LESSON PLAN by: Jordan Moss and Andrew Wilson

Lesson: Meg & Mog Matching

Age or Grade Intended: 1st grade Language

Academic Standard:
1.3.1 Analysis of Grade-Level-Appropriate Literary Text:
Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.

Performance Objectives:
After reading the book “Meg & Mog”, the students will identify the plot and the characters by placing the game pieces in the correct rows on the game board with 100 percent accuracy.

Assessment:
The students will be assessed on how well they match the game pieces to the correct spots on the “Meg & Mog” board. Students will also be assessed on participation.

Advanced Preparation by Teacher:
The teacher will need to read the book “Meg & Mog”. The teacher will also need to get materials to create the game board and pieces. After getting the materials the teacher will need to construct the game board and the pieces. Materials needed- poster board, makers, printer/construction paper, sticky tape, and the book “Meg & Mog”.

Procedure:
Introduction/Motivation: The Teacher will introduce the concept of plot and main characters. After explaining what a plot and the main characters are, the teacher will pull out the Game board for the students to see. The teacher will then read the book “Meg & Mog” to the class.

Step-by-Step Plan:
1. The teacher will read the book “Meg & Mog” to the class.
2. After reading the book the teacher will ask the students questions about the book. Tell me who the main characters of the story are? (Blooms; Knowledge)
   Describe the beginning, middle, and the end of the story? (Blooms; Knowledge)
3. After reading the book to the class, post the game board on a wall so everyone can see the board. Also lay out all of the pieces on a desk or table for the students to pick when they come up.
4. Now explain the game to the students.
   - Students will pick a game piece off the table.
   - Then the students will apply the game piece into the correct row. (Blooms; Application) (HG Visual-Spatial, Intrapersonal intelligences)
   - If the student is wrong then they will need to take the piece off and let another student come and try to place the piece in the correct row.

5. Students will play the game until the board is complete and correct.

**Closure:** After completion of the game the students will go back to their seats and the teacher will ask some follow up questions.
   - Choose what the easiest part of the game was? (Blooms; Evaluation)
   - Decide whether or not this activity would be easier with just you and a partner. (Blooms; Evaluation)
   - Was this an easier way to learn, by playing a game?
   - What was your favorite part of this lesson?
   - Howard Gardner’s intelligences that are in this lesson include Visual-Spatial, Interpersonal, and Intrapersonal.

**Adaptations/Enrichment:**

**Learning Disabilities in Listening Comprehension:** Give the student their own copy of the book to read since they will not be able to hear you read to the class. Also make sure that the student is sitting close to the teacher and can see the pictures in the book.

**Mild Cognitive Disability:** Since the student only has a mild cognitive disability the student can participate with the class. Then when there is time either you or a paraprofessional (if possible) take the student and redo the lesson individually, to make sure they understand the concepts.

**High Ability Reader:** Let the student read the book individually. Then when you start the game with the class hold that student to a higher standard. Pick on him first to answer the questions and ask him more challenging comprehension questions.

**Self-Reflection:**

- What worked well with this lesson?
- Did the students learn more by playing a game?
- Was the learning objective meant?
- How did the students that needed adaptations and enrichment do with this lesson?