

Reading Fiction or Nonfiction

Students have been reading mostly fiction. **Fiction** refers to literature that is made up or created from a writer's imagination, and does not usually talk about real-life events. (*Oh Muddy Mud for example*)

Nonfiction refers to factual stories based on people, information, or events. While creative thinking is important, the answers to questions can be verified and described and proved by looking at the pictures or reading the facts.

In nonfiction a student's answer can be checked to see if it is true.

Here are two videos to help explain the difference: The first is for younger children. The second one is better for older children. We also encourage the use of the 5 senses to determine which is real or make-believe. Younger children use their imaginations to “pretend”, but sometimes they can't tell which is real and which is imagined.

Child learns Real and Pretend. Let's compare, imagine and sing. Let's watch & read with me. <https://www.youtube.com/watch?v=WZhIcyklv9Y>
Real Versus Make-Believe (Explanation and Practice) - <https://www.youtube.com/watch?v=BiUy57ILfzU> (appropriate for older students)

Stage 1 Frogs in Many Colors:sf Character, Setting & Vocabulary

<https://tlcchildrenpeacelibraries.org/assets/images/gen/projects/S1U1B3FPE-Frogs-in-Many-Colors-Stage-1.pdf>

MATERIALS PROVIDED	MATERIALS NEEDED: Prepare in advance	AIDS:
<p>https://tlcchildrenpeacelibraries.org/assets/images/gen/projects/S1U1B3FPE-Frogs-in-Many-Colors-Stage-1.pdf</p> <p>Paper copies of the story for the SS A thumb drive with the pictures and story Pictures of characters Sticks to attach to card Glue or tape Link to song: Links to other stories: Stage 1 & Stage 2 https://tlcchildrenpeacelibraries.org/assets/images/gen/projects/S1U1B3FPE-Frogs-in-Colors-Stage-1.pdf https://friendspeaceteams.org/stage-2-literacy-readers/#the-robot-frog/1/</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:</p> <ul style="list-style-type: none"> • animals • action words • feeling words • descriptive words • sequence words <p>A big heart to put on the Word Wall with the feeling words in it A very large piece of paper with trees drawn.</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 it in a bag.
- 2) Create a WORD WALL. Put words on large pieces of paper and put on the wall for different lessons:
 - a) Characters: Deepa, frogs
 - b) Other nouns: wetlands, mud, tree, plant, pond rock,
 - c) Action words: sees, find, look, goes, hides, tells
 - d) Feeling words: sad, friendly, lonely, afraid, scared, proud, excited, angry, happy, silly
 - e) Question words: who, where, what, why, how?
 - f) Descriptive words: many, red, green, blue yellow, brown
 - g) Position word: on, in, up
 - h) Sequence words: first, second, then, next, after that, last
- 3) 4 drawings of each character
- 4) Put the sequence words and question words on card (printer page size) and attach each one to a stick
- 5) Download desired songs and put them on my phone:

SONGS

The Colors Song <https://www.youtube.com/watch?v=mku7zTmUcUU>

Five Senses Song (Silly School Songs) <https://www.youtube.com/watch?v=iA1uLc1uEbl>

I have Five Senses Song (Jack Hartmann) <https://www.youtube.com/watch?v=tzqx39K2omc>

Kids Feelings and Emotions SONG (Scribbles) <https://www.youtube.com/watch?v=0076ZF4jg3o>

BOOKS

Wes Reads: My Many Colored Days https://www.youtube.com/watch?v=iR0-5f-L_LQ

Let's Go https://tlcchildrenpeacelibraries.org/projects/lets_go/

Let's Listen https://tlcchildrenpeacelibraries.org/projects/lets_listen/

#1 Frogs in Many Colors: C, S & V

<https://tlcchildrenpeacelibraries.org/assets/images/gen/projects/S1U1B3FPE-Frogs-in-Many-Colors-Stage-1.pdf>

Lesson 1: **Character, Setting & Vocabulary**

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

How are we alike?
How are we different?

