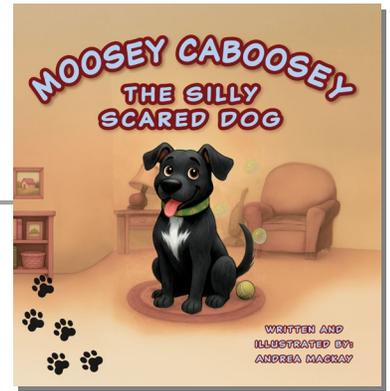


## Weekly Lesson Plan (K-2)

### *Moosey Caboosey the Silly Scared Dog*

Written and illustrated by Andrea Mackay



**Teacher Note:** This story is written in rhyme. Kindergarten instruction emphasizes listening for rhyming word patterns and producing rhymes orally. **Standards Note:** Kindergarten phonics and rhyming activities align with **K.RF.2 (Phonological Awareness)**.

## Day 1 – Characters & Describing Words (Who is Moose?)

**Learning Objective:** Students will identify the main character and describe him using words from the text.

**Standards:** K.RL.3 | 1.RL.3 | 2.RL.3

### Phonics

- **K:** Introduce letter **M**. Use: **Moose, makes, mop, monster**. Students trace M in the air and clap when they hear /m/. **Rhyming:** Read aloud **sweet / treat** and **best / chest**. Students clap when the words rhyme and repeat the pairs.
- **1st: Blend /oo/** (oo vowel team). Read: **moose, booty, zooms**. Students stretch the /oo/ sound and find **oo** in each word.
- **2nd: Long vs. short oo** using manuscript words: **moose** (long oo) vs. **good** (short oo). Students highlight the **oo** and say the sound.

### Conventions

- **K:** Model sentence: Moose is big. Circle capital M.
- **1st: Fix:** moose is silly. → Moose is silly.
- **2nd:** Capitalization in names/title words (teacher modeling): Moosey Caboosey as a name.

### Reading/Comprehension

- **K:** Identify Moose and describe him with one word (big / black / sweet).
- **1st: Ask:** “What do we learn about Moose in the beginning?”
- **2nd:** Character traits with evidence (silly, scaredy, loving).

### Writing

- **K:** Draw Moose. Dictate/write: This is Moose.
- **1st:** Write 1 sentence: Moose is floppy.
- **2nd:** Write 2 sentences describing Moose using text words (big/black/floppy/sweet).

## Day 2 – Feelings & Fear (What scares Moose?)

**Learning Objective:** Students will describe what scares Moose and identify emotion words.

**Standards:** K.RL.2 | 1.RL.2 | 2.RL.2

### Phonics

- **K:** Short a sound: wag, bag. Clap when they hear /a/. (wag/bag). **Rhyming:** Read **fright / night**. Ask: “Do these words sound the same at the end?” Students repeat the rhyming words.
- **1st:** Digraph **sh**: **shakes, shadow**. Students underline **sh** and read aloud
- **2nd:** Silent **e**. Use **close**. Students read the word and identify the silent **e** that changes the vowel sound.

### Conventions

- **K:** Emotion words: scared, happy, silly.
- **1st:** Action verbs from the text: **hides, flops, yips, barks, dives, camps, zooms**.
- **2nd:** Because sentence modeling: **He hides because he is scared**.

### Reading/Comprehension

- **K:** Point to “scary” parts: **feather, fly, ghost, shadow, bubble, vacuum, mop, bag**.
- **1st:** Retell one fear scene: “Moose barks at the vacuum.”
- **2nd:** Discuss: “Is it okay to be scared? What helps Moose?”

### Writing

- **K:** Draw 1 thing that scares Moose (shadow/bubble/vacuum).
- **1st:** Sentence starter: **Moose is scared of \_\_\_**.
- **2nd:** Write 2–3 sentences: **Moose is scared, but he is loved**.



## Day 3 – Humor & Motion (Wiggles, Flops, Thumps!)

**Learning Objective:** Students will identify funny moments and action words that create humor.

**Standards:** K.RL.7 | 1.RL.7 | 2.RL.7

### Phonics

- **K:** Letter **B** sound using: **big, black, booty, belly, bed, bones, bag**. Sort pictures/words by beginning sound: B vs. not B. **Rhyming:** Read **fall / all** from the story. Students echo the words and point to the matching ending sound.
- **1st:** Initial blends from the text: **cl** in **clumsy**, **fl** in **floppy, flops, floor**. Read and underline blend letters.
- **2nd:** Diphthongs **oi/oy** from the text: **boy, joy**. Students circle **oy** and say the sound.

