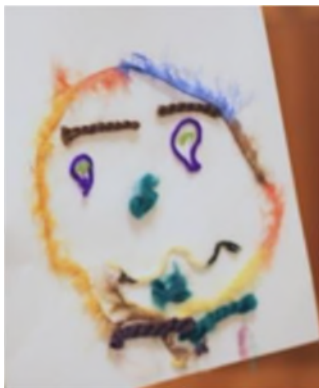


Title: <i>Happy and Sad</i> Link to Book display on FPT website: http://bit.ly/3JcW1Q8 Link to Slides for local download: https://bit.ly/3Vr4Ecl		Time: 40 minutes
Reading Level (corresponds with website)		
___Read Aloud __X_Level 1 ___Level 2 ___Level 3 ___Independent Reading		
Key Themes and Social-Emotional Concepts		
● Themes: Emotions, Behaviours ● Social-Emotional Concepts: Happy, Sad,		
Learning outcomes		
<i>Students will be able to....</i> ● Understand and be able to present their own feelings (i.e., happy, sad,) ● Learn to be empathetic to others ● Answer key stopping points and end of story questions ● Express what they liked about the story		
Teaching Concepts & Tools		
● Word Wall ● Bridge Activity ● Wondering Questions		
Assessment Strategies		
<i>The teacher can make note of...</i> ● Watch students while they practice the vocabulary to see who may need more practice. Continue to practice the vocabulary words until most students seem to understand. ● Encourage all students to answer the discussion questions, especially at the end of the story to determine if they understood the story. ● Pay attention to student answers to see if the students understood the key themes and social-emotional concepts.		
Materials for Instructor		Materials for Students
● Happy Sad, http://bit.ly/3JcW1Q8 ● Word Cards for the Word Wall ● Display letters H and S ● Markers in different colors		● Paper ● Markers in different colors ● (Knitting wool) ● Video Links: [Hh], [Ss] https://bit.ly/3JBNPsF

Lesson Plan	
Before Class	● Read through the lesson plan and story ● Prepare the storybook (open the story on the computers) ● Make word cards with the vocabulary
Beginning __ min	● Word play: Vocabulary [happy, sad, cry, laugh, smile] ○ Today we will learn feelings and actions. ○ Can you tell me, by seeing this face (happy, sad), what feeling might it be? How do you feel? Why do you think so? ■ [Example] Yes, this is happy! When and why will you feel happy? For me, I go to school everyday and don't have much time to play. When I realize that the holiday is coming so that I can finally play with my friends, I feel happy! What about you? ○ Now, let's look at these three new pictures (cry, laugh, smile). What do you notice on the face? What feeling might it indicate? Why? What's the difference between "laugh" and "smile"? ○ Great, you know about these feelings and actions. Let's practice their pronunciations. Read after me: happy, sad, cry, laugh, smile. ● Word play: Drawing activity (or knitting wools) ○ Let's think about what each of you might look like when you feel happy/sad! Can you imagine that? ○ Now, let's try to draw them and show them to others! ○ First, I will draw a big circle here on the board/paper, which represents a face, and I will invite you to create the feelings on the paper. You can choose from either of the feelings that we just learned: happy and sad,. ○ It's showtime! Let's see your faces! Any volunteers? Look at others' faces, what do you think he/she is feeling? ● Bridge activity ○ You all did a great job and I love your creations! ○ Now can you try to describe in words these feelings? Can you give me some examples [in home language] like what I said when we started? In what situation(s) do you feel happy or sad? ○ Now we can go to the other side of the bridge and see what happened in the story!
Middle __ min	● Before reading ○ Now that we've practiced the words about feelings and their actions, let's begin our story for today. The title of this story is "Happy and Sad". What do you see on the cover? ■ I see a lot of people! There are boys and girls, and also a man and a woman who might be their parents? ■ What are they doing? ○ Look at their faces, what do you think they are talking about? How are they feeling? ○ What do you predict/think will happen in the story?

	● Read the story with expression and interest ● Key stopping points with questions ○ Page 2: Who is in the picture? What is the baby doing? What do you see? (tears) How is the baby feeling? Why do you think so? Why might the baby feel that way? ○ Page 4: Who is in the picture? What is the boy doing? Why would you say that he looks sad (from what details in the picture)? Why do you think he is sad? ○ Page 7: Who is in the picture? What is the girl doing? Why would you say that she looks happy (from what details in the picture)? What makes her happy? ○ Page 9: Who is in the picture? What is the old man doing? What is he feeling? Why do you think so? What makes him laugh? ○ Page 10: Who is in the picture? What is her facial expression? How is it different from the old man's on page 9? What might be her emotion? Why? In your opinion, what may cause her to smile? ○ Page 11: Look at the two children! How differently do they react to the books? What might be their feelings? How can you tell? ● End of story ○ Now let's go back to the cover. Before we read the story, we predicted / we were thinking _____. How is the cover related to our topic "happy and sad"? ○ The little baby is ___, and she feels ___, because she _____. ○ The boy in orange feels ___, because he _____. ○ The girl in pink feels ___, because she _____. ○ The old man is ___, and he feels ___, because he _____. ○ The lady in purple is ___, and she feels ___, because she _____. ○ Now, let's wrap it up! ■ What might cause people to feel happy: a new dress, a funny story, children reading quietly ■ What might cause people to feel sad: be hungry, miss father. ■ We can see that there are so many reasons (to feel happy/sad): They may start with us, but also as we look at other people's faces
End __ min	● Wondering Questions ○ Now we will ask some wondering questions. When we wonder about a story, we share feelings or ideas. There are no right or wrong answers for wondering questions; each one of us can have our own understanding and feelings. This may be new for some of you and that's okay. We just need to practice. ○ Now I will ask a wondering question. ■ I wonder what part of the story you like best? I like the mother in purple! She is smiling/ feeling happy not for herself, but because of her children. This helps me understand how my own feelings can be affected by others. ■ Now you know what part I like in the story, I wonder if there is a part you liked? I wonder why you liked that part?

	○ I wonder when you feel happy or sad because you care about someone else? ○ I wonder what you will do when you find someone is sad?
Extension Activities, if time (details see the old version)	
● Acting out activity: group students into four and have them act out the situation in the book. ● Drawing activity: Have students draw out their own situations when they feel happy/sad , by using the illustration of the story as an example.	
Notes for Teacher	
● Word Play: Practice the words with students to make sure they understand. Create word cards with pictures and add to the word wall for students to see. ● Drawing activity (for vocabulary): Be flexible and creative in terms of the materials: not limited to using paper-pen. If available, knitting wool can be used to make faces [Example below]. If it is a small class with 5-6 students, try to make sure that each student has the chance to draw their emotion. ● Wondering Questions: When teachers model their answer for the wondering question, use role play to pretend thinking: put the hand on the head, scratch the head, say “what part would I like the most”... After each student answers, accept their response by repeating what they said.	



Yarn face by child