

Lesson Plans

Day One

1. Sing "The Matt and Molly Song" (Tune: "Frère Jacques")

Have all the students gather on the floor in front of the chalk ledge. Say, "Who would like to come up and help me lead 'The Matt and Molly Song'?" Choose one student to help you lead.

SLP and LEADER: Matt and Molly

STUDENTS: Matt and Molly

SLP and LEADER: Language time

STUDENTS: Language time

SLP and LEADER: Listen and look.

STUDENTS: Listen and look.

SLP and LEADER: Here we go.

STUDENTS: Here we go.

2. Introduce the story of the week.

Say, "I have a new story to tell you. It is so funny! The title of the story is _____. Are you ready to see the first picture? Are you sure? Okay. Here is picture number one."

3. Describe the pictures.

Hold up picture number one. Make sure all the students can see it. Ask, "What is happening in picture number one?" Encourage the students to tell about the people, things, and places illustrated in the picture.

Introduce new vocabulary concepts as they happen in the story. (Key vocabulary words are in boldface in each story.) After the students describe the picture and you explain the new vocabulary, place the picture on the chalk ledge so all the students can see it.

4. Predict the next event.

Ask, "What do you think will happen next?" Let the students predict what might happen in picture number two. Encourage participation with reinforcement such as, "What a great idea! I like the way you're thinking!"

Let several students make predictions, and then ask, "Are you ready to see picture number two?" Hold up picture number two and act surprised about what you see. Then, ask the students, "What is happening in picture number two?"

Repeat the "What do you think will happen next?" and "What is happening in picture number ___?" process until you get to the last picture in the story. Make a very big deal about the funny ending. For example, "Can you believe that Matt did that? He is so funny!"

5. Review the story.

Leave all the story pictures on the chalk ledge and retell the entire story to the students. Then ask, "Who can tell the story again by himself or herself?" Let someone tell the story again. Tell the student that it is okay to ask a friend for help if she needs it.

6. Resequence the story.

Pick up all the pictures. Say, "Now it's time to mix up the pictures. Mix them up. Mix them up. Mix them up!" Place them back on the chalk ledge in the wrong order. Say, "Oh, no! They're all wrong now. I need you to help me make them right again. Who can find picture number one?"

After a student finds picture number one, let him stand in front of the class with the picture up against his chest. Continue asking the students to find the next picture until each picture is being held by a different student in front of the class.

7. Recall the missing picture.

Say to the students who are still seated, "Heads down. Eyes closed!" Have one of the students who is still standing with a picture on her chest turn around so her back is facing the seated students. Then say, "Heads up. Eyes open! Who can tell me which picture is missing?"

After a student describes the picture, have the person holding it turn around and say, "Look, you're right! Good remembering!" Repeat this procedure for all of the pictures. Then, have the students holding the pictures sit down.

8. Match sentences to the pictures.

Put all the pictures back on the chalk ledge in the correct order. Now, hold up one of the printed sentences so that all the students can see it. Point to each word as you read the sentence aloud.

Ask, "Who can put this sentence with its picture?" Allow a student to place the sentence in front of the picture it describes. Do this with all of the sentences.

The Hungry Cat

Picture 1: Matt and Molly see a **cat**. The cat looks **sad**. He says, "**Meow**."
Matt wants to give the cat something to make him **happy**.

Picture 2: Matt gives a **bone** to the cat. Molly says, "Cats don't like bones! **Dogs** do!"
Matt thinks again about what to give the cat.

Picture 3: Matt gives a slice of **pizza** to the cat. Molly says, "Cats don't like pizza! **People** do!"
Molly gets an **idea** about what to give the cat.

Picture 4: Molly gives some **tuna** to the cat. Cats **love** tuna! Hurray! The cat is happy!

Yes/No Questions

1. Is there a lion in this story?
2. Is there a rabbit in this story?
3. Is there a cat in this story?
4. Does the cat say, "Ruff, ruff"?
5. Does the cat say, "Meow"?
6. Does the cat like the bone?
7. Does the cat like the pizza?
8. Does the cat like the tuna?
9. Does the tuna make the cat feel sad?
10. Does the tuna make the cat feel happy?

Wh- and How Questions

1. What animal do Matt and Molly see?
2. What does the cat say?
3. What does Matt give the cat first?
4. What does Matt give the cat second?
5. What is Molly's idea?
6. How does the tuna make the cat feel?
7. What are you — a person or an animal?
8. What is a cat — a person or an animal?
9. What other things do cats like to eat and drink?
10. What things do people like to eat and drink?

Suggested Props

cat — a student or a stuffed cat with its actions controlled by a student

real or plastic dog bone

pizza — a plastic pizza from a pretend food set or a pizza made out of colored construction paper

tuna — a real can or one from a pretend food set

16-09-12

