

Lesson Plan

Material: *Howie in Newport* an ABC book

Subject: Language Arts

Age: 4-5 years old

LESSON OBJECTIVE: To engage students in spoken, written and visual language for learning, enjoyment and the exchange of information.

LEARNING SKILLS: Reinforce alphabet, listen attentively, identify objects, understand travel, basic insect information (cricket anatomy).

OBJECTIVES: Students will be able to recognize and recite the alphabet. Students will be able to find “Howie the Cricket” on every page. Students will learn new vocabulary: author, antennae, ecosystem. Students will practice fine motor skills when making the cricket headband and using the accompanying coloring page.

Pre-Lesson Discussion:

Explain to students that tomorrow (or later that day) an author will be coming to read the book she wrote about a little cricket who loves to travel. In preparation ask students:

1. Do you know what an *author* is?

- Have you ever seen a cricket (show cricket picture) ?
- Do you know what sound they make?

2. What do you know about crickets?

- Crickets use their *antennae* to touch the world around them and to smell, too!
 - They have small ears just below their knees!
 - Crickets are some of the noisiest and most musical of all the insects.
 - They make their “music” by scraping the surfaces of their wings together.
 - However, their wings are too small to help them fly. They use their big back legs to J-U-M-P long distances.
 - If there are crickets in your neighborhood it means there is a healthy *ecosystem* in your area (enough sunshine, dirt, plants and other bugs living in your neighborhood to help them stay healthy, happy and safe).
 - They love to explore their local ecosystem, just like Howie the cricket you are about to meet!
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Pre-Lesson Activity:

Student will make their own cricket headbands to wear during the author visit (see attached picture)

MATERIALS:

- green construction paper (or use whatever color you have on hand)
- black marker or crayon
- brown pipe cleaner (or any color)
- large googly eyes
- stapler

Lesson (Day of Author Visit):

1. Tell students to put on the cricket headbands they made and ask students what facts they remember about crickets.
2. Ask students if they've ever been on a trip. Was the trip to visit family? Was the trip to explore a new place? And if not, where would they like to go?
3. How did they get where they were going...by car, bus, train or plane?
4. What new things did you see or do? OR What was their favorite part of the trip?
5. What did they pack in their bag when they went? If author is present show students the small travel bag with Howie's most favorite travel items.
6. Read *Howie in Newport* using Powerpoint (*do not emphasize eye-spy aspect yet*).
7. If reading to class via the powerpoint format, *reveal the eye-spy aspect* and go through pages again this time focusing only on finding Howie. This time allow students to search for Howie, one at a time, taking turns.

Post-Lesson Activity: Distribute Howie coloring page to students and allow them to color.

For older students: Re-read story and have students make a list of the rhyming words

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Summary:

1. Did students show an understanding of the text?
2. Did students follow the steps in creating art (headbands)?
3. Did students apply the concept of travel and taking along needed/favorite items by choosing their own travel items for the post-lesson coloring activity?

Follow-up Activities:

- Discuss other animals that travel (migrate) ex. butterflies, geese.
- Show and Tell Activity: Encourage students to bring in photos or items that represent their own travel adventures.
- Learning how to read a map. Make a map of their classroom, school, neighborhood. Show them Google maps. Help them identify and/or draw familiar “markers.”
- Bring in postcards and/or tickets from your travels on a plane, train, etc.

- Related Reading:

- *The Berenstain Bears “Too Much Vacation”*
- *“Oh, the Places You’ll Go”* by Dr. Suess
- *“Everywhere, Wonder”* by Matthew Swanson
- *“Two Little Trains”* by Margaret Wise Brown

note: the language is dated (nonthreatening) however, you may want to change the term “black man” to African American. Just a head’s up!

For Older Students:

- *Backyard Explorer: Adventures Rights on Your Doorstep* by Lonely Kids Planet
 - *Grand Canyon* by Jason Chin
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