

Oh, Muddy Mud

MATERIALS PROVIDED	MATERIALS NEEDED:	AIDS:
<p>The story book “Oh, Muddy Mud” 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 Link to song: <ul style="list-style-type: none"> ● <i>If you’re happy and you know it</i> Links to other stories: <ul style="list-style-type: none"> ● <i>Who is Sleeping?</i> ● <i>Lion & Mouse</i> </p>	<p>SS’ names on cards A bag to put the cards in A question mark on paper Words on paper for the Word Wall: <ul style="list-style-type: none"> ● animals ● action words ● feeling words ● descriptive words ● sequence words A big heart to put on the Word Wall with the feeling words in it A very large piece of brown card or paper or cloth (to be the mud hole) 4 drawings of each animal</p>	<p>Projector Phone internet</p>

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. SS can use it throughout this unit. I will give instructions the first time in their home language and the second time in English.
2. I will pick SS’ 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. Animals: bug, rat, monkey, hog, hippo
 - b. Other nouns: mud, sun, water
 - c. Action words: flies, jumps, dives, glides, leaps, plops (the water drips)
 - d. Feeling words: sad, friendly, lonely, afraid, scared, proud, excited, angry, happy, silly
 - e. Question words: who, where, what, ?
 - f. Descriptive words: muddy, hot
 - g. Position word: into
 - h. Sequence words: first, second, then, next, after that, last
3. 4 drawings of each animal
4. Put the sequence words on card (printer page size) and attach each one to a stick
5. Download the song and put it on my phone:

<https://www.youtube.com/watch?v=Ak-kwWMKYsE>

- Download two other books and put them on a thumb drive: *Who is Sleeping?*, *Lion & Mouse*

Oh, Muddy Mud Lesson Plan

UNIT 1: Oh, Muddy Mud

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Including everyone
Kindness

LEARNING STRATEGIES:

Think Aloud
Making predictions

LANGUAGE FOCUS:

Home language, with back and forth to English
5 animals
Action words
Descriptors
Question words

- bug, rat, monkey, hog, hippo, mud, sun, water
- drip, flies, jumps, dives, glides, leaps, plops
- muddy, hot, jungle, into

Words are written in home language and English

MATERIALS/AIDS NEEDED:

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

Words on Word Wall in this order:

Time	Lesson Stage	I will...	Students will...
	Introduction	Show the book. Walk around and show the cover.	Quietly look at the book
	Think Aloud (in home language) for Title Page	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? What do you see? Some animals. Yes, in this story the CHARACTERS are animals. What animals do you see? Let’s name them Where are the animals? (It looks like a jungle near a water hole. The water is all gone and the mud is dried up.) The SETTING is the jungle. What are the characters doing? How do you know?”	SS use home language to answer the questions.

		(The picture shows that all the characters are at the edge of the mud hole and they are looking down at the dry cracked dirt) Put drama and mystery into your voice as you point to the two BIG EYES – what do you think is behind the two BIG EYES? Is there another animal out there?	
	Pre-teach animal vocabulary	Point to the Word Wall Say the animal names in the home language and English. Point to the pictures of each animal. Make that animal’s sound or movement. Have SS repeat the new words. Make an animal movement or sound and the SS guess which animal it is. Put the SS in pairs and have them practice making a movement or sound and guessing the word in English.	Make the animal’s sound or movement. Say the name in English. In pairs SS practice making a movement or sound and guessing the animal in English.
	Pre-teach action verbs	Before reading the book, here are words that you will hear in the story. We will learn the words in our own language and in English. Actions: Act out each action as you point to the word on the Word Wall. OR have a small toy to demonstrate. The bug FLIES into the mud Position word: INTO - Put a pencil into cup. Say <i>“The teacher puts a pencil INTO the cup.”</i> The rat JUMPS The hog LEAPS into the mud The monkey DIVES The hog LEAPS (Don’t talk about the hippo yet) Show the pictures of the actions from the large Read Aloud book page by page: OR with a projector. (but not the hippo pages)	The SS repeat the words in home language first. They use their hands to show the different actions.
	Think Aloud	Hold up the big question mark? Say “What is the PROBLEM?”. <i>“I see animals looking down in a big empty hole. The mud looks dry and cracked. I think the animals may be thirsty or hot because I see the hot sun in the picture. I also see something peeking out of the bushes. I wonder who or what that is? Maybe it is another animal.”</i>	The SS try to guess what the problem is. They call out their answers.