LEARNING STRATEGIES:

Think Aloud
Making prediction

LANGUAGE FOCUS:

Home language, with back and forth to English
1 characters
Action words
Descriptors

MATERIALS/AIDS NEEDED:

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

Question words: Who, Where, What, Why

Pronouns: they, he, she, it

Place Words on Word Wall in groups:

Nouns: Deepa, frogs, colors, she, you, rock, tree .

Action words: come, can, sees,

Other Words: many, in, red, green ,blue,yellow,
black

INFORMATIONAL VIDEO:

<https://www.youtube.com/watch?v=g9RkRyvJF2s>



(4 min 40 sec) Frogs

Use this after the students read the book for
Review and more information.

Words are written in home language and English.

Put the picture with each word in English.

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? A girl looking at a brown frog. WHO: Deepa WHERE: In the classroom, in wetlands WHAT: Deepa is going to tell her class about frogs. HOW: She will show pictures of frogs. WHAT: Deepa is going to look for frogs.	SS use home language to answer the questions. SS answers will vary.
	Pre-teach Words to understand the story	Point to the Word Wall Say words in the home language and English. Point to the pictures of each word. Deepa and all the words that “tell” the story: frog, color, wetland, tree, rock,	
	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: Point out each action as you point to the word on the Word Wall. OR	The SS repeat the words in sentences in the home language first. They use their hands

		<p>Use the song: https://www.youtube.com/watch?v=1xQgjryKO08 The Five Senses (4 min)</p>  <p>Narrator points Sees ... with eyes Tells ...mouth, voice, Legs... jumps. Hidact out</p>	to show the different actions.
Think Aloud	<p>Look at page 2 Hold up the big question mark?</p>  <p>Say “What is the story about?”</p> <p>Ask students: “What do you think the book is about? “What do you think you will learn ?”</p> <p>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>	The SS try to predict what the problem is. They call out their answers.	
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?	Possible answers: I learned to predict what might happen in a story.	

#2 Frogs in Many Colors/preps

SOCIAL EMOTIONAL LEARNING THEME:

Learning how the characters are like us.
Does Deepa have feelings?
Is the Frog afraid?

LANGUAGE FOCUS:

Home language, with back and forth to English
Characters
Action words
Question words

LEARNING STRATEGIES:

Checking predictions

MATERIALS/AIDS NEEDED:

same as last lesson

Time	Lesson Stage	I will...	Students will...
	Review	<p>Point to the pictures and have the SS say the word in a sentence in home language. Then say the sentence in English and have the SS repeat.</p> <p>Show each page in the story: <i>Frogs in Many Colors</i></p>	<p>The SS repeat the sentences in their home language first then English. They use their hands to show the different actions.</p>
	Preparing to read	<p>Use page 2 to give the Setting, the Characters and the Predictions. Review their list of Predictions.</p> <p>Pg 2. The setting - the classroom Where is Deepa? (in school) What actions do we see"? (Deepa tells about the colors of frogs..)</p> <p>Pg 3. What did we think would happen in this story? (Deepa sees red frogs.) or maybe many different frogs.</p>	<p>SS answer questions in home language</p>

Reading aloud	<p>Project the story onto a wall. With drama and enthusiasm in your voice, read through to: p. 3 p. 4 and 5 Excited voice. Can this really happen? YES, frogs come in colors.</p> <p>WHAT is different here? Pg. 6 The frog has many colors. Pg. 7 (The frog is in green slime, the same color as the frog.) Introduce the concept of camouflage.</p> <p>Make a list of as many student answers as possible, then check the list of their predictions.</p>	<p>Listen to the story.</p> <p>In learning pairs the SS will discuss what the book is about. SS may respond in the home language. They take turns answering when their name card is pulled out of the bag.</p>
Check predictions	<p>Ask SS if each one was true. Put a check mark next to the true ones.</p> <p>Pg 7. Then review the word <i>Camouflage</i> is a way animals and plants use to hide/blend in with their surroundings or look like something else to stay safe from predators.</p>	<p>The SS agree on correct answers.</p>
Bridge Activity.	<p>The teacher brings in: an umbrella, hat, light jacket, warm sweater. Each item is put on or held up.</p> <p>The teacher asks, “Why do I use this?” SS answer You use ____ to keep you dry, cool, warm etc.</p> <p>I wonder why frogs don’t have: an umbrella, hat, light jacket, warm sweater? Frogs don’t have _____ because they _____</p>	<p>SS may respond in the home language. They take turns answering when their name card is pulled out of the bag.</p>

