

Emergent Lesson Plan

A Very Good Lunch

Emergent Level 6



Lesson rationale

The students will

- Identify sequences and patterns in a text
- Form and test hypotheses about the story

Before the lesson

Read the text yourself.

Familiarize yourself with how the text is organized.

Read through the lesson plan. Prepare and provide the necessary resources for the follow-up activity.

Reading and thinking

Introduce the comprehension strategies that are the focus of this lesson.

Read the title and discuss the cover illustration as a way of introducing the book.

Ask the students to name some of the insects that can be seen in the cover illustration.

Read pages two and three of the story.

Follow this by reading the next two pages. At the end of page five ask the students, *This is a very big plate what else do you think might go on it?*

Read pages six and seven.

Talk with the students about the plate and the bugs on it already. Ask them to predict what might happen next. Ask them whom they think the lunch is for. Praise them for their reading and thinking about the book.

Read pages eight and nine of the story.

Discuss with the students the concept of eating "slugs for lunch".

Read pages ten and 11 of the story.

Tell the students, *There is a little bit more space on the plate. What do you think might go on there? (Refer to the front cover if necessary.) How many will need to go onto the plate? Why?*

Again praise the students' thinking about the story.

Read pages 12, 13 and 14.

Discuss that there is no more room on the plate. Tell the students, *It's time for Donna to eat her lunch!*

Complete the reading of the story.

It may be necessary to re-visit the numerical pattern that occurred throughout the story, especially if the students 'missed' it the first time.

More thinking

Praise the students for their reading of the book and the thinking that helped them read so well.

As a follow-up activity ask the students to make their own 'very good lunch for a hen' on a plate-shaped piece of paper. Encourage them to follow the pattern from the book:

- i.e. one spider
- two grasshoppers
- three slugs etc.

If the students require a greater challenge, ask them to make a 'lunch plate' for themselves using the same pattern and sequence that this story uses. It could be factual or funny.