

Title: <i>Chintu</i> Link to Book display on FPT website: https://bit.ly/4mnhTXm Link to Slides for local download: https://bit.ly/45RfyNl		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: Diversity, Core self ● Social-Emotional Concepts: Respect, affirm, accepting differences in yourself and others		
Learning outcomes		
<i>Students will be able to....</i> ● Understand opposite descriptive concepts ● Respect differences between individuals ● 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
● Chintu: https://bit.ly/4mnhTXm ● Word cards		● 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 [big and small, black and white, long and short, quiet and loud]
 - Today, we will learn some opposite vocabulary to describe things or people. What do you think can be opposite?
 - Look at these pictures (show opposite word cards in pairs). Can you try to pronounce them? What do they mean? How are they opposite to each other?
 - The teacher models the actions to facilitate students' understanding of the concepts. For example, [quiet] whisper and put finger over your mouth; [loud] talk loudly and move your mouth open widely.
 - Now repeat after me: ...(new vocabulary)
 - Great! Let's practice what we learnt with a guess who game! *[Show cards with pictures of dogs shown at the end of this guide]*
 - First, I want you to give all the dogs a name. What is in your mind? Remember these names, it's important.
 - Then I will show you a picture of a dog but I can't see it. I will ask questions to try to guess which dog it is, and you will tell me if I am right or wrong.
 - Now, do you understand the rules? Let's try it!
 - Example [Chintu]
 - Teacher asks: Big or small ears?
 - Students answer: Big!
 - Teacher asks: Long or short face?
 - Students answer: Long!
 - Teacher asks: Is it Chintu?
 - Students answer: Yes!
- Bridge activity
 - Are all the dogs a little different? But are they all still dogs?
 - Do you look a little different from your classmates? Maybe some of you have big ears or some have small ears. I have big ears! Teacher points out differences in eye color, hair color, height, etc.
 - Is it okay to be a little different? Even though you are all a little different, are you all still children?
 - Yes, we are all special and look a little different, or maybe a lot different, but that's okay because we are still humans!

Middle __ min	● Before reading ○ So all the dogs we just met are in the book we will read for today! It's called <i>Chintu</i>. Let's look at the cover. What do you see? ○ What do you think Chintu is doing in this picture? Can you see the little mouse? What do you think the little mouse is doing? ○ Can you guess what you think the rest of the book will be about? Let's read and find out! ● Read the story with expression and interest ● Key stopping points with questions ○ Page 2: What about his tongue?! Does he have a big or small tongue? ○ Page 5: What do you think the quiet dog is thinking? Why do you think the loud dog is barking? ○ Page 6: What does helpful mean? What is Chintu helping with? ● End of story ○ Before we read the story we guessed ____ would happen. Were we correct? What actually happened in the story?
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 think I liked the page with the quiet and loud dog on it! Why did you like that? Hmmmm....I think I liked it because the quiet dog was probably so annoyed by the loud dog! (make a silly, annoyed face) ○ I wonder if you think all the dogs in the book were special, even though they were different? ○ I wonder what would happen if we changed dogs with people in this story? I wonder how the people would perhaps look different? Would they all still be special? ○ I wonder what is one thing you learned from this book? ● Processing Activity: Acting out ○ Now we will act out the story! ○ I will reread the story and I need you to act as the dogs that look different. Are there any volunteers?

Extension Activities, if time.

- **Writing and drawing activity (self portrait):** Students can write about themselves (their appearances and characteristics) then draw a portrait. When children aren't writing they dictate a sentence to the teacher.
 - Advanced example: I have small ears. I have a big smile. I have a round face. I have long hair. I am very loud.
 - Easy example: I am special.
- **Play centers activities:** Students can continue to act out the 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. Practice the words with students to make sure they understand. In the guessing game, repeat multiple rounds, taking turns who will be guessing.
- **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 (acting out):** If there is no volunteer, the teacher assigns students the roles. The teacher should pause after each sentence to allow students the chance to act out their role.
- **Writing and drawing activity (self portrait):** The teacher hangs their work around the classroom so the students can see how they are all different but still special.

