

Early Lesson Plan

Sugar for Tea

Early Level 12



Lesson rationale

The students will

- Visualize and imagine the story the writer is creating
- Identify the main ideas of the writing

Before the lesson

Read and enjoy the book yourself. Identify the problem-and-solution aspects of the story. Read the lesson plan and familiarize yourself with the structure and sequence of the lesson. Prepare any materials you will need.

Reading and thinking

Discuss with the students the objectives of the lesson. Tell them that this story is fictional, or 'made-up' and they will need to use their imaginations to 'see' the story. Encourage them to use the illustrations to help achieve visualization.

Begin reading the story by showing the students the front cover of the book, reading the title and viewing the illustration.

Ask the students, *What do you think this story is about? What do you think could happen in it?*

Praise their thinking and remind the students to picture the story in their heads as they read the words. Ask the students to begin reading the story on page two.

Read from page two to the end of page eight.

Talk about the story and recall what is happening. Ask the students how the illustrations the illustrator has created are the same or different, better or worse than those the students are imagining.

Begin reading pages nine, 10 and 11.

Ask the students if they have any comments to make about the story.

Read page 12 to the end of 15.

Ask the students, *What do you think the ants will do next? What ideas would you have if you were an ant in this story?*

Read page 16 through to the end of the story.

Again discuss with the students their visualizations of the story and how it looked and worked in their imaginations.

Praise their thinking and reading. Recognize the thinking that used the ideas and images from the book. Also give value to the thinking that made use of the students' existing or prior knowledge.

More thinking

This activity encourages the students to use both objectives set for this lesson. The task asks the students to evaluate the story and decide on the problem the first ant had, and then identify how the problem was solved. To complete this task the students are then asked to illustrate their work using their own images of how they visualized the story (BLM 4, 5 and 8).