
Lesson Plan Book #26

“Ellie and Ben” (Focus: Short “e” vowel, mixed vowels, VC/CVC words)

This *Mini-Book* is comprised of a VC/CVC words, a Blend (and), a Schwa word (a), and a Double Consonant (Ellie).

- a. Write the vocabulary words on the board for all to see. Discuss any unfamiliar vocabulary with your students.

Remind your class that a “jig” is a lively dance. Act out the story by dividing the class into groups of “Bens” and “Ellie’s.” Play fun music and do a “jig” around the classroom.

Discuss the words “sips” (it means to take a small drink) of something and “gabs” (a slang term meaning to talk a lot). Discuss the “s” on “sits,” “sips,” “gabs” and “hops.”

Point out the Double Consonant in Ellie Elephant’s name. Signal two “ll’s” but make only one sound. Signal and recite the rule on the Double Consonant Card (#17).

Spell out the vocabulary words with the AACs prior to reading this *Mini-Book*.

- b. Ask for volunteers to read this *Mini-Book* first. Make sure everyone has a chance to read aloud. Break into buddy-groups for a second reading opportunity. Now, have each child read independently (SVR). Walk around the room and listen to them read. Gather together to ask and answer comprehension questions (located in “c.” below). Ask students to come up with questions of their own to ask their classmates.
- c. Ask these questions: What are Ellie and Ben doing? (They are dancing a jig.) Look at the pictures carefully. Have your students describe their outfits. Ellie and her friend Ben are in fancy costumes. Are they at a party, or was this dance held long ago? (Accept all answers.) Now what is happening in the picture? (Ellie is hot but Ben isn’t.) What does Ben have in his trunk? (A glass. He is offering Ellie a drink.) Is Ben being kind? Discuss helping others. What is Ellie doing now? (She is sitting on a fancy rug, sipping a drink, and “gabbing.”) While Ellie is sitting, what is Ben doing? (He is still dancing.)
- d. Today write a class sentence about this *Mini-Book*. Use descriptive words (adjectives). As you write the sentence on the board, leave out the punctuation. Ask a student to come up and choose the correct punctuation mark and its location.

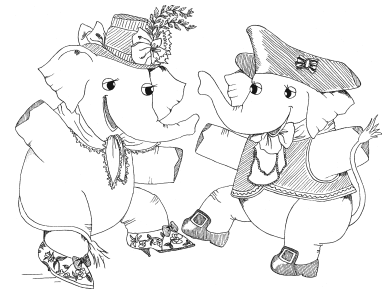
Briefly discuss why the comma is in the sentence on page 2 and 3. This is just an introduction. Commas are challenging. Have them “Step Out” these sentences, Signaling the commas too. Signal the Capitals and discuss the rules for capitalization.

- e. Use this *Mini-Book* as a sequencing activity. Have children retell the story.

Vocabulary Words:

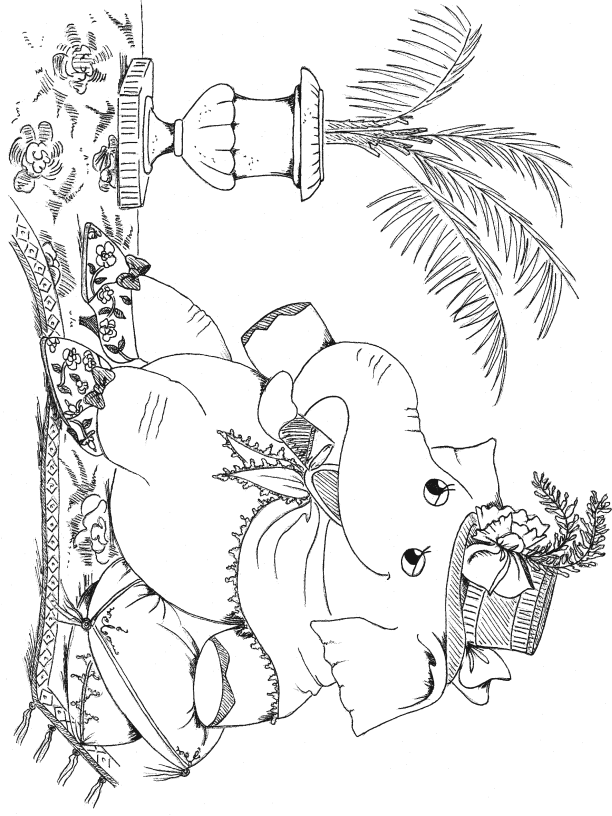
1. Ellie
2. and*
3. Ben
4. can*
5. jig
6. is*
7. hot*
8. not*
9. sits*
10. on*
11. a*
13. rug
14. sips
15. gabs
16. but*
17. hip
18. bops

* High Frequency Words



Notes and Observations:

Ellie sits on a rug, sips and gabs.



