

Nap Book Front Page

MATERIALS PROVIDED	MATERIALS NEEDED:	AIDS:
The story book “Who is Sleeping” Paper copies of the story for the SS A thumb drive with the pictures and story Pictures of animals Sticks to attach to card Glue or tape	SS’ names on cards A bag to put the cards in A question mark on paper Large pieces of card – printer paper size Question words on paper for the Word Wall Names of the animals on paper A very large piece of paper with an elephant drawn on it 6 slips of paper (to write 1 sentence) Large capital I 7 drawings of each animal	Projector Phone internet

I ANTICIPATE that there might be these PROBLEMS:

1. SS will want to hear and speak their home language
2. Some students are shy; some talk the most
3. It is a very large class.
4. Songs will be on my phone: loud enough?

In order to SOLVE / avoid these PROBLEMS, I have planned to:

1. Students can use it throughout this unit. I will give instructions the first time in the home language and the 2nd. time in English
2. I will pick names from the cards in the bag.
3. Everyone can see the story using the projector.
4. I will walk around and turn up the volume.

For these lessons I need to PREPARE:

1. Put each student's name on a card and put in a bag.
2. Create a WORD WALL. Put words on large pieces of paper and put on the wall for different lessons:
 - a. Vocabulary words in English: dog, cat, rat, butterfly, elephant
 - b. Vocabulary words in their home language: dog, cat, rat, butterfly, elephant
 - c. Vocabulary pictures: dog, cat, rat, butterfly, elephant (these are provided)
 - d. Question words: who, where, what, ?
 - e. Position word: on
 - f. Sequence words: first, second, then, next, last
 - g. The letter I
 - h. Labels in the room: floor, wall, table, mat, window, desk, shelf, board, chair
 - i. 7 drawings of each animal
3. Put these words on card (printer page size) and attach each one to a stick:
first, second, then, next, last
4. Draw an elephant on a very large piece of paper
5. Download the songs and put them on my phone:
<https://www.youtube.com/watch?v=Vr8c461vz5Q>
<https://www.youtube.com/watch?v=2SmUkXtQIPc>

Nap Book Lesson Plan

LESSON 1: Who is sleeping?

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Including everyone

LEARNING STRATEGIES:

pair/share

LANGUAGE FOCUS:

5 animals

MATERIALS/AIDS NEEDED:

names of SS on card in hat or bag
 story book phone
 animal pictures thumb drive
 projector a large piece of paper

Time	Stage	I will...	Students will...
	Introduction	Show the book. Walk around and show the cover: OR Project on screen.	
	Think Aloud (in home language) for Title Page	<p>When we look at the cover, it helps us “think” (Point to your head, hold up a big question mark). What will this story tell me?</p> <p>What do you see? A dog. Yes, in this story the CHARACTERS are animals. What is the SETTING? Where is the dog? How do you know?” What is the character doing? How do you know?”</p> <p>Now, I will model a THINK ALOUD for you. I will let you understand what I am thinking. I see a dog taking a nap on a mat. The dog’s eyes are closed and I see the ZZZZZS (snoring sounds). This makes sense because the title of the book is ‘Who is Sleeping?’”</p>	SS use home language to answer the questions.

		<p>What do I think will happen in this story? I see a dog sleeping but the window is open. So, I think there might be other animals coming in to take a nap also.</p> <p>The TITLE PAGE only shows us the dog, but it asks who is sleeping? This book has a character page. We will look at the character page for a clue. One of the animals is an elephant. I don't know how the elephant fits into the story. So, I will turn the pages and find out.</p>	
	Pre-teach animal vocabulary	<p>Point to the Word Wall</p> <p>Say the animal names in the home language and English. Point to the pictures of each animal. Make that animal's sound or movement.</p> <p>Have SS repeat the new words. I make an animal movement or sound and the SS predict which animal it is.</p> <p>Put the SS in pairs and have them practice making a movement or sound and guessing the word in English.</p>	<p>Make the animal's sound or movement.</p> <p>Say the name in English.</p> <p>In pairs SS practice making a movement or sound and guessing the animal in English.</p>
	Reading aloud	<p>Project the story onto a wall.</p> <p>Read through the story without stopping. Each page can be read in both languages.</p>	Listen to the story.
	Re-read	<p>Stop on each page. Ask what each animal is doing.</p> <p>Pick names from the hat to encourage maximum participation.</p>	<p>SS may respond in the home language.</p> <p>They take turns answering when their name card is pulled out of the bag.</p>
	Movement activity	Play one of the lullabies on my phone.	Students choose one of the animals and move to the music like that animal.
	Processing: discuss kindness	<p>I ask: What does being KIND mean in our classroom? Ask for examples.</p> <p>Put their answers on a large sheet of paper to display</p>	SS share their opinions in home language
	Reflection: what did I learn today?	Ask: What did you learn today?	Possible answers: I learned to say answers in English. I learned how to show kindness in my classroom.

