

## Read Aloud Planning Template

<b>Title of Text:</b> This Moose Belongs to Me (Kindergarten)	
<b>Evaluate</b>	<b>Background Knowledge</b> <ul style="list-style-type: none"><li>- Record collection</li><li>- What a moose is</li><li>- Rules</li></ul>
	<b>Funds of Knowledge</b> <ul style="list-style-type: none"><li>- Belonging vs. respecting</li><li>- Different points of view - some families hunt/fish, some observe, some protect, some avoid wild animals.</li><li>- Wild animal vs. pet</li></ul>
	<b>Potential Stumbling Blocks</b> <ul style="list-style-type: none"><li>- Implied meaning requiring an inference - no one said that the moose belongs to no one.</li></ul>
	<b>Instructional Opportunities</b> <ul style="list-style-type: none"><li>- Before reading: observations &amp; predictions</li><li>- Predictions: after “they made a terrible discovery...”</li><li>- At unknown words</li></ul>

<b>Explain</b>	<b>Brainstorm Unfamiliar Words</b> See below		
	<b>Words to Teach</b>	<b>Short, Simple, Straightforward Definitions</b>	<b>Words to Explain</b>
	Proximity	Close/closeness	Dumbstruck
	Maintaining	Keeping	Record Collection
	Compromise	An agreement/deal	Mistaken
	Belongs	Owns	Enraged
			Haste
			Perilous
			Full of danger or risk
<b>Think Alouds</b> Pauss throughout the story (during the above unfamiliar words, the below stopping points, and SEL group discussion points to have a class discussion/explain).			
<b>Stopping or Pausing Points</b> <ul style="list-style-type: none"> <li>- Before reading: predictions</li> <li>- Wilfred meets the moose</li> <li>- When the moose wanders away</li> </ul>		<b>I Language</b> <ul style="list-style-type: none"> <li>- "I wonder what this story is about. What do you see on the cover? What do you think this story is about?"</li> <li>- "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".</li> <li>- "I wonder what the terrible discovery is. Does anyone have a guess? Okay lets see..."</li> </ul>	

Engage and Extend	<p><b>Social-Emotional Learning Engagement</b></p> <p>Group Discussion Prompts:</p> <ul style="list-style-type: none"> <li>- 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?</li> <li>- What did Wilfred learn?</li> <li>- How would you treat a moose?</li> </ul> <p>Mindfulness moose activity</p> <ul style="list-style-type: none"> <li>- Invite students to participate in a mindful moose activity</li> <li>- Explain that moose move slowly, use their strong body and breath</li> <li>- Have students place their hands on top of their heads like antlers</li> <li>- Have students make their antlers into fists on their head</li> <li>- Inhale - antlers grow</li> <li>- Exhale - antlers shrink back into fists</li> <li>- Repeat 3-5 times</li> </ul> <p><i>Big Idea: Good health comprises physical, mental and emotional well-being.</i>  <i>Content: Practices that promote health and well-being &amp; emotions and their causes and effects.</i>  <i>Curricular Competencies: Identify and describe practices that promote mental well-being.</i></p> <p><b>Cross-Curricular Extensions</b></p> <p><a href="https://curriculum.gov.bc.ca/curriculum">https://curriculum.gov.bc.ca/curriculum</a></p> <ul style="list-style-type: none"> <li>- Math: measurement estimation (moose vs. _____) - brainstorm and this side/that side</li> </ul> <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"> <li>- PE: Moose freeze tag- when tagged students hold up antlers, unfroze when another student crawls through legs or mirrors them.       <ul style="list-style-type: none"> <li>- antler balance - students walk, gallop, skip, run, etc. while balancing 'antlers' (beanbags on their heads)</li> </ul> </li> </ul> <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><b>Extensions to Support Reading and Writing</b></p> <p><a href="https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core">https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core</a></p> <p>Activity:</p> <ul style="list-style-type: none"> <li>- 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 corresponding box.</li> <li>- Re-tell the story to a partner using their story grid.</li> </ul> <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"> <li>- Writing: my animal friend is _____. I take care of it by _____. Do class brainstrom first and create a word bank to support their writing.</li> <li>- Sharing circle: their animal friend</li> </ul> <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>
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Name \_\_\_\_\_

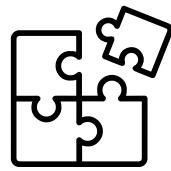
This Moose Belongs to Me

Directions

1.



