

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.

Molly Makes a Snowman

Picture 1: Molly is making a **snowman**. She puts **mittens** on the snowman.
She puts a **scarf** on the snowman. She puts a **hat** on the snowman.

Picture 2: Molly is **finished** making the snowman. She walks home. Hey, look! Here comes Matt!

Picture 3: Matt is very **cold**. He looks at the snowman. Matt gets an **idea**!

Picture 4: Matt borrows the snowman's mittens, scarf, and hat. He is much **warmer** now! Oh, no!
Here comes Molly! She is surprised to see the snowman without any clothes!

Yes/No Questions

1. Is Molly in this story?
2. Is Matt in this story?
3. Is Molly making a snowman?
4. Does Molly put boots on the snowman?
5. Does Molly put a jacket on the snowman?
6. Does Molly put mittens on the snowman?
7. Does Molly put a scarf on the snowman?
8. Does Molly put a hat on the snowman?
9. Does Matt borrow money from the snowman?
10. Does Matt borrow warm clothes from the snowman?

Wh- and How Questions

1. Who is making a snowman?
2. What clothes does Molly put on the snowman?
3. When Molly is finished making the snowman, where does she go?
4. Who walks up to the snowman after Molly leaves?
5. How does Matt feel when he first walks up to the snowman?
6. What idea does Matt get?
7. How does Matt feel after he borrows the snowman's clothes?
8. How does Molly feel when she sees that the snowman's clothes are missing?
9. What does the word borrow mean?
10. Who in this group has ever borrowed something?

Suggested Props

snowman — a student standing very stiffly, with his arms straight out from his sides

pair of mittens

winter scarf

winter hat

