

# ECE Lesson Plan

<b>Lesson Title:</b> <i>King &amp; Kayla and the Case of the Missing Dog</i> Vocabulary Lesson		
<b>Subject Area:</b> English Language Arts- Reading Literature	<b>Age/Grade:</b> School-age	<b>Time:</b> 30 minutes
<b>21<sup>st</sup> Century Skills:</b> Critical Thinking	Flexibility Communicating	Literacy
<b>Key Vocabulary:</b>		
Baking powder	Flour	Puppy
Breath	Friend	Raw
Chase	Giggles	Rescue
Clomping	Gobble	Roll
Clues	Intruder	Scent
Crime	Lick	Sniff
Dough	Missing	Stinks
Droops	Nips	Treats
Energy	Oatmeal	Wait
Favorite	Peer	Write
Fetch	Plan	Yowl

## LESSON CONTENT:

<p><b>Learning Objective:</b> The learners will be able to:</p> <ul style="list-style-type: none"> <li>Use descriptions to identify key vocabulary words from <i>King &amp; Kayla and the Case of the Missing Dog Treats</i> by Dori Hillestad Butler.</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><i>King &amp; Kayla and the Case of the Missing Dog Treats</i> by Dori Hillestad Butler</li> <li>Chalkboard, whiteboard, or large tablet</li> <li>Paper</li> <li>Tape</li> <li><a href="#">Word Search</a></li> </ul>
<p><b>Lesson Description:</b> This lesson encourages pre-kindergarten and school-age children to use information and concepts from the book, <i>King &amp; Kayla and the Case of the Missing Dog Treats</i> by Dori Hillestad Butler, to learn new vocabulary and understand its meaning.</p>	
<p><b>Early Childhood Learning Standard:</b> <b>1.3 1.J</b> Use words and phrases acquired through conversations, reading, and being read to, and respond to texts, including words that signal connections and relationships between the words and phrases.</p> <p>The learner will:</p> <ul style="list-style-type: none"> <li>Talk about pictures and text using new vocabulary words or phrases.</li> <li>Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations.</li> <li>Use new vocabulary when asking questions or describing situations or objects.</li> </ul>	

- Use new vocabulary from a variety of content areas.
- Use context clues to understand word and sentence meanings.

The adult will:

- Use vocabulary daily and throughout different contexts.
- Read appropriate literary text.
- Provide opportunities for oral language practice.
- Interactively use a vocabulary word wall to teach, reinforce, and encourage the use of new words.

### LESSON SEQUENCE:

#### Preparation:

Before beginning the lesson, gather and prepare the materials for the *What's That on my Back* activity. Use vocabulary from the first chapter of *King & Kayla and the Case of the Missing Dog Treats* by Dori Hillestad Butler to create the activity. Determine how many students will be in the class and divide them into small groups. Write a vocabulary word in large letters on a piece of paper and repeat for the number of groups you have. Continue this process for about 5 to 6 vocabulary words.

Vocabulary words for chapter one of *King & Kayla and the Case of the Missing Dog Treats*:

dough	friend	oven
droops	lick	treats
favorite		

#### Introduction:

While seated in a circle, introduce the book *King & Kayla and the Case of the Missing Dog Treats* by Dori Hillestad Butler. Before reading, have the children examine the book's cover and encourage prediction through open-ended questions, such as:

"Which character do you think is called King?" "Why do you think that?"

"Let's look at the title, it says the *Case of the Missing Dog Treats*. What is a case?"

"Do you think this could be about a mystery?"

Read the first chapter of the book. This is a longer text that would be best suited to read over a couple of days. Reading only one to two chapters will be easier to keep the children engaged. Read expressively and pause to think aloud and ask questions throughout the read.

#### Instruction/ Teacher Modeling:

After reading the chapter, use the board to create a list of vocabulary words from the first chapter (found in the preparation section). Review the pronunciation of each word, having the class repeat it back. Begin explaining the definitions of each of the words. Use the book to illustrate using context clues to find a meaning.

"Let's look at the word treat. Everyone sound it out with me tr-ea-t. Let's look on the first page to see if we can find any clues about the meaning of the word treat. Looking at the word in the sentence we can see that peanut butter describes the treat. This must mean that treats are a form of food."

Review the rest of the words working through the definitions using the book for context in describing each word. Write the vocabulary words on the board and remain there for the assessment.

**Assessment:**

After reviewing the new vocabulary words, break students up into small groups. Inform them that they will be playing a game called *What's That on my Back*. Explain the vocabulary game to the students.

Each person will have a vocabulary word taped on their back where they cannot see it. When game begins, take turns within the group being a “guesser” and a “clue-giver.” The goal is to have every member of the group guess the vocabulary word on their back.

The clue-giver will give the guesser clues to help them guess what the word is on their back. These clues can be hints from the story, or synonyms (words that mean the same thing), or antonyms (opposites). The only rule is that the clue-giver cannot say the vocabulary word. The guesser can ask questions to narrow their guess.

For example, the vocabulary word on the group member's back may be “treats.” The clue-giver could say: “This is what Kayla was making.” “This is King's favorite food.” “It is sometimes a reward.” “Children ask for these on Halloween.”

Once the guesser answers correctly, the guesser and clue-giver switch roles. Raise your hands when your group has guessed all the vocabulary words.

As the lesson concludes, invite students to reflect on the activity.

- What is one new word that you learned today?
- What was your favorite clue?

As an extension, share the [word search](#) to reinforce the new vocabulary.

**ADDITIONAL TEACHER NOTES:**

One way to check for understanding is to use the word in a sentence or draw a picture. Consider gathering the unfamiliar words from a book and putting them in an activity such as a matching game to build understanding. Focusing on finding the meaning of unfamiliar words helps children develop their vocabulary skills.