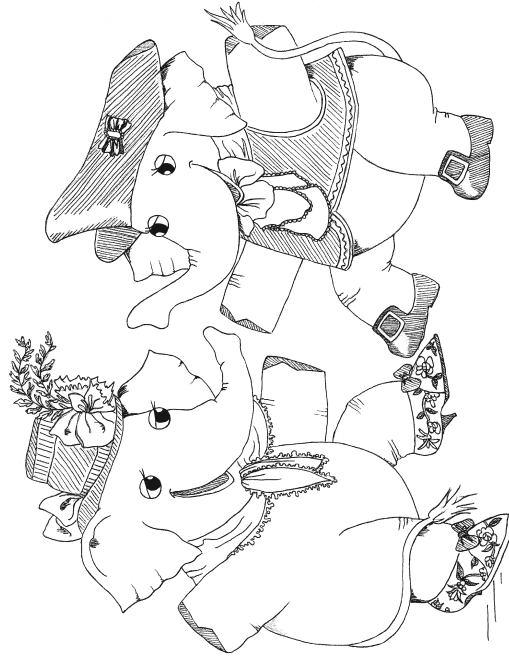
Ellie is hot, Ben is not.



Ellie and Ben Book #26



Ben is hip and hops and hops.



Ellie and Ben can jig.

Suggestions For Use

Teacher-Directed Template Art. (You are going to create templates for your children to trace by reproducing the shapes on heavier tag board, and then cutting them out. This will be for children who cannot easily cut with scissors.)

- Chose an Animal Pattern Sheet to reproduce on tag board. Cut up the pieces. Now put the pieces together to show how they fit.
- Your students will work in small groups, sharing the templates. Discuss how the shapes go together to form the Animal's body.
- Show the class how to trace around the template to form the shape. Make sure they are placing the templates in the right places to form the Animal.
- Add details, color the Animal, and it is complete!

Teacher-Directed Color, Cut and Paste Activity:

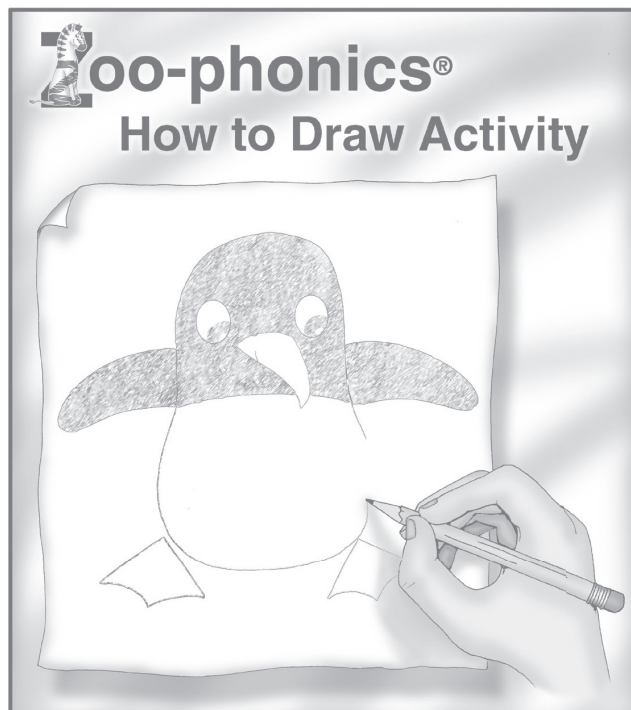
- Enlarge and copy one of the Animal Pattern Sheets for each student, and one extra sheet for demonstration.
- Before drawing, discuss the Animals' body shapes. Ask, "Which part is the tail?" etc.
- Have your students color each shape, and then cut them out *carefully*. (Help them if they need help, rather than have them cut the shapes incorrectly.)
- Hand out construction paper, glue and crayons.
- Show them how to put the shapes together to form the Animal's body, then have them do their own. Do this one step at a time. "First, glue down the..."
- Add extra details and color. Add trees, swamp, mountains, ocean, flowers, etc.