		<p>I wonder why we didn't see the frog on page 7? If you were a frog, where would you hide? Choose some ss to answer.</p>	
	Processing :	<p>What made you smile or feel happy about the story? Was there a part of the story that made you upset or angry?</p>	<p>SS share their opinions in home language</p>
	Reflection : what did I learn today?	<p>Ask: What did you learn in this class? SS I learned..... Choose different students to answer.</p>	<p>Possible answers: I learned to say sentences that tell who is doing an action.</p>

3 Frogs in Many Colors: Sequence/preps Problem

LESSON 3: Deepa Looks for Frogs

LENGTH OF LESSON: 50 minutes

Q words & answers Review the term: camouflage.

SOCIAL EMOTIONAL LEARNING THEME:

LEARNING STRATEGY:

What are the children feeling about the story?
We adapt to the environment, and life.
A baby cries if it's hungry.
You laugh when you see something funny
You feel proud if you can do something hard.

What are real elements?
What are they pretending?


LANGUAGE FOCUS:

MATERIALS/AIDS NEEDED:

Using 5 senses to understand real or make believe.



Time	Lesson Stage	I will...	Students will...
	Review	Point to each setting and say the name in English . Check random SS for pronunciation.	Repeat the name after the teacher.

<p>Sequencing — Introduce the concept.</p>	<p>Introduce the concept for sequencing:</p> <p>How does the story begin? Where are the children? Who is in the picture? What could be real?</p> <p>This last question might be too hard right now. What is not real (pretend)?</p> <p>Teacher models: first/next/then/finally Ask : What do you see first? Pick Ss points to his eyes.. and says I see (names frog) with my eyes....</p>	<p>Hold up the Question Words, and the sequence words.</p>
<p>Pair-share Practice with two students modeling. Then repeat</p>	<p>All of the learning pairs. The teacher holds up a picture of the page— and asks a learning pair to volunteer to repeat the question and answer.</p> <p>Student #1 asks: What is happening first?...</p> <p>Student # 2 answers: First, Deepa goes to school.</p> <p>Repeat for all the rest of the pages. Use the sequence word and the color word.</p> <p>Identify the color. SS(first) I see a red frog, (next page) I see a green frog....last I see...</p>	<p>Each learning pair gives the question and answer and demonstrates the action.</p> <p>Observers (students not in the roleplay) will be asked to repeat the sentences that describe what the students in the roleplay are doing. Observers are not passively waiting for their turn.</p>
<p>Language Practice</p>	<p>Read Aloud in ENGLISH, showing the story with the projector, stopping on each page. To help students to use their IMAGINATIONS to make believe the frog has to “hide”. Where could it hide? (Have pictures of water, mud, grass, yellow flowers).</p>	<p>SS practice asking and answering the questions. They use their imaginations. They can speak in their home language and the teacher will translate. They can try to give</p>

		<p>Which frog could not hide, (easily)? The red frog can't hide. Why can't the red frog hide?</p> <p>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>the answers in English.</p> <p>SS' names will be drawn out of a bag.</p>
<p>Identificatio n of the problem</p>		<p>What is the BIG problem? Which frog could not hide, (easily)? The red frog can't hide. Why? Below are images to show what camouflage is like. Brown mud, green leaves, rock with green moss.</p> <p>Look Carefully! Can you find two frogs and a bird?</p> 	<p>The SS answer the teacher's questions when called on. The teacher will help them use English.</p> <p>Answers will vary, accept all answers.</p> <p>LOOK CAREFULLY</p> <p>There are two frogs and a bird.</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.
Write out the answers and say that in the next class we will discuss more about how we use our senses to understand these pages.

