

Gappu and Her Friends Can Dance:

Learning Focus

Social Emotional Learning/Theme: understanding oneself and others; **kindness/caring**

Language focus: position words/action words

Emotion words

Strategy: Think Aloud for Title Page: Predictions. Picture Walk (optional); Read Aloud in Home Language with focus on Thinking Questions; Read aloud in English with Wondering Questions: Concluding or Extension activities

Pair-Share- all students answer the questions.

MATERIALS PROVIDED	Preparation	AIDS:
The story book "Gappu Can Dance - bilingual and English only. "Gappu Saves Day" For projection.	SS' names on cards A bag to put the cards in Assign students to learning pairs. Give each pair a card or sticker with # 1 or #2 A LARGE question mark on paper, pronoun I Words on paper for the Word Wall: <ul style="list-style-type: none">• action words• feeling words• descriptive words• sequence words A big heart to put on the Word Wall with the feeling words in it	Projector Phone Internet Word wall, to be added to throughout the lessons.

The Lesson Guide is Divided into Sections: depending on the time available

SECTION 1

Time	Section 1	Think Aloud- Making Predictions	Students will...
	Energizer/ Movement Activity	<p>Movement Activity: Teach the game Simon Says. PLAY SIMON SAYS USING KINYARWANDA words. The purpose here is to follow directions- doing the action when Simon Says, BUT DO NOT do the action when the words Simon Says are omitted.</p> <p>Here is a link to Simon Says. On your phone or computer use the link to get familiar with the game. <u>The link to the game is NOT for classroom use.</u> https://www.youtube.com/watch?v=lob3Q7</p>	
	Introduction	Show the book. Walk around and show the cover.(If class is smaller than 20 students use a book). With larger classes project the book.	Quietly look at the book
	Think Aloud for Title Page	<ul style="list-style-type: none"> • Now we will begin our story about a little girl and how she feels in dance class. • Before reading: Look at the cover. Model a "Think Aloud" for the Book Cover. <p><i>Gesture to signal a "think aloud" Tap your finger to your head and put a thinking expression on your face.. <u>Hold up a large sign with a question mark ?</u>. I'm going to ask the Question and Answer it myself. When I'm finished I will ask you the same question.</i></p> <p>What do you see on this page? <i>Point to the girl. Say-I see a girl - that must be Gappu. She has one arm up and the other one down - so maybe she is dancing.</i></p> <p>How do you think this girl, Gappu, is feeling? <i>She looks a bit worried... her eyes are big and open wide.</i></p>	<p>SS use home language or English to answer the questions.</p> <p>SS answers will vary.</p>

		<p>What do you think her classmates are thinking? <i>I see other children looking at Gappu. The expression on their faces - the way their eyes are so big and their mouths are in a frown, makes me think maybe Gappu is not doing the dance the right way!!</i></p> <p>When the teacher has modeled the questions and the answers- Ask for 2 volunteers for each question to model with the teacher helping them to say the answers (as necessary.)</p>	<p>If the students are ready for Pair-share, have the students practice taking turns.</p>
	Pre-teach Words to understand the story	<p>.Point to the Word Wall Say words in sentences in home language and English.</p> <p>Actions: Act out each action as you point to the word on the Word Wall.</p>	<p>The SS repeat the words in sentences in the home language first. They use their hands to show right /left</p>
	Predictions	<p>Look at the Title page. Hold up the big question mark? Say “What is the story going to be about?”.</p> <p>Ask students: “What do you think will happen?” Write out the student answers on a big piece of paper</p> <p>Say, “<i>We will read the story and return to our PREDICTIONS and check them out.</i>”</p>	<p>The SS try to predict what the problem is.</p> <p>They call out their answers.</p>
	Processing:	<p>What made you smile or feel happy about the story?</p>	<p>SS share their opinions</p>
	Reflection: what did I learn today?	<p>Ask: What did you learn in this class?</p>	<p>Possible answers: I learned to predict what might happen in a story.</p>

Section 2

Time	Section 2	Read Aloud in Home Language. Thinking Questions Review of Predictions	Students will...
	Review Preparing to read	Give the Setting, the Characters and the Predictions. Review their list of Predictions. The setting - Where are the characters? What did we think would happen in this story?	SS answer questions in English. Pull names out of a bog/box
	Basic Concept of the story?	<p><i>Say, "Before we read together there is a BIG/Important IDEA we must understand."</i></p> <ul style="list-style-type: none"> • Caring, helping, kindness • Kindness • We can look at our friends' faces and bodies to try to understand how they are feeling. <p>We will read together and find out how the problem was solved. AND- we will check our answers to the Book Cover Questions when we made predictions about the story.</p>	
	Reading Aloud- in Home Language	Project the story onto a wall. With drama and enthusiasm in your voice, read through to: Key stopping points <ul style="list-style-type: none"> • Page 2: Can you find Gappu? How do you think she's feeling? • Page 4: What happened here? What do you think the classmates are thinking? Do you think Gappu notices her classmates? 	Listen to the story.

		<ul style="list-style-type: none"> • Page 11: How do you think Gappu is feeling? Have you ever felt unhappy for being different? How did that make you feel? The teacher says, "Do what Gappu does." How does this help Gappu? • **Page 12: What did the teacher do? She danced with Gappu. • Page 13 How did she make Gappu feel? (happy, strong, excited) <p>End of story Teacher leads a whole group discussion. (cover the text pg.11)</p> <ul style="list-style-type: none"> • Before we read the story, we were thinking _____. • What was Gappu doing in the beginning? How did her classmates treat Gappu? • So the problem was _____. How was this problem solved? <p>(Teachers accept all answers- write them out)</p>	<p>In learning pairs the SS will discuss what the BIG problem is. SS may respond in the home language.</p> <p>SS will answer when their name card is pulled out of the bag.</p>
	Check predictions	Go over the list of their predictions. Ask SS if each one was accurate. Put a check mark next to the true ones.	The SS agree on correct answers.
	Pair-Share	<p>What was Gappu doing at the beginning? What did the other children think? How did the other children act towards Gappu?</p> <p>Students will discuss with each other <u>in their home language</u> <u>(only if necessary)</u></p> <p>Teacher will ask for 2 or 3 pairs to tell their answers.</p>	<p>SS may respond in the home language.</p> <p>Ss will answer when their name card is pulled out of the bag.</p>
	Processing:	<p>What made you smile or feel happy about the story?</p> <p>Was there a part of the story that made you upset or angry?</p>	SS share their opinions
	Reflection:	Ask: What did you learn in this class?	<p>Possible answers: I learned to think about the problem in a story</p>

Vocabulary		Students will...
	<p>Using the Word Wall, focus on descriptors and feeling words from <i>Look at Me</i> Highlight words, also such as - laugh at, point at. (pg 11)</p> <p>Emotion words-from "How Do I Feel" (feeling pictures- Gappu version)</p>	Repeat words in sentences
Read Aloud With actions	<p>Read the story with expression and interest. Key stopping points</p> <ul style="list-style-type: none"> • the students model/act out each page. • Page 1: All the students will stand up • Page 2: Students put their left hand up • Continue to copy the actions on each page <p>End of story</p> <ul style="list-style-type: none"> • In this activity did you compare yourself to another student? Did you think to yourself, my friend was able to understand, but I got mixed up just like the girl in the story.; 	<p>Students perform the actions</p> <p>Group discussion. Pick names from a bag to answer questions</p>