		<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 in the next class and return to our PREDICTIONS and check them out.</i>”</p>	
	Processing:	What made you smile or feel happy about the story?	SS share their opinions in home language
	Reflection: what did I learn today?	Ask: What did you learn in this class?	<p>Possible answers: I learned to predict what might happen in a story.</p>

Oh, Muddy Mud Lesson Plan

UNIT 2: Oh, Muddy Mud

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:
Including everyone

LEARNING STRATEGIES:
Checking predictions

LANGUAGE FOCUS:
Home language, with back and forth to English
5 animals
Action words
Question words

MATERIALS/AIDS NEEDED:
same as last lesson

Time	Lesson Stage	I will...	Students will...
	Review	<p>Point to the animal pictures and have the SS say the word in home language. Then say the words in English and have the SS repeat.</p> <p>Show the actions for each animal in the story: The bug FLIES into the mud The rat JUMPS The hog LEAPS into the mud The monkey DIVES The hog LEAPS</p>	<p>The SS repeat the words in home language first then English. They use their hands to show the different actions.</p>
	Preparing to read	<p>Use pages 2 & 3 to give the Setting, the Characters and the Predictions. Review their list of Predictions. Pg 2. The setting - the jungle. Where are the characters? (at the mud hole) Who is in the story"? (bug, rat, monkey, hog) Pg 3. What is the matter with the animals? What is their problem? What do you think they are worried about?</p>	<p>SS answer questions in home language</p>

	Reading aloud	Project the story onto a wall. With drama and enthusiasm in your voice, read through to: p. 7 What is happening in the story? (the animals are all jumping into the mud) p. 8 What is the BIG problem? (The hippo doesn't know how to join the group. The hippo could hurt others if he jumps in.) Put SS into learning pairs to answer. Ask for as many answers as possible.	Listen to the story. In learning pairs the SS will discuss what the BIG problem is. SS may respond in the home language. They take turns answering when their name card is pulled out of the bag.
	Check predictions	Go over the list of their predictions. Ask SS if each one was true. Put a check mark next to the true ones.	The SS agree on correct answers.
	Re-read	Stop on each page. Ask what each animal is doing. Pick names from the hat to encourage maximum participation.	SS may respond in the home language. They take turns answering when their name card is pulled out of the bag.
	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 in home language
	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.

Oh, Muddy Mud Lesson Plan

UNIT 3: Oh, Muddy Mud

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Including everyone
Kindness

LEARNING STRATEGY:

Roleplay

LANGUAGE FOCUS:

Sentences: who does what
(to be the mud hole).

MATERIALS/AIDS NEEDED:

A large piece of brown cardboard, paper or cloth

Time	Lesson Stage	I will...	Students will...
	Review	Point to each animal and say the name in English. Check random SS for pronunciation.	Repeat the name after the teacher.
	Introduce the roleplay	Introduce the roleplay. What does the _____ (animal) do? What action does the animal do? The animal — the BUG——action——flies into the mud. (You pretend to fly into the mud. [Translate as necessary]) Have the SS repeat after you: The bug flies into the mud? What does the bug do? The bug flies into the mud.	The SS repeat after the teacher.
	Roleplay	The teacher chooses 4 learning pairs. The teacher holds up a picture of the RAT (the next animal) and asks a learning pair to volunteer. Student #1 asks: What does the RAT do? Student #2 says the RAT jumps and #2 jumps into the pretend mud. Repeat for all the rest of the animals.	Each learning pair gives the question and answer and demonstrates the action. Observers (students not in the roleplay) will be asked to repeat the sentences that describe what the

		<p>The hog LEAPS into the mud The monkey DIVES The hog LEAPS BUT, the teacher does this one: The hippo.....PLOPS (act out dramatically)</p>	<p>students in the roleplay are doing. Observers are not passively waiting for their turn.</p>
	Read Aloud	<p>Read Aloud in ENGLISH, showing the story with the projector, stopping frequently to help students to use their IMAGINATIONS. Ask questions in English and home language. Accept answers in the home language. Translate the home language answer to English. Be sure to call on students at random. <u>Pick names out of a bag to keep track of students who have answered.</u></p> <p>P 2, What are the animals looking at? How do you think that they feel? (They are hot and have no water to cool off in...so they feel frustrated/distressed/annoyed.) P3. Teacher reads the words in English— dramatically— DRIP. Mime the rain falling and making DRIP, DROP noises. Teacher makes the connection that the rain changes everything. The rain fills the hole with water and water makes mud.</p>	<p>SS practice asking and answering the questions. They use their imaginations. They can speak in home language and the teacher will translate. They can try to give the answers in English.</p> <p>SS' names will be drawn out of a bag.</p>
	Identification of the problem	<p>With drama and enthusiasm in your voice, point to p. 7. P. 7 What is happening in the story? (the animals are all jumping into the mud) P. 8 What is the BIG problem? (The hippo is all by himself. He is looking at the mud hole. Maybe he thinks that he cannot play with the others because he is SO BIG. The hippo doesn't know that he should ask to join the group. The hippo doesn't understand that he could hurt others if he jumps in. Should hippo understand that he could hurt others?).</p> <p>Let's see what we think the PROBLEM is now that we have read the story several times.</p>	<p>The SS answer the teacher's questions when called on. The teacher will help them use English.</p>

		<p>Ask for volunteers to answer. Ask the questions in English but go back and forth between home language and English. Accept answers in home language but translate back into English and help the students to say the answer in English with your help as necessary.</p> <p>Write out the answers and say that in the next class we will discuss more about how to understand Hippo's actions.</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 in home language.
	Reflection:	<p>What did you learn in today's class?</p>	<p>Possible answers:</p> <p>I learned to say sentences that tell who is doing something. Actions.</p>

Oh, Muddy Mud Lesson Plan

UNIT 4: Oh, Muddy Mud

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Including everyone

LEARNING STRATEGY:

Singing

Imagining how everyone is feeling, both languages

LANGUAGE FOCUS:

Sentences: who does what

Feeling words: friendly, lonely, afraid, scared
happy, sad, angry, silly

Descriptive Words: hot, muddy <https://www.youtube.com/watch?v=Ak-kwWMKYsE>

MATERIALS/AIDS NEEDED:

Create a word wall in the shape of a heart for Feeling Words.

Prepare to sing or play the song “If you’re happy and you know it.”

Time	Lesson Stage	I will...	Students will...
	Review	In the last class, we practiced the actions of the animals. You say the animal and the SS call out the verb. The hog LEAPS into the mud The monkey DIVES The hog LEAPS BUT, The Hippo.....PLOPS (act out dramatically)	Call out the action verb that goes with each animal.
	Read Aloud: imagining what characters are feeling	Read Aloud in ENGLISH , showing the story with the projector, stopping frequently to help students to use their IMAGINATIONS. Ask questions in English and home language. Accept answers in the home language. Translate the home language answer to English. Be sure to call on students at random. <u>Pick names out of a bag to keep track of students who have answered.</u> P 2, What are the animals looking at?	SS practice asking and answering the questions. They use their imaginations. They can speak in home language and the teacher will translate. They can try to give the answers in English. SS' names will be drawn out of a bag.

		<p>How do you think that they feel? (They are hot and have no water to cool off in...so they feel frustrated/distressed/annoyed.)</p> <p>P3. Teacher reads the words in English— dramatically— DRIP. Mime the rain falling and making DRIP, DROP noises.</p> <p>Teacher makes the connection that the rain changes everything. The rain fills the hole with water and water makes mud.</p> <p>Read P 4- 8, show the picture of how the other animals get into the mud. Ask: when they are at the side of the hole looking in, <u>“How do you think that the animals feel?”</u> What might the rat be saying to himself?” (bug looks like he is having fun)</p> <p>When they are getting in, what do you think they feel? When the rat runs into the mud... what is he saying to himself. (It's a long way down. But, if insect/bug got in okay, then I can too)</p> <p>When they drop into the hole, what do you think they feel? Rat yells... Oh muddy mud. How do you think he is feeling? Is he happy? Why might he be happy?</p> <p>Repeat with the rest of the animals.</p>	
	The song	<p>“If you’re happy and you know it, clap your hands.”</p> <p>Play it once. You do the actions as well. Then teach the words ‘happy, sad, angry and silly’ in English. Play the song again and ask the SS to say those 4 words each time they come up, and to do the actions.</p>	SS listen to the song. They learn 4 words and call those out during the second playing, and also do the actions.
	Processing:	What made you smile or feel happy about today’s lesson?	SS share their opinions in home language.
	Reflection:	What did you learn in today’s class?	<p>Possible answers:</p> <p>I learned feeling words. I used those words in a song.</p>

Oh, Muddy Mud Lesson Plan

UNIT 5: Oh, Muddy Mud

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

How does it feel to be different?

LEARNING STRATEGY:

Singing

Reading words in the student practice book

LANGUAGE FOCUS:

Speech to print match

Add to the word wall: Proud and Excited “If you’re happy and you know it.”

Using feeling words in English

MATERIALS/AIDS NEEDED:

one student practice book per pair

<https://www.youtube.com/watch?v=Ak-kwWMKYsE>

Time	Lesson Stage	I will...	Students will...
	Review the song	<p>“If you’re happy and you know it, clap your hands.”</p> <p>Play the song again and ask the SS to say the 4 feeling words each time they come up, and to do the actions.</p> <p>Play the song again and ask SS to try to sing as much as they can.</p>	<p>SS call the feeling words and do the actions. The second time they try to sing along as much as they can.</p>
	Imagining emotions in English, with student book	<p>Picture Walk with the Student Practice Book.</p> <p>Say: Look at the pages in the book. We will use our new English words to describe what we IMAGINE each animal is feeling.</p> <p>What is the bug feeling? (The bug is excited). Teacher leads the class asking what each animal is feeling.</p> <p>What is the rat feeling?</p> <p>What is the(animal) feeling?</p> <p>Students may use the Word Wall for vocabulary help.</p> <p>Have two students model the dialogue:</p>	<p>SS volunteer words.</p> <p>One volunteer pair models. Then learning pairs practice.</p>

		<p>Student #1: “What is the (animal) feeling?” Student #2: “The(animal) is feeling Repeat reversing roles.</p> <p>Have learning pairs practice the dialogue. The teacher needs to circulate and monitor.</p>	
	Identify written words using practice book	<p>Lead the SS through the student practice book – emphasizing that the words they say/speak are in the book. Start on p. 4. Show the SS how to follow along in the book. Ask: <i>What animal is there? It’s the bug. What is it doing? The bug flies. .. look at the next words. The words say ... into the mud. These words are all <u>in</u> the pages.</i> p. 5. Let’s do the same with this page. <i>What animal is in the picture? It’s the rat. What is it doing? The rat ... jumps. Look at the next words. The words say ... into the mud. These words are in all the pages.</i> <i>Repeat with all the animals.</i></p>	<p>SS follow along in the book.</p> <p>They respond when prompted by the teacher.</p>
	Practice	<p>Model a Pair-Share with a volunteer student. Pretend to be Student #1 as you say different words. Ask Student #2 to point to the word as you say it. Help out as necessary.</p> <p>All the SS practice using speech to print strategies to follow the story in the student practice book.</p>	<p>One student volunteer models how to do the Pair-Share with the teacher.</p> <p>In pairs the students take turns asking and answering questions about the story.</p>
	Processing:	How did you feel about reading words in English?	SS share their opinions in home language.
	Reflection:	What did you learn in today’s class?	<p>Possible answers: I learned to say sentences that describe what characters are doing and feeling. I learned to match print and speech in English.</p>