Nap Book Lesson Plan

LESSON 2: Who is sleeping?

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Including everyone
Thinking about kindness

LANGUAGE FOCUS:

Question words
Preposition “on”
5 animals

LEARNING STRATEGIES:

pair/share
brainstorming

MATERIALS/AIDS NEEDED:

names of SS on card in a bag
question words on paper
animal pictures
projector
story book
2 large pieces of paper

Time	Stage	I will...	Students will...
	Review	Ask SS to close their eyes and think about the 5 animals. Tell them to whisper the names to themselves.	Close their eyes and whisper the animal names.
	Pre-teach other vocab	On the Word Wall, point to the word WHO. I will ask different SS: Who are you? ON: demonstrate – The book is ON the table. Ask: WHERE is the book?	SS answer the questions.
	Practice	Ask these questions in home language: “ <u>Who</u> is this animal?” “ <u>Where</u> is it?” Then I translate the answer to English and have the SS try to repeat the answer in English.	SS give different answers in their home language. SS try to give the answers in English.
	Brainstorm	What do you think the elephant is thinking? Why can’t the elephant come in the window and take a nap?” “What do you think the elephant will do instead?” Let’s brainstorm some answers. SS may answer in their home language. Teacher will translate the answer to English and have the students try to repeat the answer in English.	SS think about reasons and share their ideas.

		Write out the predictions onto a big piece of paper - short statements in home language and English. Keep them to be used in later lessons.	
	Home language – extended into English	.Get two or three pairs of volunteers to model asking and answering the questions. “Why can’t the elephant come in the window and take a nap?” “What do you think the elephant will do instead?” For each question and answer, the students may use their home language but the teacher will translate into English and then the students will try to use English words with the help and support of the teacher. The rest of the class will repeat the teacher’s English sentences to themselves in whispers. Each time the teacher models an English sentence, SS will be picked at random to repeat the sentence. Support student efforts to say the English sentences.	Some SS model asking and answering the questions. The other students will repeat the English sentences to themselves in whispers.
	Pair share practice in English	In home language, MODEL pair-share. Teacher picks a student to help her- to be her partner. Put the SS into learning pairs.	Student 1 will ask the questions: Why can’t the elephant come in the window and take a nap?” “What do you think the elephant will do instead?” Student 2 will answer. Then they take turns. English. SS may use home language in their pairs
	Processing: discuss kindness	Is it kind or not kind if the Elephant is the only animal who can’t have a nap when the other animals are having a nap? SS must try to explain their answers.	SS share their opinions in home language
	Reflection: what did I learn today?	Ask: What did you learn today?	Possible answers: I learned to say answers in English. I learned how to show kindness in my classroom.

Nap Book Lesson Plan

LESSON 3: Who is sleeping?

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Including everyone

LEARNING STRATEGIES:

pair/share
Roleplay
Reviewing predictions

LANGUAGE FOCUS:

Sequence words
Retelling

MATERIALS/AIDS NEEDED:

sequence words on sticks

Time	Stage	I will...	Students will...
	Review vocab	Ask for a student volunteer “helper” to assist with reviewing the Word Wall. The helper and the teacher together will point to the picture of the animal and make a gesture/sound that will connect the word to its illustration.	SS will be called on to name of the animal. Listeners will whisper to themselves.
	Pre-teach new vocab: Sequence words	<i>First, second, next, after that, last</i> Pretend it’s to go outside time and line SS up. Give the first student the FIRST sign on the stick. The second student gets the stick with SECOND. The third is NEXT, the fourth is AFTER THAT. The fifth is LAST. Translate each.	SS line up. They watch as the T demonstrates the new words.
	Practice	Divide SS into groups of five. Get them to line up. Who is first? Raise your hand.	In groups of five, SS practice the new words.
	Review story	Project story. Stop on each page. Ask what each animal is doing. SS may respond in home language. It is the participation that is being encouraged. Pick names from a bag to encourage maximum participation. <i>P. 6 What is the elephant thinking? (The elephant wants to nap also). Why can’t the elephant come in the window and take a nap? What do you think the elephant will do instead?</i> Review answers from the session before you move on to Retelling.	SS describe the picture. They think about what the elephant is thinking.

Retelling with sequence words	<p>Pick 5 student pairs. Give each pair a picture of an animal. Ask the student pair with the dog picture to line up FIRST. Ask which animal should go SECOND – the cat and NEXT- the mouse, and AFTER THAT – the butterfly. Which animal is LAST- the elephant.</p> <p>TEACHER ModelS using WORDS to describe what the students have done. <i>Now I will describe what the students have done in English words.</i></p> <p>The DOG is FIRST. The CAT is SECOND to the DOG. THEN comes the MOUSE. AFTER THAT comes the BUTTERFLY. The ELEPHANT is LAST.</p>	There are five pairs. Each has a picture of an animal. They line up in sequence when the teacher asks.
Practice	<p>Lead a Question and Answer activity for students to practice using the language.</p> <p>Which animal is FIRST? I say the sentence in English: <i>“The dog is first.”</i></p> <p>Repeat the activity with each animal.</p> <p>Put SS into pairs to practice.</p> <p>Teacher says (In home language)- we learned to tell what happens in a story by remembering the sequence– first, next.....</p> <p>It's important to remember what happens in a story so that we can think about what it means to us in school, at home and in our community.</p>	SS practice in pairs.
Processing: discuss kindness	What does being KIND mean in our classroom? I add more examples to the class list from yesterday.	Add to the list from yesterday.
Reflection: what did I learn today?	Ask: What did you learn today?	Possible answers: I learned to tell what happens in a story using words like first, next, then ... I discussed what being KIND means in our classroom.

Nap Book Lesson Plan

UNIT 4: Who is sleeping?

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Including everyone

LEARNING STRATEGIES:

Inferring and imagining

LANGUAGE FOCUS:

Repeating the home language sentences in English

MATERIALS/AIDS NEEDED:

picture of the elephant

Time	Stage	I will...	Students will...
	Introduction	Take the elephant picture and put it near a window. Pretend that the elephant is looking into this room. What sound does it make? What does it want? What will it do? What do you think will happen	Use their imaginations to make guesses.
	Pair share demonstration	In home language, MODEL pair-share. Teacher picks a student to help her- to be her partner. Teacher and student each take a turn to say - WHAT THEY THINK THE ELEPHANT WILL DO? Pick two more volunteers. Student pairs ask -What do you think the elephant will do? Answer: I think the elephant will	First one student is a volunteer,
	Pair share practice	Observers are asked to whisper the teacher's answers in English AND are held accountable because several pairs will be called upon, at random, to repeat the answers in English. The teacher will help and be supportive, but students are expected to listen to the answers of the students and the teacher. Put SS into pairs. After the SS have practiced, some pairs will share their answers.	Student pairs Ask -What do you think the elephant will do? Answer: I think the elephant will ...

	Processing	<p>Discuss IMAGINATION in home language.</p> <p>Why did I ask you to imagine what was going on in the heads of the characters? Answer: Animal characters can help us to understand how people may feel and act.</p> <p>Who is being left out in this story? How would a child feel if they were left out and not allowed to participate?</p>	Use home language to talk about imagination
	Reflection: what did I learn today?	Ask: What did you learn today?	<p>Possible answers:</p> <p>I learned to imagine what characters might be thinking,</p> <p>I learned that thinking about what animals might be thinking will help me to understand how real people might think or feel.</p>

Nap Book Lesson Plan

LESSON 5: Who is sleeping?

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Including everyone

LEARNING STRATEGIES:

Connect spoken and written words in English using information from pictures to help understand the meaning.

LANGUAGE FOCUS:

Sentence structure

Following a language pattern in the book

MATERIALS/AIDS NEEDED:

Large capital I

Student copies of “Who is sleeping?”

Time	Stage	I will...	Students will...
	New vocab	<p>Refer to the Word Wall: What words are on the Word Wall?</p> <p>Hand out the student copies of the story. Point to the mat on the cover and say “Here is a new word. It is MAT. It almost sounds like CAT.”</p> <p>Understanding the Letter I Teach the letter– I–. Make a large letter I and hold it up.</p> <p>I run. I run fast... pretend to do the actions and point to yourself saying," I/I /I – I run."</p> <p>On each page, you see the words -I - /want to/ -/sleep/ –/too/.</p> <p>Here are some examples of how to use the words /want to/– I am tired, I want to go to bed and sleep. I am hungry– I want food to eat.</p> <p>Too means also.</p>	<p>Say the names of the animals.</p> <p>Repeat the new vocab: mat, I.</p>
	Following along in student book	<p>Demonstrate how to “figure out” the meaning from the pictures. And using the language patterns.</p> <p>Show the students how to turn to p. 3. Read out loud, A dog is sleeping.</p>	<p>The teacher reads out loud and the students follow along with her.</p>

