



Lesson Plan for: **The Magic Eyes of Little Crab**

Type of story: **(Pourquoi) How and Why**

Objectives:

- The students will learn the English terms for at least five fish or other things that can be seen in ocean waters or close to the seashore.
- The students will actively participate during the telling of the story through role playing.
- The students will be able to tell why this story is called a “How and Why” story.

- Procedure:**
1. Tell the story of “The Magic Eyes of Little Crab” to the students.
 2. Through your actions, encourage the students to participate during the story.
 3. 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. As the story is told, encourage the listeners to act out the story from their seats.
 3. Talk about animals and other things that can be seen along the beach, in shallow waters and even animals that are beneath the waves that cannot easily be seen from above. Then introduce the names of the animals in English. Give the students the opportunity to practice naming the animals by retelling the story and giving every possible to participate in the telling.
 4. Review the definition of a pourquoi story. Discuss how this story answers two how and why questions. (Why Crabs are always hiding under rocks or in holes, and why Jaguars always feed Vultures part of their kill.)
 5. Encourage the students to name other “How and Why” stories they know.

Social Studies Extension – Discuss tropical areas that are close to oceans where Jaguars and Crabs would live in the same area. Read from a non-fiction source about how people live there.

Language Arts/Writing Extension – Have students re-write the ending so Jaguar gets his eyes back in a different way. Write a new story about why crabs hide in the sand and under rocks.

Science/Language Extension – Ask every student to make a list of fish and sea creatures that live in tropical waters. Then, go around the room – one student at a time to give a name from their list as you make a master list on a large chart. Students should mark names off their lists as they appear on the chart. Keep going until every name on every list is on the chart. Use this list for multiple activities. Good for vocabulary, alphabetizing, categorizing, classifying and more.

Math Extension – After making the list of names of fish and sea creatures for the science extension, write the words Heads, Eyes, Fins, Tails, and Legs so the students can see them. Divide the students into small groups. Ask each group to determine how many heads, eyes, fins, tails and legs the animals on the master list would have. Then compare answers among the groups. (Fins may be harder to count because fish have several different fins.)

Art Extension – Draw or paint a picture depicting a part of the story. Younger children can be given copies of magazine photos to cut apart and glue onto blue paper to represent sea creatures in the story. Cut out and add a separate paper for the beach, then add Crab and Jaguar.