Teacher-Directed Drawing (chalkboard or butcher paper):

- Enlarge one of the Animal Pattern Sheets. Show it to your students, and then display it for the children to see.
- Ask the students to identify the parts of the Animal's body. For example, ask your children, "Which shape represents Allie Alligator's tail?" His snout? His feet?
- Look at the numbers in the instructions, and begin to draw the shapes, as you see them in the picture, on the chalkboard or butcher paper. Follow the sequence of the numbers.
- Now hand out drawing paper to your students. Direct your student to draw each Animal body part sequentially. As they are drawing, point to your drawing on the chalkboard or butcher paper.

Other Ideas!

- Mat and display the finished pictures. You can create picture frames with bright colored construction paper, or with various materials (beads, macaroni, feathers, etc. Be creative!
- Create a Zoo-phonics Alphabet Book for each student from their artwork using the Animal Patterns.
- Make the materials available for free time activities or a special art project.
- Outline the completed drawing with a fine point felt pen for a more finished look.
- Drawings may be completed with colored pencils, crayons, or watercolors.
- Teach the children to draw the appropriate habitat behind each Animal.
- Use these illustrations as the basis of dioramas.
- Use them as part of an annual art exhibit for the school.
- When demonstrating how the Animal body parts go together, you can place a small piece of magnet tape on the back of each piece, and place them together to form the Animal. The magnet will hold onto a white board or a magnet board. The children can move the parts around to finish the Animal. This is good preparation for them before tracing, cutting and pasting, or drawing.

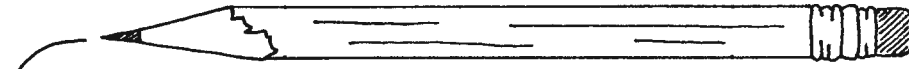


By the Authors of the Zoo-phonics® Program
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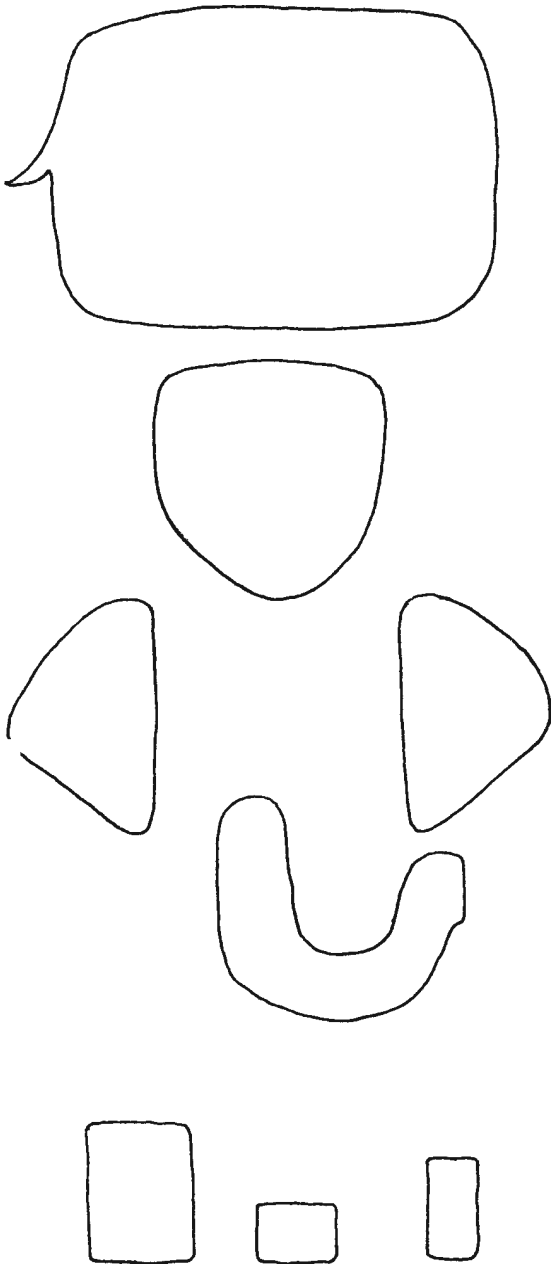
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Zoo-phonics® How To Draw

