

## ELD LESSON PLAN FORMAT

Book \_\_\_\_\_ *Quick as a Cricket* by A. Wood

### Lesson 1

#### Introduce Vocabulary:

The vocabulary work actually gets more in depth as this unit progresses, but to use the future vocabulary, students have to be familiar with some of the creatures in the book. You can choose ones you think they know, to save time, or use the ones they don't yet know and reinforce throughout the unit. If you use all of them, you may want to chunk them for explicit teaching by beginning sounds/digraph, etc. Here is a list of all the "creatures" (as they are not all animals).

creature, cricket, snail, ant, whale, basset (you can just use dog), lark (bird), bunny, shark, toad, fox, kitten, ox, lion, clam, rhino, lamb, tiger, shrimp, poodle, chimp (monkey), lizard, bee

#### Word Work:

(based on only introducing the words that fit this category) Sort words by beginning sounds of b, t, l, c and sh. Only focus on the words that have these beginning sounds.

(s and h are friends and always telling secrets, that's why they say "Sh".

#### Access Background Knowledge:

Describe your favorite animal to your partner. Explain what they like to do, how they act.

#### Set Purpose for Reading Book:

Match the creatures in the story. Pass out all of the manips for the creatures.

#### Read Book:

The student with the manip matches it to the word.

#### Conclude with Purpose for Book:

What do you see? Have students use prompt from Brown Bear to name the creatures you focused on today: "Carla, Carla, what do you see?" students says "I see a \_\_\_\_\_ looking at me!"

#### Supplies:

Vocabulary strips

Manips

book

BB prompt

### Lesson 2

#### Review Vocabulary:

Use BB prompt to review creatures.

Word Work:

Sorting as before but add an "other" category (all the creatures that do NOT share a beginning sound with another).

Access Background Knowledge:

To your neighbor, describe your favorite animal in the story and why.

Set Purpose for Reading Book:

Name each animal.

Read Book:

Do a choral read of the story where the students finish each sentence with the appropriate creature. "I'm as quick as a \_\_\_\_." Do a second reading where you somehow group them or number them so they say the name in pairs or alone.

Supplies:

BB prompt                      other category                      vocab strips                      realia

**Lesson 3**

Review Vocabulary:

Find Your Partner: Text-text, text-picture with text, picture-picture, text-picture without text

Access Background Knowledge:

Pick two creatures from the story and tell your partner where the animal lives.

Set Purpose for Reading Book:

Categorize where creatures live. Show the three categories "On the Ground", "In the Air" and "In the Ocean". Point out the two different prepositions and explain the different locations.

Read Book:

Just read the book with noticing questions.

Conclude with Purpose for book:

Pass out realia/pictures. Have students categorize creatures and say the prompt: A \_\_\_\_\_ lives in/on the \_\_\_\_\_. You have the categories written and you can tell them which prompt to use or let them choose the correct one.

Supplies:

BB prompt                      vocab strips                      word sort categories                      book  
location categories                      realia

## Lesson 4

### Vocabulary Play...Extend Vocabulary into Production:

4 Corners: Have students sort realia by ground/ocean/air/I can't remember!. Post the category in the 4 corners of the room or carpet. Pass out the pictures after explaining instructions. They go to the corner that fits their creature. Once they sit in the corners, have students explain where their creature lives using prompt from day before.

Have students put their picture on a pre-made bar graph (have the bar graph go horizontally for the next activity). Count the total number of animals that live in the 3 areas.

Have students brainstorm creatures you haven't yet talked about. Give them the graphic organizer and have them work in pairs to brainstorm in pictures or words three animals for each category. Have each student decide their favorite animal for a class book.

### Culminating Activity/Game/Class book:

Have the students cut out their favorite creature from their brainstorm to add to the class chart. Create a math sentence combining the book's creatures and the students' creatures.

### *Supplies:*

Location sorting categories  
brainstorming graphic org

pictures  
glue

bar graph  
scissors      crayons

NOTES: