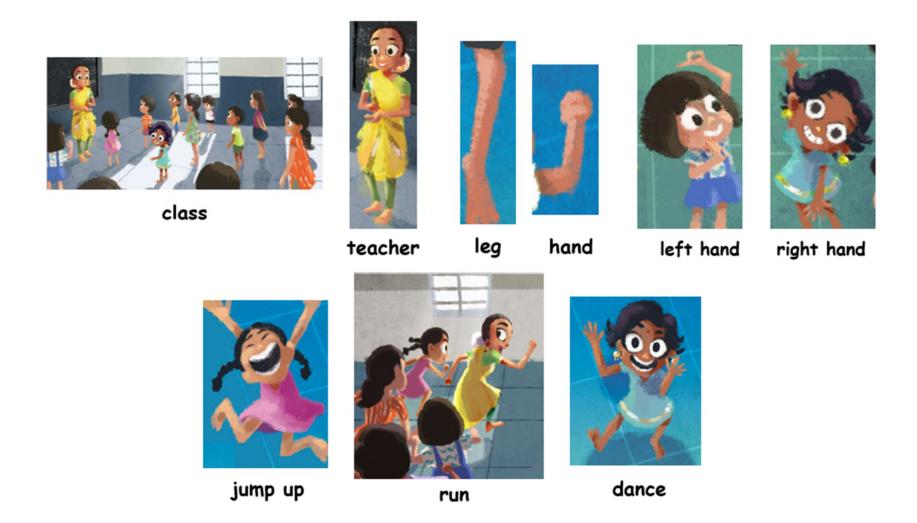
Gappu section 3 & 4 SECTION 3

Time	Section 3	Read Aloud ENGLISH SEL: Kindness and its opposite - UN- KIND	Students will
	Vocabulary	Using the Word Wall, focus on descriptors and feeling words from Feeling Pictures (Gappu version) slide show Highlight words, also such as - laugh at, point at. (pg 11)	Repeat words in sentences
	Preparation for Read Aloud in English	Let's review what the BIG problem was for the little girl? How did the teacher solve the problem?	Each learning pair asks the question and answers
	Read Aloud With actions	Read the story with expression and interest. Key stopping points • 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 End of story • Was there anything new you noticed when we read the book this time? • Were you able to understand the English words and do the actions? • In this activity did you compare yourself to another student? Did you think to yourself, my friend was able to understand the English words,	Students perform the actions (This repeats portions of Section 2) Group discussion. Pick names from a bag for answers
		think to yourself, my friend was able to understand the English words, but I got mixed up just like the girl in the story.;	from a bag for answers

Processing	How can we help Gappu remember and practice her left and right? Everyone can share their ideas and I will write them down. Then we will choose one idea as a class and prepare our materials.	
Pair-Share Ask and Answer Questions	Students will share their ideas with their partner. Student ONE will ask the question • How can we help Gappu remember to practice her left and right? • Student TWO will give the answer. • Repeat changing roles. Teacher will ask for 2 or 3 groups to share their answers	
Processing:	What made you smile or feel happy about the story? Students can share their thoughts by drawing or telling the teacher, using as many English words as possible.	SS share their opinions in home language
Reflection: what did I learn today?	Ask: What did you learn in this class?	SS Possible answers: I learned that the students who laughed at Gappu were unkind. I also learned many ways to be <i>kind</i> instead. I learned how to help a friend who is having difficulty with a task

Section 4

Time	Section 4	Applying Emotions Vocabulary to Wondering Questions	Students will
	Vocabulary	How do I feel? Feeling Pictures and their OPPOSITES. Happy, sad, worried, calm, excited and bored—using the pictures. Song: If you're Happy and you Know it https://www.youtube.com/watch?v=Ak-kwWMKYsE	Say the words in sentences
	Difference between Thinking and Wondering Qs	Before I asked Thinking Questions. For Thinking Questions the answers are in the book. For example, on P 11, I asked "what is happening here? Now, I will ask Wondering Questions. Wondering Questions ask - what you think or feel. There is no right or wrong because it is how you feel. Teacher Models connecting Wondering Qs to the Lesson of the story. I like the picture at the end where everyone is having fun because it makes me feel happy to see children having fun. When I look at P 11 I feel angry. I feel angry when other children laugh at a student who makes a mistake because the student who made the mistake may not try again in case they make a mistake. Teacher models asking herself "What did I learn from the story?" When other students laugh at my mistakes I feel anxious and it's hard to learn. (Put a puzzled expression on your face, scratch your head—this will also model "reading" facial expressions)	In pairs, students will ask and answer how they feel when they look at P 11 In pairs, students will ask and answer - What did I learn from the story Review the answers of as many pairs as possible.
	Processing:	What made you smile or feel happy about the story? Was there a part of the story that made you upset or angry?	SS share their opinions
	Reflection: what did I learn today?	Ask: What did you learn in this class?	Possible answers: I learned to say sentences that tell who is doing an action.



Word Wall for Gappu

<u>Who</u>	<u>What</u>	<u>Describing</u>	<u>High Frequency</u>
class	dance	your	up
today	put	left	oops
hand	run/runs	right	do
Gappu	jump/jumps	her	too
leg	says	fast	your
teacher	join	slow	in
		high	what
		some	does