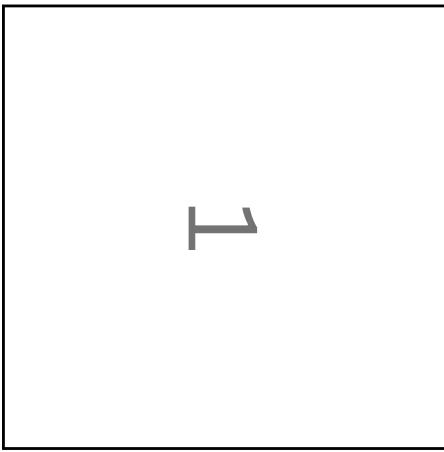
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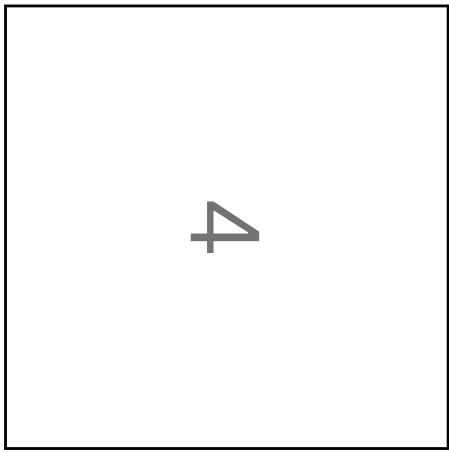
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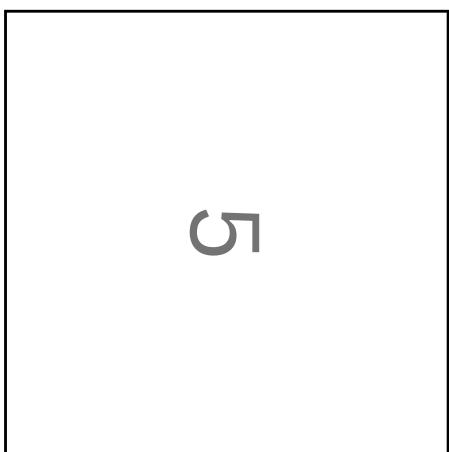
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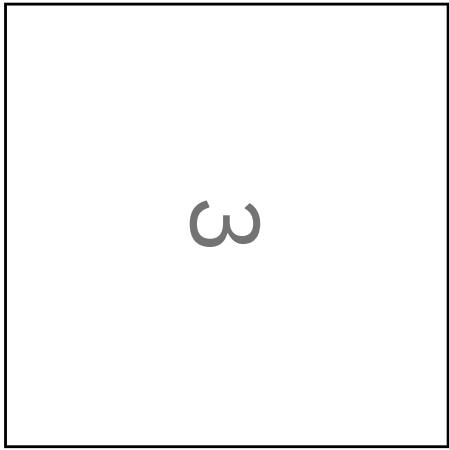
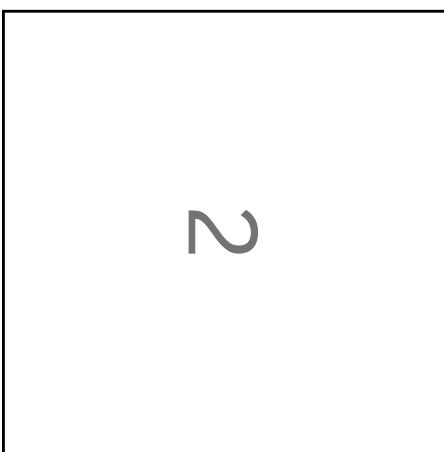
4



5



2



3



- Names him Marcel
- Makes rules
- Meets his other owner
- Gets tangled in string
- Marcel saves Wilfred