		<p>We know the animal - it's a dog. AND, we know what it is doing. It is sleeping. When I read the words out loud, Follow along with your finger and say with me: A dog is sleeping. Now look in the window and say what animal it is – it's a CAT "I want to sleep too!" says the----- you know the animal – cat</p> <p>P. 4. Follow along with your finger when I say, "The cat is sleeping." You say the words with me. Now, look in the window, and say out loud the name of the animal... it's a MOUSE.</p> <p>P. 5. I will Read out loud and you follow along with me: "The mouse is sleeping." "I want to sleep too!", says the butterfly.</p> <p>P. 6. What animal is looking in the window? You know its name from the Word Wall. When I read out loud, you will follow along with me: "The butterfly is sleeping." "I want to sleep too!" says the Elephant.</p> <p>What is going to happen now? The words in the books just say: "Oh, no! The Elephant is too big!"</p> <p>Do this activity again!</p>	
	Pair share	Instruct the SS in pairs to practice reading one page at a time.	SS take turns following along with the text. Student 1 will point to the words and student 2 will say the words. Reverse roles.

	Processing	Why did I ask you to retell the story? Answer: We have to listen and remember in order to retell the story. Listening and remembering help us to learn in school.	Use home language
	Reflection: what did I learn today?	Ask: What did you learn today?	Possible answers: I learned to look at the picture and to find the word on the page and I could follow along in the story book. I know how to show kindness in my classroom.

Nap Book Lesson Plan

UNIT 6: Who is sleeping?

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Including everyone

LEARNING STRATEGIES:

Reading along in the book

LANGUAGE FOCUS:

Asking and answering questions

Following a language pattern in the book

MATERIALS/AIDS NEEDED:

Labels in the room: floor, wall, table, mat

Student copies of “Who is sleeping?”

Time	Stage	I will...	Students will...
	New vocab	There are labels on these objects: floor, wall, table, mat. Walk around and point to these words and have SS pronounce them.	Repeat after the teacher
	Meaning: questions & answers in home language	<p>Read the book with the students. Show them how to get the meaning from the pictures.</p> <p>Teacher models with actions and voice changing like the cat meows, the rat squeaks. and then continues with each animal in sequence.</p> <p>Go through questions and answers in home language. Whenever possible, get the SS to say some of the words in English.</p> <p>Page 3, Who is sleeping? The..... is sleeping (dog is sleeping). Where is the dog sleeping? The dog is on the mat. Why is the dog sleeping? The dog is tired. What animal is in the window? The cat is in the window. What does the cat say? I want to sleep, too.</p> <p>Page 4 Who is sleeping? The cat is sleeping. Where is the cat sleeping? The cat is sleeping <i>on</i> the dog. Why is the cat sleeping? The cat is tired. What animal is in the window? The rat is in the window.</p>	<p>Listen to the teacher making questions and answers in home language, but they will call out words in English when the teacher asks for them.</p> <p>They can also make the animal sounds.</p>

		<p>What does the rat say? I want to sleep, too.</p> <p>Page 5 Who is sleeping? The rat is sleeping. Where is the rat sleeping? The rat is sleeping <i>on</i> the cat. Why is the rat sleeping? The rat is tired. What animal is in the window? The butterfly is in the window. What does the butterfly say? I want to sleep, too.</p> <p>Page 6 Who is sleeping? The butterfly is sleeping. Where is the butterfly sleeping? The butterfly is sleeping <i>on</i> the rat. Why is the butterfly sleeping? The butterfly is tired. What animal is in the window? The elephant is in the window. What does the elephant say? I want to sleep, too.</p> <p>Page 7 Oh no! The elephant is too big!</p>	
	Pair share	Put SS in pairs to practice asking and answering questions about each page in home language.	Ask and answer questions about each page in home language
	Comprehension of same in English.	Go through the same questions, but in English this time. Call on individual SS to repeat the answers from time to time. Repeats this activity two times.	Call out words that they know in English.
	Processing	SS will review the list of possible choices for what can happen because the elephant is too big.	SS will add any new ideas.
	Reflection: what did I learn today?	Ask: What did you learn today?	Possible answers: I can follow along the words in a book when my teacher shows me how. With my learning partner, I asked the questions and gave the answers, just like in the story book.

Nap Book Lesson Plan

UNIT 7: Who is sleeping?

