

Title: <i>My Brother and Me</i> Link to Book display on FPT website: https://bit.ly/41ETQee Link to Slides for local download: https://bit.ly/4mDhe4v		Time: 40 minutes
Reading Level (corresponds with website)		
_X__Read Aloud _X__Level 1 ___Level 2 ___Level 3 ___Independent Reading		
Key Themes and Social-Emotional Concepts		
● Themes: School and home, Siblings, Daily routine ● Social-Emotional Concepts: Friendship, caring, family support		
Learning outcomes		
<i>Students will be able to....</i> ● Use vocabulary about things and concepts in daily life ● 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
● My Brother and Me Storybook ● Word cards [shirt, shoes, cycle, books, bag, cricket, ball, ice-cream, home]		● None

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 [shirt, shoes, cycle, books, bag, cricket, ball, ice-cream, home] ○ Today, we will learn some words that we use often in our daily life. ○ Now look at what I am doing and the pictures here, can you guess what it is? ■ Hint for teachers: <i>shirt</i>- pretend to button the shirt; <i>shoes</i>-squat and pretend to tie shoes; <i>cycle</i>- pretend to ride a cycle; <i>books</i>- pretend to turn pages or write on something; <i>bag</i>-pretend to put on a backpack; <i>cricket</i>- pretend to hit the ball; <i>ball</i>- pretend to hold a ball; <i>ice-cream</i>- pretend to lick an ice-cream in the hand; <i>home</i>- pretend to go home and lie down on the bed. ○ Now repeat after me: ...(new vocabulary) ● Word play: Acting out ○ Now it's your turn to act it out! I will give out a sentence and include a word that we learned. Can you try to act out the word and call it out? Let's all stand up! ■ I just got up. I need to find my <u>shirt</u>. What is it? ■ I need to go outside, but I can't find my <u>shoes</u>! What am I looking for? ■ The school is far from home, I need to ride a <u>cycle</u>. What is it? ■ The class begins, the teacher asks me to open the <u>book</u>. What is it? ■ I look for my book in my <u>bag</u>. Where do I look for my book? ■ After school, I play <u>cricket</u> with my friends. What am I doing? ■ When I am playing cricket, I need to hit the <u>ball</u>. What is it? ■ It's summer now. I want to eat an <u>ice-cream</u>. What is it? ■ I am getting tired. I need to go <u>home</u> and have a rest. Where am I going?

	● Bridge activity ○ Now let's think about whether you do these things alone everyday, or with siblings or friends? ○ What do you do when you are getting ready to go to school? Does someone help you? ○ How do you go to school? Do you go with other people? ○ What do you do at school and after school? Who are the people you do things with at school or after school? ○ How do you feel about your daily routine?
Middle __ min	● Before reading ○ Now let's look at what the boys are doing in our story. The title of the book we will read is called <i>My Brother and Me</i>. ○ Who do you see in this picture? What do they look like? ○ In your opinion, what might be their relationship? Why do you think so? ○ What do you think will happen in this story? ● Read the story with expression and interest ● Key stopping points with questions ○ This story is not yet complete and it needs your help! When we are reading the story together, can you help me complete the story with the words that we just learned? ○ Page 3: Which word do you think should be put here? Why do you think so? ○ Page 4: What should be filled in here? Why do you think Samir helps "me"? Who helps you put on your shoes everyday? Or by yourself? ○ Page 5: What is it now? How do you go to school everyday? ○ Page 6: What does Samir read? What about you? ○ Page 7: What do I have? Is your bag small or big? What do you have in the bag? ○ Page 8: What does Samir play after school? What do you do? ○ Page 9: Which word should be put here? ○ Page 10: What do you think Samir buys "me"? Does your sibling/friend buy ice-cream for you? ○ Page 11: What is it here? At what time do you go home? ● End of story ○ So what do the brothers do everyday? Did we guess correctly at the beginning of the book what would happen? ○ How do you think the little boy feels about his daily routine? Is he happy staying with his brother? How is their relationship?

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 model a wondering question. ■ I wonder what part of the story you liked best? I liked the part where Samir takes the little boy on the cycle! I liked it because I think it will be fun to sit in the front and ring the bell! And the little boy totally trusts his brother! I wonder if any of you liked the same part or what part was your favorite? ○ I wonder where you are in the story or what part of the story is most about you? ○ I wonder what your favorite picture was? ● Processing Activity: acting out ○ Now we will act out the story of the two brothers! ○ I will group you into pairs, and you can decide who will be the little boy and who Samir. ○ I will give you some time to talk and practice, and then I will invite each pair to present your work in front of your classmates!
Extension Activities, if time.	
● Play centers activities: Students can continue to act out their own story or draw pictures about the story.	
Notes for Teacher	
● Word Play: Create word cards with pictures from the book and add to the word wall for students to see. Try to act out the words first and then use pictures as a hint. Practice the words with students to make sure they understand. In acting out, the teacher can use students' first language to explain, then repeat in English. ● 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. ● Processing Activity: The teacher will reread the story and the students will act it out with each page.	