

Beginning of the Third Marking Period

Theme 6: Animal Adventures – Avanti Bèt yo – Eksperyans Bèt yo

Week of 2/1-2/5/2010; vendeziyèm semèn

Benchmarks: Oral language development, Retelling, sequencing, role play

Before reading: Liv Resous rezime page 37; Oral language development and critical thinking skills - Ki sa W Kab Wè?

A.

1. Èske ou janm wè yon kochon k ap dòmi nan yon jaden melon? Pouki sa?
2. Èske ou ka imajine mèt jaden an ap eseye reveye kochon an?
3. Èske ou ka panse kisa mèt jaden an ka di oswa ka fè pou reveye yon kochon kape dòmi?
4. Èske ou ka panse kisa ou menm ka fè pou reveye kochon an.

B. Introduce Vocabulary words and expressions: if possible use animal pictures or flash cards: jaden, manmzèl, milèt, kòyòt, lapen, koulèv, pyès moun, vwa pike, kont li

During Reading: First reading, teacher reads aloud the Sleeping Pig summary on page 37 “ Kochon ap Dòmi?”

Second reading: Depending on the group, Teacher can make copy of the page for each student or enlarge the page, cut each sentence. Distribute a piece to each student. Ask them to listen and move around according to their sentence to reconstruct the story as teacher reads the summary.

Third reading: have students recall answers in before reading to act out the story. Each animal character will think of a way

to wake up the pig, those with no character part will narrate their sentences using silly voices. (remember to have one student playing the Pig part)

After reading: Retelling students have just retold the story during the above activities, now you may select different ways to have them retell the story

- (a) Yon moun - Te vle – Men - Sak Rive (Somebody – wanted- But – So) fold a large piece of paper in four, write the heading, have students copy then complete activity or
- (b) Selina Jwenn yon _____, Li eseye _____ epi _____, alafen
(students may use a book format or fold paper as above)
- (c) Low students can draw a picture and label each using inventive spelling