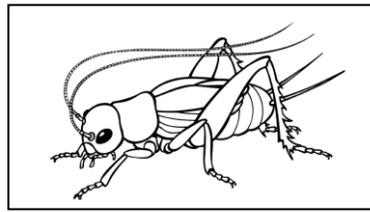


**Lesson Plan for:**

**Cricket's Supper**

**Type of story:**

Special Folktale



**Objectives:**

- The students will be able to retell this story to a classmate or in front of the class.
- The students will create a “storyboard” to help them recall the sequence of the story.
- The students will improve their vocabulary as they learn about animals in a food chain.
- The students will be able to tell about the characters, the plot and the setting of the story.

**Procedure:**

1. Tell the story of “The Cricket’s Supper” to the students.
2. Check the students’ comprehension of the story by asking questions about it. Re-tell the story, or have the students read the story a second time.
3. Review the different characters in the story. Talk through the sequence for each animal. The animal gets introduced. It gets grabbed by another animal to be eaten, and the line is repeated, “Mmm, mmm, you came right into my back yard!” Each animal begs to be let go and is denied. This version of the story tells how the animal fits into the food chain. Then the next character is introduced. Ask the students to repeat the sequence to each other.
4. Help the students to write out or map out the sequence for the story. They can
5. Ask the students to review the story with partners or in small groups and make their own notes on their storyboard as they do this to help them recall the story.
6. Encourage the students to re-tell the story to one another or to the whole class.
7. This story provides a good way to introduce animal terminology and vocabulary words that relate to the food chain or life cycle of animals.

**Social Studies Extensions** – This story takes place in the American southwest. Study about hot, dry climate of this region and talk about the animals that are native to the area. Older students may benefit by discussing the negative effects that man can bring to the ecology of a delicate balance of nature in such areas, including the food chain.

**Science Extension** – Read about and discuss life cycles and food chains for this story and for food chains in other parts of the world. Pick one animal and list what it eats and trace those foods to their source for nourishment. Then see where that animal is in the food chain or life cycle of other animals. Another extension would be to study protective coloration of animals.

**Language Arts/Reading Extension** – Look up American tall tales like Pecos Bill or Windwagon Smith, or another American southwest story and introduce it to the students.

**Language Arts/Writing Extension** – Try to add a new animal into the sequence of the story. What would the animal be? Write a paragraph that puts your animal into the story. Or develop a new story with animals in a food chain from other parts of the world.

**Art Extension** – Either - draw, paint, or color a picture to show animals living together in a dry region like the one in this story. Or, draw the life cycle one of the animal families in the story.

**Math Extension** – Create fun problems out of the story like counting how many legs the characters on the story would have. Or research, then graph the average number of young each character has in real life.