

ELD LESSON PLAN FORMAT

Book__There was a Old Lady Who Swallowed a Fly__

*This lesson may be used with any version. You may want to modify, or add language focus based on which book you use.

Lesson 1

Introduce Vocabulary:

fly, spider, bird, cat, dog, cow, horse, old, lady, swallow, stomach, die

Word Work:

Blends: show f, l, s, p, w, t as separate letters for students to make sounds. Then show fl, sp, sw, st to make blends. Play with them like flashcards to get the blend automatic.

Access Background Knowledge:

Have students predict what the story is going to be about based on the cover. If they are familiar with the story have them explain the conclusion (she dies).

Set purpose for Reading Book:

I identify the vocabulary that is not in the book (stomach).

Read Book:

You can have students rub their stomach whenever they hear one of the words.

Conclude with Purpose for Book:

Have students tell their partner what word was not in book and why you added it to the list.

Lesson 2

Review Vocabulary:

Hold up sentence strips with words on them one at a time. Cover all but the first letter/blend. Students predict to a partner what the word is. Uncover one letter at a time, having students predict each time. When word is uncovered, read it together as a class. Match words to pictures (or manips) of the animals.

Word Work:

Have students work with a partner to tell one or two words that rhyme with the words that do not have a beginning blend.

Access Background Knowledge:

Talk about the difference between fiction and non-fiction. (If you have a non-fiction book about eating or food, that would be a nice comparison.) Have students decide and justify if they think the Lady book is fiction or non.

Set Purpose for Reading Book:

I identify rhyming words.

Read Book:

Pass out the manipulatives before reading and have students come stand in order of being eaten.

Conclude with purpose for book:

At the end of each page have the student with the manipulative lead the class in finding the rhyming word. "Give me a word that rhymes with fly!" etc.

After the entire book is read, put up a set of words that include all the rhyming words from the story, and some others. Have students match words that rhyme and sort out words that don't.

Lesson 3

Review Vocabulary:

Find Your Partner: Have student find their match (text to text, text to picture, text to picture with text, beginning letter/blend to picture, etc.) using vocabulary words and meanings.

Word Work:

Say a word not from the list, but with the same beginning sound/blend and have students whisper to their partner what vocabulary word is similar.

Set Purpose for Reading Book:

Sequence the story and describe the pattern.

Read Book:

You can have students help with manipulatives again. Have students choral read as much as they can.

Conclude with Book and Comprehension (retell, sequence, graphic org, etc.):

Using the manipulatives, ask students questions about the sequence using ordinal numbers, having students respond with prompt if necessary. (What did the woman eat first? She ate ____ first. What did she eat third? She ate ____ third.)

Have students order the pictures of the animals and glue to a paper. Have them label the pictures with ordinal words (first, second) and/or have them describe the pattern (The lady eats the smallest animal first and the largest last.).

Lesson 4

Read Text:

Discuss the importance of intonation when reading and that silly books need to be read with feeling. Model the difference and how it changes the feel of the book. Have students sit in rows of two or three and assign each row a line/word from the book. As you read the book let the students chime in whenever it is their turn.

Vocabulary Play...Extend Vocabulary into Production:

Ask, "Did the lady eat food or non-food? Would you eat what she eats?" Students brainstorm ideas of what she could have eaten that would have been better for her and/or their own favorite foods. Make a bar graph of some of the foods. Give each student a dot sticker and have them mark on the graph their favorite food. Make comparisons of the group's favorite foods.

Culminating Activity/Game/Class Book:

Have students choose 5-7 of their favorite foods. They can draw pictures of the food or find them in magazines. Have them draw a picture of themselves with a big stomach that the food can be glued onto (like the manipulatives). Have them write about what they ate by completing the prompt (see book template).

Have students identify which foods they chose are healthy and not.

After writing, students read what they like to eat to the class and the class compares with own paper. (Daisy likes to eat spaghetti and broccoli. Does your paper say spaghetti? Thumbs up or down. Does your paper say broccoli? Thumbs up or down.)

You could relate their foods to the food pyramid.

NOTES: