

LESSON PLAN by: Stephanie Bennett

Lesson: Guided Reading - If You Give A Mouse A Cookie

Length: 45-50 min.

Age or Grade Intended: 1st grade

Academic Standards:

Standard 1- Reading: Word Recognition, Fluency, and Vocabulary Development

1.1.2 Identify letters, words, and sentences

Standard 3- Reading: Comprehension and Analysis of Literacy Text

1.3.3 Confirm predictions about what will happen next in a story

Standard 7- Listening and Speaking: Skills, Strategies, and Application

1.7.6 Recite poems, rhymes, songs, and stories

1.7.1 listen attentively

Performance Objectives: The students will make and list predictions using the pictures and the text from 1 book based on their opinion. It will also help them with sequencing and recognizing words.

Assessment: Literature Circle- Listening and Sharing: Guided Reading based (Created at Rubistar)

Advanced Preparation by Teacher:

*I will get the big book - If You Give a Mouse a Cookie)

* make charts with cookie maps

*get two different color markers

*make sentence strips

* make flash cards

* get a cookie jar and fill w/ cookies (peanut butter, chocolate chip, sugar)

*blank cookie-shaped paper for the students to create their own story

* gather other books with a cookie theme

* get the words to “Who Stole the Cookies” and put them on a chart

*create questions that relate to the book

*plastic cups and napkins

*milk, juice, water

Procedure:

Introduction/Motivation: The students will sit in a group on the floor in front of the teacher. First, ask the students if they like cookies. Then ask the students to name their favorite kind of cookie. (knowledge)(Linguistic intelligence, intra-personal intelligence, interpersonal intelligence)

Step-by-Step Plan:

1.) Have the students read the title of the book and look at the picture on the cover.

2.) Have the students relate their own experiences to the title by asking them what they have with a cookie. (The teacher will share that she drinks a glass of water with her cookie.) The teacher will build upon responses by asking what they would want or need next. (Linguistic

intelligence, intra-personal intelligence, interpersonal intelligence)

3.) Have the students discuss and predict what is going to happen next in the story. Write a few predictions on a cookie map. (Synthesis) (linguistic and intra-personal intelligence)

*Will the boy give the mouse a cookie?

*What will happen once the mouse gets the cookie?

*After the mouse gets the glass of milk, then will he be happy?

4.) Read the book aloud to the students. Stop at various points to check predictions and make new ones. (Linguistic intelligence)

5.) At stopping points, have the students share unfamiliar vocabulary words. Read the sentence containing the unfamiliar word. The teacher will record the sentence on one of the sentence strips, place it on the board and discuss the words meaning. A student will then place a vocabulary flash card on the board above the unfamiliar word. (Linguistic intelligence, intra-personal intelligence, interpersonal intelligence)

6.) After you have finished reading the book, ask questions that compare the original predictions prior to reading the book to what actually happened on a second cookie map. (Linguistic intelligence, intra-personal intelligence, interpersonal intelligence)

*Name the characters in the book. (Knowledge)

*List all the things the boy got for the mouse? (Knowledge)

*Describe what happened once the mouse finished his milk and cookies? (Comprehension)

*What do you think would happen if the mouse never got a cookie or milk? What if he got cheese instead of the cookie?(Synthesis)

Closure:

I will ask the students to stand up and stretch. Next, I will teach the students the chant "Who Stole the Cookies (musical intelligence)." After singing a few times, the students will return to their desks. I will give each student cookies and milk.

Adaptations/Enrichment: If a student does not happen to like cookies (from the three choices I have), then I will have crackers or candy to give them instead. If the child does not like milk, then I will have juice and water to give also. For my advanced readers, I would bring in other cookie theme books to be placed in a reading center, so students can read them on their own. As a follow up activity, the students can write their own cookie story on the cookie shaped paper provided.

Self-Reflection: After the lesson has been taught, I would go back and think of what was successful and what was not. What would I do differently next time to improve the lesson. I would also include any comments received from students or anyone observing my class that day. Once the activity is over, have the students draw a picture of their favorite part of the story and then tell why it is their favorite underneath the picture.