

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 Day at the Lake

Picture 1: Matt and Molly are spending the day at the **lake**. Molly is **floating** in the water on an **inner tube**. Matt is sitting on a tree **stump**. He is **fishing**. Molly says, “Look, Matt, you caught a **little** fish!”

Picture 2: Molly is still floating. Matt is still fishing. Molly says, “Look, Matt, you caught a **medium-sized** fish!”

Picture 3: Molly is still floating. Matt is still fishing. Molly says, “Look, Matt, you caught a **big** fish!”

Picture 4: Oh, no! Matt caught Molly by **mistake**! Whoa! Molly is **falling off** her inner tube! Molly says, “Matt, I’m not a fish. I’m a **girl**!”

Yes/No Questions

1. Is Matt riding a bike in this story?
2. Is Matt fishing in this story?
3. Is (name of a girl student in your group) floating in the lake?
4. Is Molly floating in the lake?
5. Is Matt sitting on a chair?
6. Is Matt sitting on a stool?
7. Is Matt sitting on a tree stump?
8. Does Matt catch a shark?
9. Does Matt catch a fish?
10. Does Matt catch Molly by mistake?

Wh- and How Questions

1. Who is fishing in this story?
2. Who is floating in this story?
3. What is Matt sitting on when he is fishing?
4. What size fish does Matt catch first?
5. What size fish does Matt catch second?
6. What size fish does Matt catch third?
7. What happens when Matt catches Molly by mistake?
8. Who in this group is a fish?
9. Who in this group is a girl?
10. What does it mean to “make a mistake?”

Suggested Props

stump — a big cardboard box

fishing rod — a toy or real rod (without the hook) or a long stick with a string tied onto it

hook on the fishing rod — a magnet tied onto the end of the string

fish — construction paper fish in three sizes

(Put a paper clip on each fish so that the “hook” or magnet can “catch” them.)

float — a blow-up ring, an old bicycle tire, or a ring cut out of poster board

lake — the floor or a carpeted area (Let “Molly” roll back onto the floor when she falls out of the float.)