Oh, Muddy Mud Lesson Plan

UNIT 6: Oh, Muddy Mud

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

How does it feel to be different?

LEARNING STRATEGY:

English - back and forth between languages

Reading words in the student practice book

Retelling

LANGUAGE FOCUS:

Sequence words: first, next, then, after that, last

Review the Word Wall

MATERIALS/AIDS NEEDED:

Sequence words on sticks

Who is Sleeping? book

Time	Lesson Stage	I will...	Students will...
	Review the Word Wall	Ask SS in pairs to say the words in each category as I say the name of each category. The Who: the names of the animals The What: the action words Descriptive Words: hot, muddy Feeling Words: sad, friendly, lonely, afraid, scared, angry, silly, happy Add: proud, excited Sequence Words: first, next, then, after that, last	SS are in pairs. The teacher says a category, and the pairs say all the words in each.
	Retelling, using student practice book	Model retelling , using the pictures from the student practice book. Use the words: first, next, then, after that, last. In Pair-Share format, students take turns working through the book using the pictures to retell the story in sequence. I circulate to monitor.	Observe the teacher retelling the story with sequence words. Practice retelling in pairs, using the student practice book. Five SS retell the story without looking at the book.

		Choose five students. Give each one a sequence word on a stick. Ask them to retell the story sequence using the sequence words.	
	Imagining feelings. Looking for evidence.	Lead the students through the student practice book but this time ask how they think the animal is feeling. Say: <i>The words are not on the page. We have to use the emotion words we have learned and <u>imagine</u> how the animal is feeling.</i> Use home language to help make the meaning clear, and to help with the words that they want to use. Here are some examples: P. 2 How does the bug feel? (sad, disappointed). How do you know? (The sides of his mouth are turned down.) P. 4 How does the rat feel? How do you know? (I can see his teeth. It looks like a smile to me.) P. 6 How does the monkey feel? (He looks serious... He is concentrating on his dive.) What do you think the rat feels when he sees the monkey dive in? (He seems happy, content, interested, welcoming.) P 7 How do the monkey and the rat feel when the hog jumps in? (They look friendly, interested.) Next lesson we will use our imaginations to “think about” Hippo: What was he thinking or feeling? To get us thinking, we will review the way a character’s problem was solved in the <i>Who is Sleeping?</i> book and how we think the characters feel at the end.	SS offer suggestions in home language.
	Review <i>Who is Sleeping?</i> for feeling words	Hold up the <i>Who is Sleeping?</i> book to remind them how Elephant was able to take a nap with all the animals. Ask SS questions to help them remember the story. Who were the animals? Point to the Feeling heart on the Word Wall. Ask: How do we think those animals felt during the story? How about at the end of the book? Let’s think of a different feeling word for each animal. Write the answers that the students give on the board in English.	SS recall the animals from <i>Who is Sleeping?</i> They respond to the teacher’s questions.
	Processing:	If you could be one of the animals, which one would you like to be. Explain. (I would like to be the monkey because hedives into the mud.)	SS show empathy with different animals.
	Reflection:	What did you learn in today’s class?	Possible answers:

Oh, Muddy Mud Lesson Plan**UNIT 7:** Oh, Muddy Mud**LENGTH OF LESSON:** 50 minutes**SOCIAL EMOTIONAL LEARNING THEME:**

How does it feel to be different?

LEARNING STRATEGY:

Roleplay

LANGUAGE FOCUS:

Retelling, using the sentence structure of the book

MATERIALS/AIDS NEEDED:

Sequence words on sticks

Who is Sleeping? book

4 pictures of each animal

Time	Lesson Stage	I will...	Students will...
	Review	Lead the SS through the pictures in the student practice book to prepare for the roleplay. <i>Who is this? What is he doing?</i>	Answer the teacher's questions.
	Roleplay in English	<p>Ask for 2 volunteers to be the Narrator (along with you)</p> <p>Divide the class into groups of 10, with 5 learning partners in each group. Each pair gets a picture of an animal. The Narrators say the words from the Title, P 1 and 2.</p> <p>The Narrator asks: Which animal is FIRST? The pairs with the bug say, "I am the bug and I am FIRST" The Narrator(s) ask "How does the bug get into the mud?" The bug pairs say: The bug flies into the mud. (They will act out the action. They will flap their arms (as wings) and jump into the "pretend" mud hole in the front of the classroom.</p> <p>The Narrators ask: Which animal is NEXT?</p>	The SS are in groups of 10, composed of 5 pairs in each. Each pair has an animal picture. When the Narrator asks about their animal, they answer the question and then do the action.

		<p>REPEAT- with each animal. RAT, MONKEY, HOG. The narrators use the sequence words on sticks: first, next, then, after that, last</p> <p>The teacher will pretend to be HIPPO. The teacher prompts the other animals to pretend to jump out of the mud before HIPPO jumps in.</p> <p>Ask for two or three student volunteers to PRETEND to be HIPPO.</p>	
	Comparing Hippo and Elephant	<p>How is Hippo's problem different from Elephant's? Prompt– Look at the first pages of the books. In <i>Who is Sleeping...</i> Elephant comes along at the end. But Elephant doesn't do anything. Elephant just stays outside. In the Hippo book he is on his own... just looking at the other animals having fun, getting cool. Let's use our imaginations to try and think like Hippo. What is he saying to himself? (I want to get cool!. All the other animals jumped in ... I will do the same.) Put SS in learning pairs to discuss – in home language – what Hippo is thinking.</p>	<p>SS use their imaginations to think like Hippo.</p> <p>In pairs they use their imaginations. Home language is fine.</p>
	Imagining what Hippo is thinking	<p>What does Hippo NOT UNDERSTAND about himself?</p> <p>Get out a big piece of paper. Elicit student answers from the pair work. If necessary, point out that Hippo is much bigger and might have hurt the other animals. (In the next book, we will learn about characters who do not understand themselves... if they are a bit different from others.). Accept answers in home language (to encourage maximum participation). Translate into English.</p> <p>Write down the student answers. To be used in the next class.</p>	<p>The SS use home language to give their answers. The teacher writes down their answers in English.</p>
	Processing:	<p>What are the differences between Elephant and Hippo?</p>	<p>SS show empathy with animals that are different from others.</p>
	Reflection:	<p>What did you learn in today's class?</p>	<p>Possible answers: I learned to think about how a character is feeling about himself.</p>

Oh, Muddy Mud Lesson Plan

UNIT 8: Oh, Muddy Mud

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Including everyone. What could the animals do to include Hippo, to make it safe for everyone to get cool in the mud

LEARNING STRATEGY:

Evaluating what they have learned
Working in groups

LANGUAGE FOCUS:

Using English or home language to give answers

MATERIALS/AIDS NEEDED:

The list created in the last class

Time	Lesson Stage	I will...	Students will...
	Review	Put up the lists of SS' ideas in English. Translate into home language as necessary. Put SS into learning pairs to discuss: What is different between the Hippo problem and the Elephant problem? Ask for volunteers to give some answers.	SS look at the list of their ideas about what Hippo was thinking. In pairs they compare Hippo's and Elephant's thinking. They volunteer answers.
	Evaluation	Put the SS into teams of 5 people each. LANGUAGE English SS will answer questions using words learned from the Mud Book story. Students can use words from the Word Wall. <i>We have been reading about animals in the Mud book. We acted out the story and have been able to retell the story. Now, I will ask you some questions.</i> Point out the Word Wall and tell SS to use it to help them remember. 1. I will say the name of an animal from the story. Tell me how the animal got into the mud hole.	SS play the game (evaluation) in groups of 5. They have one minute per question to agree, then one person will give the answer for their group.