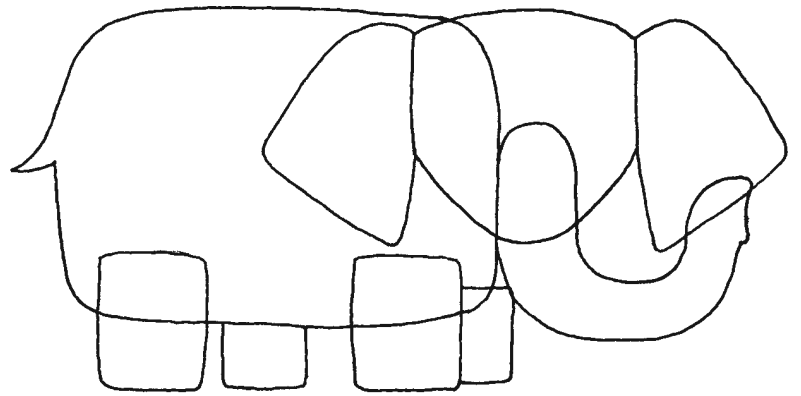


Ellie Elephant

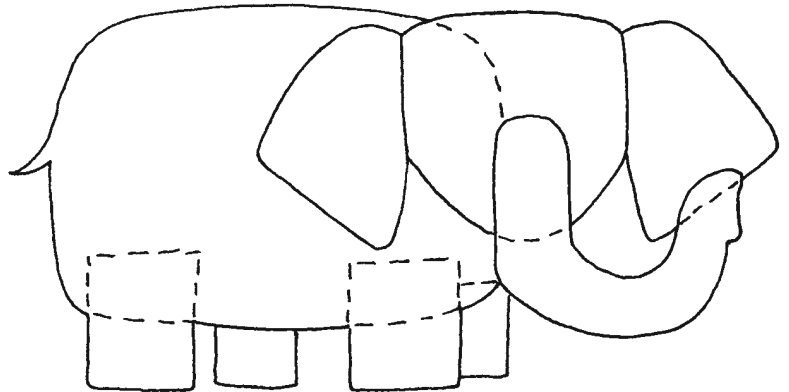
Shapes you'll need:



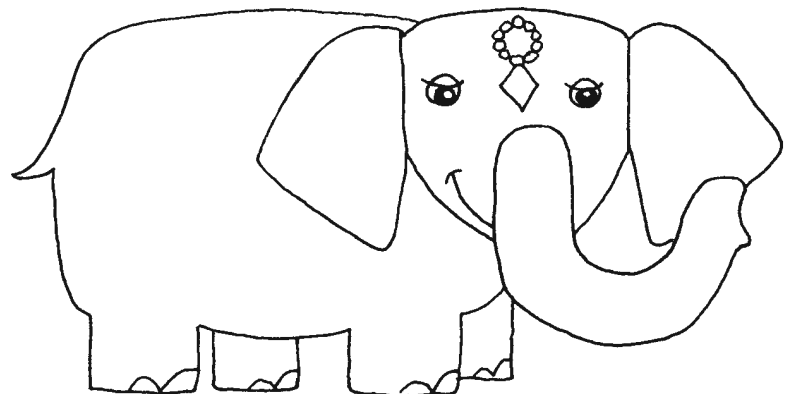
1. Put shapes in place.



2. Erase on dotted lines.



3. Add details.



Alliteration

Alliterations are fun to hear and say. They are like tongue twisters. Do two of the following alliterative pages a week. Children can draw the pictures after you read the alliterative to them. Make sure they say each alliteration several times. Signal out the alliterative sounds!

allie alligator acts absolutely angelic.

214

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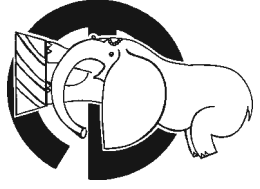
This card features a large rectangular frame with a thick border. On the left side, the text "allie alligator acts absolutely angelic." is written vertically. In the top right corner of the frame, there is a small circular icon containing a drawing of an alligator's head. At the bottom right of the frame, the number "214" is printed. Below the frame, the copyright notice "©1997 Zoo-phonics®, Inc." is visible.

bubba bear believes bees are beautiful.

215

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This card features a large rectangular frame with a thick border. On the right side, the text "bubba bear believes bees are beautiful." is written vertically. In the bottom left corner of the frame, there is a small circular icon containing a drawing of a bear's head. At the bottom left of the frame, the number "215" is printed. Below the frame, the copyright notice "©1997 Zoo-phonics®, Inc." is visible.



ellie elephant encourages children to get an education.