

Title: Anna and Pepe Link to Book display on FPTwebsite https://bit.ly/3HucjDu Link to Slides for local download: https://bit.ly/47OAmYx		Time: 40 minutes
Reading Level (corresponds with website)		
___ Read Aloud <u> X </u> Level 1 ___ Level 2 ___ Level 3 ___ Independent Reading		
Key Themes and Social-Emotional Concepts		
● Themes: Body, Human-animal friendship ● Social-Emotional Concepts: Empathy, Sense of self		
Learning outcomes		
<i>Students will be able to....</i> ● Identify their own body parts ● Reflect on the similarities and differences between themselves and animals ● Express what they liked about the story		
Teaching Concepts & Tools		
● Letter Play ● Word Play ● Bridge Activity ● Wondering questions		
Assessment Strategies		
<i>The teacher can...</i> ● Watch students while they practice the alphabet letters and sounds to see who may need more practice. ● 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, like friendship and conflict resolution.		
Materials for Instructor		Materials for Students
● Anna and Pepe Storybook https://bit.ly/3HucjDu ● Word cards		● None
Lesson Plan		
Before Class	● Read through the lesson plan and story ● Prepare the storybook (open the story on the computers) ● Prepare word cards (eyes, nose, tongue, hands, legs, ears)	

Beginning
__ min

- Letter play: Alphabet Chart [T and E] [*T focus teach*] and [*use E when students are focusing on the multiple sounds of /e/*]
 - Today we will start by reviewing the Alphabet letters and sounds.
 - Now let's go back to the letter "E". What words start with the letter "E"?
 - What about "ear" (point to ears)? What about "eye" (point to eyes)?
 - Now let's go back to the letter "T". What words start with the letter "T"?
 - What about "tongue" (point to tongue)? What about "tail" (show picture of a dog and point to tail)?
 - Oh we don't have tails, but dogs have! Can you tell me what this is?
 - Point to the dog's eyes, ears, tongues and tail.
 - Now repeat after me: Eeee, ear, eye; Tttt, tongue, tail.
 - Good! Today let's discover more about our body!
- Word play: Vocabulary [eyes, nose, tongue, hands, legs, ears]
 - Can anyone tell me what it is? [show word cards] Who has this? What is it used for? When do you use it?
 - Repeat after me: eyes, nose, tongue, hands, legs, ears
- Bridge activity: Movement activity [*Head, Shoulders, Knees and Toes*]
YouTube videos: [*choose depending on your students*] <https://bit.ly/3JyzaP3> or <https://bit.ly/3JSpyP3> Lyrics below
 - Now let's all stand up and do a movement game!
 - I will sing a lyric and point to some part of my body three times, try to follow me for the second and third time.
 - Ready? Let's start.
 - Adapt the lyric *Head, Shoulders, Knees and Toes* with new vocabulary words.
 - Example: Head, shoulders, hands and legs, hands and legs... And eyes, and ears, and tongues, and nose.
 - Now we're ready for today's story, *Anna and Pepe*. Let's see who they are and what happens!

Middle
__ min

- Before reading
 - Now let's look at the cover of our story, *Anna and Pepe*.
 - What do you see? What are they doing? What might be their relationship?
 - Who do you think is Anna and who is Pepe?
 - Look at their faces, how do you think they feel?
 - What do you think will happen in this story?
- Read the story with expression and interest
- Key stopping points with questions
 - Page 2: Oh now we know, who is Anna, and who is Pepe? What is their relationship?
 - Page 6: Look at their faces, what are they feeling/thinking? How do you feel when you see this picture?
 - Page 7: What are they doing now? What might they be feeling? Why do you think so?
 - Page 10: Why is Pepe turning his back to us? Why is Anna waving?
 - Page 11: Oh what is Pepe doing? How might he be feeling now? How might they feel towards each other? How can you tell?
- End of story
 - Before we read the story, we predicted that ____.
 - Who are the main characters in the story? What is their relationship?
 - What do Anna and Pepe have in common? And what are their differences?
 - What are Anna's and Pepe's feelings towards each other in the end? Why do you say so?

End __ min	● Wondering Questions ○ Now we will think about some Wondering Questions. When we wonder about a story, we share our feelings or ideas. So there are no right or wrong answers. ○ I wonder if there's a part of the story you liked? I wonder why you liked that page? ○ I wonder if there's a part of your body that you like best? ○ I wonder if you share the "love" feeling with any animal? ● Processing Activity: Word cards and movement activity ○ Here are some pictures of our body parts. Now I will select one, and you should try to give the name! ○ Let's see who's the fastest. ○ Good. Now let's all stand up again. Anyone remember the song at the beginning of the class? ■ Repeat the lyrics. This time, see if any student can lead the singing and dancing.
Extension Activities, if time.	
● Free Play: Drawing, acting out: creative expression activities to continue our processing activity after the story.	
Notes for Teacher	
● Alphabet Chart: Teachers can add any words that start with the letter "E" and "T" to a word wall. ● Word Play: Teachers ensure that each student understands the concepts and pronounces the word correctly. Add word cards onto the word wall. ● 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.	

Head Shoulders Knees and Toes

Head, shoulders, knees and toes, Knees and toes
Head, shoulders, knees and toes, Knees and toes
And eyes and ears and mouth and nose
Head, shoulders, knees and toes. Knees and toes

Repeat three times.