		<p>Point to the words on the Word Wall and give an example: Monkey. “The Monkey dives into the mud hole.”</p> <p>Give the SS one minute to agree on their answer. Then ask one student in each group to give the answer for their group. They will whisper their answer to you, so that the others can’t hear.</p> <p>Write down the student answers. SCORING: 1 point per word used correctly.</p> <p>2. What happened at the end of the story? Acceptable answers: Hippo jumped in; the animals jumped out; Hippo was on his own; the other animals were sad/scared/angry.</p> <p>Write down the student answers. SCORING: 1 point per word used correctly.</p> <p>Social Emotional Learning (SEL) Ask the questions in home language and English. Accept answers in either language. Write down the student answers.</p> <p>3. In the story, why did Hippo jump into the mud hole? 4. What did the other animals do when Hippo jumped into the mud hole? 5. If you were one of the other animals what would you have done to help everyone to be safe?</p> <p>Scoring: 2 points per answer replying in English (possible total of 6) 1 point per answer replying in home language</p>	
	Processing:	What have you learned from the Oh Muddy Mud story about being different?	Accept different opinions
	Reflection:	What did you learn in today’s class?	Possible answers: We have learned a lot. We can speak English.

Oh, Muddy Mud Lesson Plan

UNIT 9: Oh, Muddy Mud

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

Kindness

Good solutions for everyone

LEARNING STRATEGY:

Read aloud:

LANGUAGE FOCUS:

Using the language of the book in a roleplay

MATERIALS/AIDS NEEDED:

The Lion and the Mouse: on projector

Some string

Time	Lesson Stage	I will...	Students will...
	Introduction	We are going to read a new story today. In the last two stories we looked at problems from animals who are bigger than others, but this story is about one big animal and one small animal, and the small animal is the surprise.	Listen to the teacher
	Read Aloud	Read Aloud one time in home language and then in English	SS listen to the story
	Roleplay	<p>With one student volunteer, model how to roleplay the story in home language. Show the student volunteer how to mime some of the actions. Pretend to be the little mouse ...all tied up with string.</p> <p>Act out the roleplay. The teacher will be the Lion and the volunteer will be the mouse (with the teacher's help)</p> <p>Lion: I am a big, big Lion. Nothing can hurt me. (Pound your fists on your chest... boastfully.)</p> <p>Mouse: (in a squeaky voice) Please, please great, big lion, help me and let me go. The Lion decided to let the mouse go.</p> <p>Mouse: Thank you, great lion, for helping me. I promise to help you some day.</p> <p>Lion: Imagine... a little mouse helping me a big Lion. Silly mouse!</p> <p>Next day, the mouse heard a big roar....(Teacher... pretend to roar like a lion)</p> <p>The lion was all caught up in a net. (Teacher: wind string around yourself)</p>	One student volunteer acts out the story with the teacher. The other SS listen and watch.

		<p>The mouse pretends to eat up the string and the lion gets out. Lion says, "Thank you, Mouse, but I feel silly that I said that you could not help me... a big lion! Mouse says: I am happy to help. Sometimes, it's good to be big and sometimes it's good to be small.</p>	
	Focus on English	Show the story again. Have the SS repeat the words in English after you. Then turn off the projector. Ask the SS for all the words and sentences they remember in English. Write them on the board. Then show the story again and have the SS repeat the English after you.	SS volunteer all the English they remember from the story.
	Processing:	What scared you in the story? What made you smile or feel happy in the story?	Accept different ideas.
	Reflection:	What did you learn in today's class?	Possible answers: Size isn't everything. Kindness can solve problems.