

## Lesson Plans

### Listening

#### Objectives

The student will:

- Learn vocabulary words
- Identify true and untrue statements

#### Procedures

1. Introduce words from the vocabulary list as needed. Emphasize the meanings of the words *correct* and *wrong*. Relate to the words *true* and *false*.
2. Read the following sentences to the students. Have them respond orally or in writing with C for correct (true) sentences or W for wrong (false) sentences. Check orally and have students explain their answers.
  - 1) A kitten is a baby dog.
  - 2) A fish lives in water.
  - 3) Cats like to eat fish.
  - 4) Cats like to eat birds.
  - 5) An evil plan is a good plan.
  - 6) A program can be on a computer.
  - 7) Computers use technology.
  - 8) Sad stories make us laugh.
  - 9) A drama is funny.
  - 10) Something new is old-fashioned.
  - 11) Kittens can laugh.
  - 12) Someone can eat a fish sandwich.
  - 13) A kitten can have an owner.
  - 14) A house can be old-fashioned.
  - 15) A cat can capture a bird.
  - 16) A fish can take a vacation.

### Speaking

#### Objectives

The student will:

- Use vocabulary in context

#### Procedures

Arrange students in a circle. Choose one or more of the following options:

1. Have one student start a story about a kitten on vacation. After a few sentences, have the next student continue the story, and so on, until all students have had a chance to add parts.
2. Allow each student to share a personal experience he/she had on vacation.
3. Allow each student to share a personal experience he/she had with a kitten.

Allow each student to share about things they like to do outside.

## Writing

### Objectives

The student will:

- Write a class “how-to” composition.

### Procedures

1. Introduce the following vocabulary words as needed: *fish, knife, mayonnaise, spread, bread, plate, sauce, put, materials.*
2. Introduce “How to” writing to the students with the following guidelines:
  - a. The first paragraph introduces what you are going to explain and tells what materials you need.
  - b. The second, third, and fourth paragraphs (or more) tell the steps that need to be followed.
  - c. The last paragraph restates what you have explained and gives a conclusion.
3. Provide a model for students to read. The following example may be written on chart paper and posted in the classroom.

How to Make a Fish Sandwich

My favorite sandwich is a fish sandwich. I like it because it tastes good, and it is very healthy. To make a fish sandwich you will need to get a piece of cooked fish or fish sticks, two pieces of bread, a butter knife, and mayonnaise. If you like any sauce or pickles, get those items too.

The first thing you need to do is lay the two pieces of bread on a paper towel. This is to keep the bread and the counter clean. Then open the mayonnaise. Use a butter knife to spread a little mayonnaise on each slice of bread. Don't forget to put the lid back on the jar of mayonnaise.

After that, put the fish sticks on one slice of bread. Add a little tartar sauce, ketchup, or pickles on top of the fish. The sandwich will also taste good if you eat it plain.

Last, put the other slice of bread on top of the fish sticks. You will be able to pick it up with your hands, but keep the paper towel under it, so you won't drop any crumbs on the floor.

4. Point out the use of sequence words like *first, second, then, after that, last*. Model on the overhead as you assist students in writing a class composition on how to make a chicken sandwich. When finished, have students copy the composition and keep it in their writing folder as an example for future reference.

### **Other Activities**

#### Objectives

The student will:

- Write a story OR
- List compound words OR
- List antonyms for vocabulary words

#### Procedures

Choose one or all of the following options:

1. Write a sequel to “Kitten Kaboodle.”
2. Use a dictionary to find compound words made from the word *out*. Start with *outside* and *outwitted*.
3. List antonyms for *capture, laughing, evil, leave, drama, momma, old, correct, wrong, outside*. Use a thesaurus as needed.