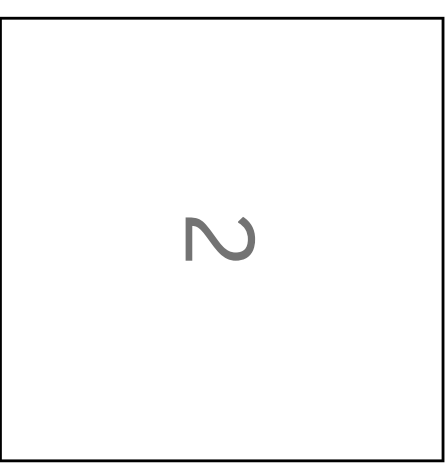
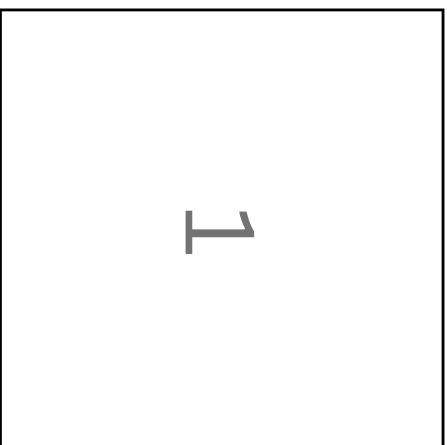
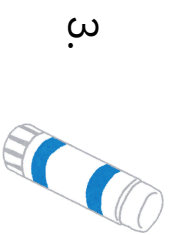
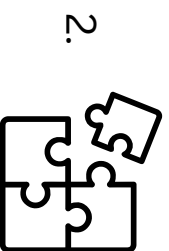
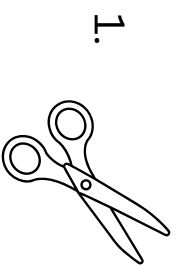
Explain	Brainstorm Unfamiliar Words See below		
	Words to Teach	Short, Simple, Straightforward Definitions	Words to Explain
	Proximity	Close/closeness	Dumbstruck
	Maintaining	Keeping	Record Collection
	Compromise	An agreement/deal	Mistaken
	Belongs	Owns	Enraged
			Haste
			Perilous
	Think Alouds Pauss throughout the story (during the above unfamiliar words, the below stopping points, and SEL group discussion points to have a class discussion/explain).		
	Stopping or Pausing Points - Before reading: predictions - Wilfred meets the moose - When the moose wanders away	I Language - "I wonder what this story is about. What do you see on the cover? What do you think this story is about?" - "Does this moose look like a pet or a wild animal? If I saw a moose I would be careful, and get somewhere safe and with adults". - "I wonder what the terrible discovery is. Does anyone have a guess? Okay lets see..."	

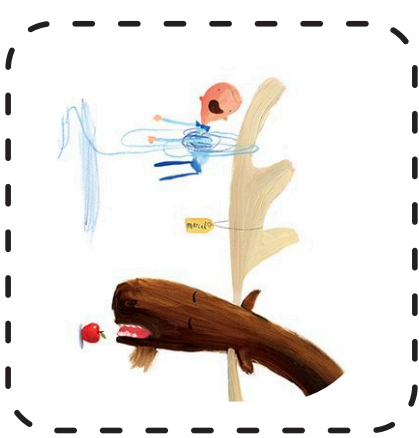
Engage and Extend	<p>Social-Emotional Learning Engagement</p> <p>Group Discussion Prompts:</p> <ul style="list-style-type: none"> - When the lady says the moose is hers - Sometimes two people have a different idea of what is right. Has this ever happened to you? What did you do? - What did Wilfred learn? - How would you treat a moose? <p>Mindfulness moose activity</p> <ul style="list-style-type: none"> - Invite students to participate in a mindful moose activity - Explain that moose move slowly, use their strong body and breath - Have students place their hands on top of their heads like antlers - Have students make their antlers into fists on their head - Inhale - antlers grow - Exhale - antlers shrink back into fists - Repeat 3-5 times <p><i>Big Idea: Good health comprises physical, mental and emotional well-being.</i> <i>Content: Practices that promote health and well-being & emotions and their causes and effects.</i> <i>Curricular Competencies: Identify and describe practices that promote mental well-being.</i></p>
	<p>Cross-Curricular Extensions</p> <p>https://curriculum.gov.bc.ca/curriculum</p> <ul style="list-style-type: none"> - Math: measurement estimation (moose vs. _____) - brainstorm and this side/that side <p><i>Big Idea: Objects have attributes that can be described, measured and compared.</i> <i>Content: Direct comparative measurement.</i> <i>Curricular Competency: estimate reasonably.</i></p> <ul style="list-style-type: none"> - PE: Moose freeze tag- when tagged students hold up antlers, unfroze when another student crawls through legs or mirrors them. - antler balance - students walk, gallop, skip, run, etc. while balancing 'antlers' (beanbags on their heads) <p><i>Big Idea: Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.</i> <i>Content: Proper technique for fundamental movement skills: locomotor.</i> <i>Curricular Competency: Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments.</i></p>
	<p>Extensions to Support Reading and Writing</p> <p>https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core</p> <p>Activity:</p> <ul style="list-style-type: none"> - Story grid re-tell. Using a prepared sheet with images and short sentences (attached) students cut and paste the correct image and sentence into the correlating box. - Re-tell the story to a partner using their story grid. <p><i>Big Idea: Stories and other texts can be shared through pictures or words.</i> <i>Content: Story- elements of a story</i> <i>Curricular Competency: recognize the structure of a story</i></p> <p>Possible Additional Literacy Activity:</p> <ul style="list-style-type: none"> - Writing: my animal friend is _____. I take care of it by _____. Do class brainstorm first and create a word bank to support their writing. - Sharing circle: their animal friend <p><i>Big Idea: Stories and other texts help us learn about ourselves and our families.</i> <i>Content: Strategies and processes - writing processes.</i> <i>Curricular Competency: create stories and other texts to deepen awareness of self, family and community.</i></p>

Name _____

This Moose Belongs to Me

Directions





Names him Marcel

Makes rules

Meets his other owner

Gets tangled in string

Marcel saves Wilfred