

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.

A Rainy Day

Picture 1: Matt and Molly are standing **outside**. Matt feels a **drop** of **rain**. They are going to get **wet**. This is no fun!

Picture 2: Matt and Molly put on **raincoats**. They are still getting wet. This is no fun!

Picture 3: Matt and Molly put up **umbrellas**. They are still getting wet. This is no fun!

Picture 4: The rain stops. The **sun** comes out. Matt and Molly can have **fun** now!

Yes/No Questions

1. Is Molly in this story?
2. Is Matt in this story?
3. Is it snowing in this story?
4. Is it raining in this story?
5. Are Matt and Molly getting wet?
6. Do Matt and Molly put on boots?
7. Do Matt and Molly put on raincoats?
8. Do Matt and Molly put up umbrellas?
9. Are Matt and Molly having fun in the rain?
10. Are Matt and Molly going to have fun in the sun?

Wh- and How Questions

1. Who is in this story?
2. What does Matt feel on his hand?
3. How does rain feel when it falls on you?
4. What do Matt and Molly put on?
5. What do Matt and Molly put up?
6. Why is it more fun in the sun than in the rain?
7. What is rain good for?
8. Who in this group has a raincoat?
9. When do use an umbrella?
10. What else can you wear when it's raining?

Suggested Props

rain — water in a spray bottle (Have one of the students spray water over "Matt" and "Molly's" heads.)

two raincoats

two umbrellas

sun — made out of yellow construction paper (Have a student hold it up.)