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Including everyone

LEARNING STRATEGIES:

Practice reading the story in Readers' Theatre

LANGUAGE FOCUS:

Asking and answering questions

MATERIALS/AIDS NEEDED:

Student copies of "Who is sleeping?"
7 drawings of each animal
Labels: window / desk / shelf / board / chair

Time	Stage	I will...	Students will...
	Vocab	Review OBJECTS in the room. Walk to the DOOR, point to the label and ask, "What's the word?" Do the same with floor, wall, table. Then point to new words: window / desk / shelf / board / chair	SS when called up, they repeat the words. SS repeat new words after the teacher.
	Repeat pair share from last class	Students will repeat the Pair Share as in the previous lesson. The teacher will help and be supportive. Select student pairs at random from names in the bag. Each pair will ask questions and answers from one page at a time. Observers will follow along in their own books. I will assist by walking around.	SS will practice questions and answers in learning pairs. Chosen pairs will share one page each.
	Finding solutions for the elephant	I will ask for ideas in home language to help the elephant. Make a list on the board. Why was it important to find a solution (a way to help) for the problem for the elephant? When students answer, the teacher will translate the answer into English.	SS think of ways to help the elephant. They talk about why it is important to find ways to help. Observers are asked to whisper the teacher's answers in English.

	Readers' Theatre	<p>Divide the class into groups of six. Give each group a name (a number or color). One student will be the Narrator. Give the other students a picture of one of the animals and tell them that they will pretend to be the animal – and say what the animal in their picture would say. SS will use the student book to guide them.</p> <p>The Narrator says: Pg 3 - A dog is sleeping. DOG: zzzzzzzz</p> <p>Pg 3 - A dog is sleeping. CAT: "I want to sleep too"... in a cat voice.. Meow... Meow...</p> <p>The Narrator says: Pg 4 - A cat is sleeping RAT: "I want to sleep too"... in a squeaky voice..</p> <p>The Narrator says: Pg 4 - A rat is sleeping Butterfly: "I want to sleep too"... buzzes the butterfly.</p> <p>Pg 5. The Narrator says: The elephant is at the window. Elephant: "I want to sleep too" trumpets the elephant</p> <p>Pg 6. The Narrator says: "Oh, no! The Elephant is too BIG!</p>	In groups of six, students will read and act out the story.
	Performance	Each group will perform their Readers' Theatre	SS perform
	Processing	Why is it important to help the elephant?	SS talk in pairs first, in home language, then offer their ideas to the whole class.
	Reflection: what did I learn today?	Ask: What did you learn today?	Possible answers: I learned to think up answers to problems in school, at home, or with my friends.

Nap Book Lesson Plan

UNIT 8: Who is sleeping?

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Including everyone

LEARNING STRATEGIES:

Perform the story in Readers’ Theatre

LANGUAGE FOCUS:

Reading

MATERIALS/AIDS NEEDED:

Student copies of “Who is sleeping?”
A very large drawing of an elephant
6 slips of paper

Time	Stage	I will...	Students will...
	Performance	Each group will perform their Readers’ Theatre, but first let them practice again.	SS perform
	Finding solutions	Put the SS into new groups: all the narrators together, all the dogs, all the cats, etc. Their job is to agree on one way to help the elephant.	Each group will write their solution on a slip of paper. This can be in English or home language. They will then use sticky tape to put their solution somewhere on the elephant drawing.
	Vote	Have a volunteer from each group read their solution to the rest of the class. If it is in home language, I will translate into English. Get SS to practice saying it in English. Then the class will vote on the best solution by raising their hands.	A member of each group will read their solution to the rest of the class. Everyone will vote.
	Processing	Why was it important to find a way to help the elephant? If you were like the elephant and left out of an activity, how would you feel? What would you like to have happen so that you could be included?	SS can share their answers with a partner first, then share with the class.
	Reflection: what did I learn today?	Ask: What did you learn today?	Possible answers: I learned to think how to help others.

Nap Book Lesson Plan

UNIT 9: Who is sleeping?

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:
Including everyone

LEARNING STRATEGIES:
Roleplay

LANGUAGE FOCUS:
Using the language of the book in a roleplay

MATERIALS/AIDS NEEDED:
Slide with the elephant sleeping beside the other animals

Time	Stage	I will...	Students will...
	Review of Unit	Review all of the previous classes: the Word Wall and the lists saved with the students' ideas. Repeat some of the activities.	
		PUT IN MAIDA'S ART ACTIVITY ABOUT CREATING AN ELEPHANT PUZZLE?	
	Ending to the story	Using the last picture in the slideshow of the book. What did you think when you saw the picture? How did the animals solve the problem for the elephant? How do you think the elephant feels now? How do the other animals feel?	
	Processing & reflection:	Ask: What did you learn from our activities in this book.	Help them consider: <ul style="list-style-type: none"> ● Language ● Learning strategies ● Social emotional learning

3/14/2024