

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 a chalk ledge. Ask, “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 picture.

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. After the students describe the picture and you explain any 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. 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 positive ending. For example, “Can you believe that Matt did that? He did a good job!”

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?” Let someone tell the story again. Tell the student that it is okay to ask a friend for help if she needs it.

6. Differentiate right and wrong behavior.

Place an “Oh no, that’s wrong!” and a “Yes, that’s right!” card on the floor. Next lay the last three pictures of the story (in any order) in front of the students. Hold up one of the pictures and ask, “Is ____ the right way to ____?” Have your students yell, “No, that’s wrong!” or “Yes, that’s right!” Yell right along with your students! Then ask a student to place the story picture under the correct card. Repeat this process until each student has had a turn positioning a story picture.

7. Recall the missing picture.

Have four students stand in a row facing the group of seated students. Give each standing student a story picture to display in the order of the story.

Then say to the students who are seated, “Heads down. Eyes closed!” Have one of the students with the pictures turn around with her back facing the seated students. Then say, “Heads up. Eyes open! Who can tell me which picture is missing?”

After a student describes the missing 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. Then 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.

9. Answer *yes/no* questions.

Tell the students that you're going to hide the pictures and the sentences. Tell them it's time to get their thumbs in the ready position (closed fists with both thumbs pointing inward, toward each other).

Ask the 10 *yes/no* questions. Some of the questions are supposed to be silly. When the answer is "yes," have the students shout out "yes" and point their thumbs up. Hold up the Yes card. When the answer is "no," have the students shout out "no" and point their thumbs down. Hold up the No card.

After a few weeks of getting acquainted with Matt and Molly, let a student come up to the front and lead the *yes/no* questions. The student will have fun making up his own questions.

10. Answer *wh-* and *how* questions.

Tell the students that you are going to ask some questions about the story. Tell them to raise their hands if they know the answers. Ask the 10 *wh-* and *how* questions. As you ask each question, hold up the appropriate question card (*What, When, Where, How*, etc.).

11. Review the story.

Ask the students to watch you hang the last three story pictures on a Social Skills Bulletin Board. This action will culminate what the students have learned and prepare them to complete the take-home worksheet activity.

12. Get excited about acting out the story.

Say, "Next time we meet, we're going to act out this Matt and Molly story. I know I will need to bring a (name one prop). What else will we need to act out this story?"

Let the students take turns making suggestions about different props. Say, "I can't wait until next time. We are going to have so much fun acting out this story!"

Matt's Nose Is Dripping

Picture 1: Matt's nose is dripping. The teacher says, "Matt, please wipe your nose."

Picture 2: Matt wipes his nose with his hand. **Oh no, that's wrong!**

Picture 3: Matt wipes his nose with his shirt. **Oh no, that's wrong!**

Picture 4: Matt wipes his nose with a tissue. **Yes, that's right!** The teacher is proud of Matt.

Yes/No Questions

1. Is Matt in this story?
2. Is Molly in this story?
3. Is a teacher in this story?
4. Does Matt wipe his nose with his hand?
5. Is it right to use your hand to wipe your nose?
6. Does Matt wipe his nose with his shirt?
7. Is it right to use your shirt to wipe your nose?
8. Does Matt wipe his nose with a tissue?
9. Is it right to use a tissue to wipe your nose?
10. Are there tissues in your classroom?

Wh- and How Questions

1. Who is in this story?
2. What is wrong with Matt's nose?
3. How does Matt wipe his nose first?
4. Why is it wrong to wipe your nose with your hand?
5. How does Matt wipe his nose second?
6. Why is it wrong to wipe your nose with your shirt?
7. What is the right way to wipe your nose?
8. How does the teacher feel when Matt uses a tissue to wipe his nose?
9. Where is a tissue box in your classroom?
10. What should you do if your nose is dripping and you can't find a tissue box?

Suggested Props

Two signs saying **Oh no, that's wrong!**

Sign saying **Yes, that's right!**

Teacher — wig and/or high-heeled play shoes

Matt — white, long-sleeved T-shirt

Box of tissues

