LESSON PLAN

Name: Sarah Allen      Date: 10/11/02
Content Area: English Language Arts   Unit Topic: Vocabulary
Today’s Lesson: Bugs!     Grade Level: First

LESSON RATIONALE:
New York State Standards:
    Standard #2- Language for Literacy Response and Expression

Key Ideas:
1. Listening and reading for literacy response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.
2. Speaking and writing for literacy response involves presenting interpretations, analyses, and reactions to the content and language of the text. Speaking and writing for literacy expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Instructional Objectives:
1. After repeated readings of the text, students will be able to identify the key words “bugs” and “where” in the text, and words one, two, three, four and five both in and outside of the text. (knowledge)
2. Students will be able to match pictures of bugs from text with the correct number phrase describing the picture. (comprehension)
3. Students will be able to identify color words and match correct color. (comprehension)

Adaptations:
- Students with hearing/speech limitations should have preferred seating near teacher during story
- Students with OT needs may have access to a PC
- Students who need additional reading assistance may have directions read to them. They may also receive extra help reviewing flashcards with the vocabulary list (bugs, where, one, two three, four, red yellow, and green).

Materials Needed:
- One copy of Bugs by Patricia and Fredrick McKissack
- Copy of bugs worksheet to be distributed to the class
- Pencils, crayons and/or colored pencils
- Words bugs, where, one, tow, three, four, red, yellow and green written on board
LESSON OPENING/ANTICIPATORY SET

Introduce the book

- Invite students to sit on rug around a chair that the teacher will be reading from.
- Read the title of the book and show the picture on the front cover. Read the name of the author and illustrators and discuss the role of each.
- Ask students to make predictions of what the story will be about.

Say: “Today we’re going to read a story about bugs! What do you know about bugs? (Show cover) What is the picture on the cover? Can you show me where the bugs are? What else is in the picture? What do you think the book will be about? The authors are Patricia and Frederick McKissack. Can anyone tell me what the author does? Now let’s read the story, pay close attention to see if your predictions are right."

LESSON BODY:

Read the story and respond together as a group. Ask questions such as:

- What was the story about?
- Were our predictions right?
- What was your favorite part?
- Did you notice any words that you know?
- Tell us about your favorite picture.

Look around the room and ask questions such as “I see one round clock.” Have students respond “where” by pointing to the board (where it will be written). Then respond “It is over there. The clock is on the wall.” Model several other sentences using different numbers and colors in the examples. This will help auditory learners hear and make connections.

Introduce vocabulary words “bugs” and “where”. Ask children to listen while you read again and chime in when they notice one of those words. After reading again introduce number words “one”, “two”, “three”, and “four”. Review color words “red”, “yellow”, and “green”. Stop after each page and see if they can identify a word that is listed on the board (bugs, where, one, two, three, four, red, yellow and green).

Reread the story one or two more times.

Pass out matching worksheet. Explain that they are to match the pictures of the bugs with the sentences from the book. Draw lines between. Also ask them to color the pictures when they are done, paying close attention to the colors in the sentences.

LESSON FOLLOW-UP:
Extended activities:

- Reread the story several more times.
- Ask them to write a few sentences describing an animal that they have seen. Ask them to include color and shape words.
- Write a letter to a friend as if they were the girl/boy in the story who found the bugs. (develops interpersonal skills)
- Write a sentence modeled after the story for example “I see _______” Switch with a partner and write the asking question “Where?” Then answer “_______”
- Write several sentences with where, bugs, one, two, three, four, red, yellow, and green on long strips of paper. Ask students to come up and underline vocabulary words.

EVALUATION:

Review worksheets to see whether or not students can identify number and color words and match them with the correct pictures.

While asking questions during the third reading of the story keep post-it notes or mental counts of which students had difficulties with words.

Go around to each desk during work time and ask students (specifically those noted earlier to have trouble) questions such as “show me the word one” or “show me three bugs” or “where is the word red?” from their worksheets. This allows for the visual learners to use the pictures as cues, and maybe this could help them if they were having trouble earlier. Keep track of their progress on index cards.

REFERENCE: