

GAPPU 7

| Time | Section 7 | I will...Read Aloud: Explain the Title- " Gappu Saves the Day". | Students will... |
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| | | Teacher holds up the book and says the title...Gappu Saves the Day | |
| | | <p>Teacher explains what "Saves the Day" means in the home language. <i>Say: Before I explain what the title means, I'll do a little pretending. Imagine that I am walking to school. I have new shoes that I am very happy with. As I walk, I am busy talking to my friend and I do not see that there is a big pool of water where I would put my foot down. Fortunately, another friend is coming up the other way and sees that I will put my foot in the water, so she pushes me away. My other friend saved me from getting my new shoes ruined.... Another way to say that is to say that my friend "Saved the Day"</i></p> | |
| | | Picture Walk | |
| | | <p>The Characters: Hold up the book and show the cover and pages 1,2, 5 and 6 only. Point to the teacher, Gappu, and the other children. There is another student whom we have not seen before. Point out Datiz. Setting: The story takes place in the same dance class.</p> <p>Predictions: Save the Day means that someone does something to help another person in difficulty. I wonder what Gappu will do. We cannot tell from the picture - so we will read together and find out</p> | |

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| | | Read Aloud in English | |
| | | <p>Read through the story with interest and enthusiasm in your voice. Read the text and show the pictures. Show the picture of the new student who feels ready to cry.</p> <p>Ask out loud " I wonder who will "Save the Day"?"</p> <p>Show the picture of Gappu helping Datiz to remember right and left.</p> <p>How does the new student feel at the end?</p> | |
| | | Telling the story | |
| | | <p>Hold up the sequence Signs and ask students to volunteer the answers. Encourage students to answer in English. Provide support as necessary. Use names out of a hat to pick students to give the answers. (copy pictures and put them in sequence)</p> <p>First</p> <p>Next</p> <p>Then</p> <p>Finally</p> | |
| | | The Lesson of the Story | |
| | | <p>The teacher will model a Think Aloud. Roleplay putting a thinking question (a frown / scrunch up your eyes) on your face, hold up a Big Question Mark ?</p> <p>Use the home language first and then repeat in English. Tell the students to listen well/carefully when I say the lesson of the story in the home language. When I say it in English, I will read very slowly and the students will whisper the English words to themselves.</p> <p>Ask for students to volunteer answers and I will write them out (briefly) in English on the board or a sheet of paper.</p> | |

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| | | Circle Time: | |
| | | Now it's your turn to tell the lesson of the story. In pairs, each person will tell what the lesson of the story is. Try to answer in English. I will help you. Then we will go around the circle and each pair will give their answer. | |
| | | Processing Activity | |
| | | <p><i>Each student will answer the Question.:</i></p> <p><i>How would you have helped the new student?</i></p> <p><i>Provide sentence frames. I would _____, hold his hand;</i></p> <p><i>stand beside him; tell him what to do.</i></p> <p><i>Students may draw or write a word in the space</i></p> | |