**Inquiry-Based Lesson Plan Template**

Your name: Tosha Cook

Name of lesson: *Miss Malarkey Won’t be in Today*

Target grades(s): Kindergarten (may be adjusted for any grade level)

Time required preparing for lesson each time it is used: 15-30 minutes

Time required using or implementing lesson plan: 70 minutes

Equipment or materials needed (be specific):

* Finchler, J. (2000). *Miss Malarkey Won't Be in Today.* New York, NY: Walker Childrens.
* http://www.tumblebooks.com/library/asp/full\_book.asp?ProductID=92
* Computer with internet access
* Projector to view the online book
* Chart paper
* Chart paper marker
* Construction paper
* A hole punch
* 3 paper fasteners, or ribbon
* Markers

Safety precautions that should be taken or pointed out: N/A

Required Prior Knowledge/Skills:

* Students should be able to listen to, follow along, and talk about a storybook.
* Students should have, at least, a vague idea and concepts of rules.
* Student will need to be familiar with word walls / environmental print.
* Students should be familiar with writing letters and making words.

What is the driving question of the project?

* Are students able to use a vicarious experience to help them enhance their ability to create legible document for reading by the following?
  + Forming uppercase/lowercase letters
  + Writing from left to right/top to bottom
  + Tracing/reproducing letters and words correctly

How is this lesson plan related to the driving question?

* Students are provided with a vicarious experience that will prepare them for future experiences of having a substitute teacher.
* Students will participate in engaging writing activities, both individually and with assistance of teacher, to use as a reference in later experiences (such as a schedule of their school day).

How will this be pointed out?

* Students will be able to take their experience, being read *Miss Malarkey Won’t Be in Today,* and dictate their own rules for behavior when they have a substitute.
* Students can give examples of things they could do to help substitute teachers.

**Provisions for Individual Differences:**

* Students who are not able to write words (even with the words being presented in front of them) should be provided with traceable words.
* Media used in this lesson can be replaced with a hard copy of the book for the teacher to read to the class.
* The class can be broken up into their grade-level reading groups for small group reading of the text and to make their *Time Book About the School Day.*
* The lesson can be extended after the class experiences a day with a substitute teacher. The students will be able to explore *Miss Malarkey Won’t Be in Today* in a further extension by writing a sentence about their own experience.

**Supplemental Activities:**

* **Independent Practice:**
  + Students will be able to trace the newly introduced words on lined paper, for homework or during available class time, to strengthen fine motor skills with writing.
  + Students can write about when they are sick and what they do at home with parent and/or teacher assistance.
* **Independent Review:**
  + Students will have opportunities to write words and sentences during one-on-one time with the teacher or assistant.
* **Re-teaching and/or Enrichment:**
  + Teachers can use a field trip the class goes on to have the class discuss and dictate sentences about the experience.
  + Teachers can use the Author’s Chair for students to have the opportunity to share their writing with their classmates and receive feedback to move their writing to the next level.

What are the learning objectives(s) of this lesson (e.g. student will gain familiarity with GPS technology or student will demonstrate how to locate sites using GPS technology)?

**Instructional Objectives:**

* **0001.3.4** Create legible documents for reading by the following: forming uppercase/lowercase letters; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.
  + Students will be able to take their experience, being read *Miss Malarkey Won’t Be in Today,* and dictate their own rules for behavior when they have a substitute.
  + Students can give examples of things they could do to help substitute teachers.

What concepts or inquiry skill(s) will the student develop?

* Students will be able to think about and ask questions in regards to situations where their teacher may not be at school.
* Students will also engage in conversation about time and schedules (Talk about routines and how sometimes are routines are changed.)
* Students will also think about how rules must still be followed even when different people are put in charge.
* Students will also use numbers to tell time, using an analog and a digital clock.
* Students will constantly be asking themselves: Does my sentence start with a capital/uppercase letter? Does my sentence have two finger spacing in-between words? Does my sentence end with a period?

What standards will be covered or fulfilled by the lesson plan?

* **GLE 0001.3.3** Compose simple stories with teacher assistance.

List any other subjects that this lesson plan may address.

