

## Lesson Plan

Grade Level: Kindergarten

Lesson Plan #7: "Mindful Monkeys" - How to be a Helper



### Standards Met

#### **CCSS.ELA-LITERACY.RL.K.1**

With prompting and support, ask and answer questions about key details in a text.

#### **CCSS.ELA-LITERACY.RL.K.3**

With prompting and support, identify characters, settings, and major events in a story.

#### **CCSS.ELA-LITERACY.SL.K.1**

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

#### **CCSS.ELA-LITERACY.SL.K.6**

Speak audibly and express thoughts, feelings, and ideas clearly.

### Notes

Students should focus on finding text evidence for their answers in this lesson. They can also color the graphic organizer once they complete it.

### Learning Target

- I can describe why a character makes certain choices in a story and what the result is.
- I'll show this by explaining how I can make choices in real life to help others.

## Materials Needed

- Copy of “Caps for Sale and the Mindful Monkeys”
- Graphic organizer

## Do Now

The class reviews the storyline of “Caps for Sale and the Mindful Monkeys.” Time permitting, the teacher should read the story again.

## Activity 1

The teacher starts by asking students what makes these monkeys different from other monkeys. Answers can range from literal to abstract.

- What can these monkeys do that makes them special?

The teacher then asks the students what the monkeys did to help Pezzo.

What happened to Pezzo?

- Why did he need help?
- What did the monkeys do to make things better for him?
- Why was it so important for Pezzo to have caps waiting for him when he got home?

Lastly, the teacher asks the students how the monkeys knew Pezzo needed their help.

- What did the monkeys notice about Pezzo?
- How did the monkeys know he needed help?
- How did the monkeys know what to do?

## Activity 2

Now that the monkeys’ actions and choices have been discussed, students can turn the discussion to their classroom community. Each student should write down one thing they can do to help a friend in need.

**I know a friend needs help when \_\_\_\_\_.**

**I can help them by \_\_\_\_\_.**

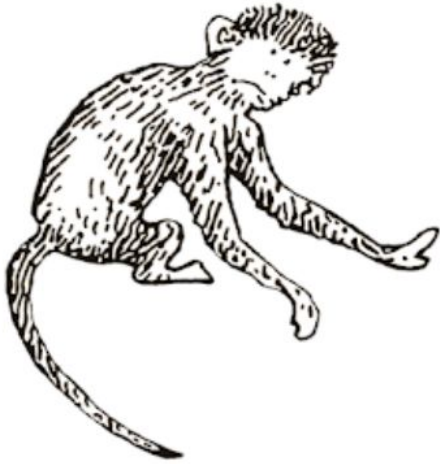
**Closure**

Students share out one thing they can do to be the most helpful classmate they can be.

**Printable Materials**

Graphic organizer

Name: \_\_\_\_\_



**I know a friend  
needs help when**

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**I can help them by**

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