### Conventions

- **K:** Adjectives from the story: **big, black, floppy, silly, goofy, slobbery**.
- **1st:** Add adjectives: **The floppy dog zooms**.
- **2nd:** Commas in a list using story words: **treats, toys, snacks**.

### Reading/Comprehension

- **K:** Find the funniest part in pictures (wiggle/flop/belly rub).
- **1st:** What makes Moose funny? (booty wiggle / knocks things over)
- **2nd:** How do action words help us “see” the story?

### Writing

- **K:** Draw Moose doing a “booty wiggle.” Label: booty (teacher support).
- **1st:** Write 1 funny sentence: He wiggles and flops.
- **2nd:** Write a short paragraph describing a funny moment using 3 action words.

## Day 4 – Love & Caring (How do we show love?)

**Learning Objective:** Students will explain how Moose is cared for and how love shows up in the story.

**Standards:** K.RL.1 | 1.RL.1 | 2.RL.1

### Phonics

- **K:** Review letters using manuscript anchor words: **M** (Moose) | **B** (belly) | **S** (snuggles).  
**Rhyming:** Read **tail / whale**. Students repeat and draw one rhyming word.
- **1st:** Word family/ending sound practice with manuscript words: **wiggle / wiggles, treat / treats**.
- **2nd:** Syllable claps with manuscript words: **Moosey (2), Caboosey (3), snuggles (2), vacuum (2)**.

### Conventions

- **K:** End punctuation practice with simple story sentences.
- **1st:** Build correct sentences with capitals + period: **Moose snuggles**.
- **2nd:** Expand sentences with conjunctions (teacher modeling): **Moose is scared, and nobody loves him as much as we do**.

### Reading/Comprehension

- **K:** Who loves Moose? (we do).
- **1st:** How do we show Moose love? (scratches, kisses, treats, belly rubs).
- **2nd:** Theme: love/acceptance even when someone is scared.

### Writing

- **K:** Draw a way you show love (hug/help/share).
- **1st:** Write: **I show love by** \_\_.
- **2nd:** Write 3–4 sentences: how love helps someone feel safe.



## Day 5 – Lesson Learned (It’s okay to be scared)

**Learning Objective:** Students will connect the message of the story to their own lives.

**Standards:** K.W.3 | 1.W.3 | 2.W.3

### Phonics

- **K–2 Review Game:** “Find it in the Story” word hunt  
Students search for and read these manuscript words: moose, booty, wiggle, flops, scared, happy, treats, toys, love.
- **Kindergarten Extension:** Teacher reads a word from the story. Students say the rhyming word from the book.

### Conventions

- **K–2:** Fix-the-sentence using only manuscript words (teacher prepared strips).  
Example: **moose is happy.** → **Moose is happy.**

### Reading/Comprehension

- **K:** What kind of dog is Moose? (big + scaredy + loved).
- **1st:** Retell beginning/middle/end (scared moments → loved anyway).
- **2nd:** Write/Explain the message: *It’s okay to be scared, and love helps.*

### Writing

- **K:** Write: **I can be brave.** (or dictate).
- **1st:** Write: **I feel scared when** \_\_.
- **2nd:** Reflection paragraph:  
When I feel scared, I can \_\_. Moose is scared, but \_\_.

## Extension Lessons

### Art Extension – “Moosey Motion” Poster

**Objective:** Students will show motion using lines and action words from the story.

**Materials:** Paper, crayons/markers, optional action-word cards.

**Procedure:**

1. Students draw Moose **wiggling / flopping / thumping**.
2. Add motion lines and label with 1–3 action words (grade-level).

**Differentiation:**

K: label one word (wiggle).

1st: label 2 words (wiggle, flop).

2nd: add a sentence: **His tail thumps the floor.**

### SEL Extension – Feelings & Coping Toolbox

**Objective:** Students will name fears and choose coping tools (breathing, asking for help, comfort item).

**Materials:** Feelings chart, paper toolbox worksheet.

**Procedure:**

1. Discuss: “Moose is scared, and that’s okay.”
2. Students list/draw 3 coping tools for when they feel scared.
3. Share in partners.

**Differentiation:**

- K: Draw tools.
- 1st: Label tools.
- 2nd: write 2–3 sentences explaining why they help.