* Mathematics

**Lesson Plan Procedure**

A. Please include instructional strategies (e.g. I will use demonstrations, or I will use discussion. Remember you must use inquiry). Include how you will:

a. Determine students’ prior knowledge of the content.

* Students should be able to listen to, follow along, and talk about a storybook.
* Students should have, at least, a vague idea and concepts of rules.
* Student will need to be familiar with word walls / environmental print.
* Students should be familiar with writing letters and making words.

b. Introduce the lesson and how you will motivate or capture the students’ attention.

* Allow the students to view *Miss Malarkey Won’t be in Today* via the online library book. (Students will be engaged with the animated story reading with video.)

c. Link the activities to the driving questions of the lesson plan.

* Group activities will implement the understanding of the lesson.
* Class Rules on chart paper will allow understanding of writing sentences correctly and be used as future examples by being displayed in the classroom.
* The “Time Book of the School Day” will allow students to demonstrate their own understanding and ability to construct sentences that are written correctly.

d. Determine how you will assess if the learning objective(s)was/were met.

* By group discussion, teacher will review and allow students to use examples and assessment of the correct way to write sentences.
* Teacher will ask if sentences meet the sentence rubric (begins with a capital, two-finger spacing, and ends with a period).
* “Time Book of the School Day” will be reviewed for individual understanding.

**Assessment and Evaluation:**

* Students will participate in active discussion after listening to *Miss Malarkey Won’t Be in Today* to strengthen their vicarious experience.
* Students will dictate sentences, read the sentences as a group, and indicate if the sentences have proper structure (begin with a capital, have two-finger spaces in-between words, and end with punctuation).

**Provisions for Individual Differences:**

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* Media used in this lesson can be replaced with a hard copy of the book for the teacher to read to the class.
* The class can be broken up into their grade-level reading groups for small group reading of the text and to make their *Time Book About the School Day.*
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Write the step-by-step procedure that will be performed to reach. These do not have to involve every little thing you will say and do, but please list the relevant actions you will perform.

**INSTRUCTIONAL PROCEDURES**

**Set (8-10min):**

* Have students come and sit on the carpet and explain to students that they are about to view a book online and we will discuss the story afterwards.
* Logon to <http://blogs.knoxlib.org/main/childrens/> and click on Children’s Library under the [Children's online read-alongs](http://blogs.knoxlib.org/main/2008/05/childrens-onlin.html) section.
* Click on the blue box that says click here for TumbleBoooks, e-books for e-kids and select the red circle that says Story Books.
* Select M-M and scroll down to *Miss Malarkey Won’t Be in Today and click on the view online tap above the book.*
* Students will actively listen to *Miss Malarkey Won’t Be in Today*

**Instruction (50min):**

* Teacher and students will discuss and review the storybook as a whole.
* Teacher should ask, “What and who were some of the characters in the story?” (Ex. Teacher, Principal, Substitute)
* Teacher will write these terms so the students can see them during the lesson. (These words should be added to the word wall.)
* Teacher will continue the conversation to encourage the class to establish rules for when they have a substitute teacher.
* Students will dictate sentences, they feel are important rules for the class when they have a substitute teacher, with the guidance of the teacher.
* Teacher will write these sentences on chart paper and reread each sentence after the words are recorded. (The teacher should try to write students’ dictation verbatim, but change nonstandard wording to Standard English as these charts will be posted in the classroom for all students to reread.)
* After all rules are recorded as sentences, the teacher will read the text to the class while pointing at each word as it is read.
* Teacher should ask students if the sentence begins with a capital, has two-finger spacing, and ends with a period.
* Students will read along with the teacher.
* Teacher will have students return to their desks and inform them they will be making their own book about the school day schedule. It is idea to have an example for the students to see.
* Hand each student a premade blank book and follow the directions on the *Time Book About the School Day.*

**Closure (10min):**

* Read the *Time Book About the School Day* together as a class. Each student will have their book they made and the teacher will have his/her sample copy. Guide the students to point to each word as they read the text.
* Teacher and students should reread their rules, they made, together as a whole.
* Instruct the students to put the book they made in their desk.