		  <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. Write out the answers and say that in the next class we will discuss more about how we use our senses to understand these pages.</p>	
	Processing:	<p>What made you smile or feel happy about the story? Was there a part of the story that made you upset or angry?</p>	SS share their opinions in their home language.
	Reflection:	<p>What did you learn in today's class?</p>	I learned about my 5 senses

4 Frogs in Many Colors: Emot/Feelings

LESSON 4: Emotions/Feelings

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

How do you feel? (review)
 What of our 5 senses help us to understand what is on the page.

LANGUAGE FOCUS:

Sentences: who does what
 Feeling words: friendly, lonely, afraid, scared
 happy, sad, angry, silly
 Descriptive Words: smiles, frowns, cries

LEARNING STRATEGY:

Sing: (link below)
 Imagining how I am feeling, both languages

MATERIALS/AIDS NEEDED:

YouTube explaining Real and Pretend.
 (you may want to use the video and explain it in the home language, without sound)
 Child learns Real and Pretend. Let's compare, imagine and sing.
 Let's watch & read with me (see page 1).

Time	Lesson Stage	I will...	Students will...
	Review	<p>In Lesson #1 we identified the parts of our bodies that we will use to identify/understand an object or a situation.</p> <p>Hold up a picture, blow a horn or whistle, pass something soft around. have something good to smell, taste (a few granules of salt, or sugar or something acceptable?)</p> <p>Then we used the action word and said what we could do</p> <p>With my eyes I see a</p>	

		<p>With my ears I hear I can touch with my hands, I can smell with my nose. I can taste with my tongue. Which ones of my senses can I use to understand the story? What feelings help me to understand this story?</p>	
Imagining what characters are feeling	<p>Videos might Help explain the difference..</p>	<p>Using ENGLISH, show page 2. Ask students to use their IMAGINATIONS. P 2. Where are the students? What are they looking at? How do you think that they feel? They are curious. What could be real? What needs your imagination? Identify Real or Make Believe Images (3min) https://www.youtube.com/watch?v=7iwN869FNOY REAL or MAKE BELIEVE / FAKE / TODDLERS, PRESCHOOL, Kindergarten (6.5min) https://www.youtube.com/watch?v=g3eNtf05-0g</p>	<p>SS practice asking and answering the questions. They use their imaginations. They can speak in the home language and the teacher will translate. They can try to give the answers in English.</p> <p>The word “fake” means not real.</p> <p>Draw names</p>
A YouTube video		<p>Child learns Real and Pretend. Let's compare, imagine and sing. Let's watch & read with me. https://www.youtube.com/watch?v=WZhIcykIv9Y</p> <p>Real Versus Make-Believe (Explanation and Practice) - https://www.youtube.com/watch?v=BiUy57ILfzU (appropriate for older students)</p>	<p>Teachers may have to mute the sound because the English isn't clear. SS listen or watch and identify Real and make- believe.</p>
Processing:		What made you smile or feel happy about today's lesson?	SS share the home language.
Reflection:		What did you learn in today's class?	I learned real or imaginary. (fake)

#5 Frogs in Many Colors: Sp-prnt

LESSON 5: Frogs in Many Colors

LENGTH OF LESSON: 50 minutes

SOCIAL EMOTIONAL LEARNING THEME:

How do you feel when something is real?
How do you feel when something is pretend?

LEARNING STRATEGY:

Sing
Following the language pattern in
the student practice book

LANGUAGE FOCUS:

Add to the word wall: Proud and Excited
Using feeling words in English

MATERIALS/AIDS NEEDED

one student practice book per pair

Time	Lesson Stage	I will...	Students will...
	Review a video	Play the video again and ask SS to identify whether the picture is real or pretend. How does it make them feel? What of the 5 senses did they use? OR show objects from the 5 senses activity and ask students how it makes them feel.	SS call the real or pretend/imaginary pictures and do the actions. The second time they try to sing along as much as they can.
	Imagining emotions in English,	Say: Now we will watch a video about feelings. Sometimes feelings are real and sometimes they are imagined. Kids Feelings and Emotions SONG (Scribbles) https://www.youtube.com/watch?v=0076ZF4jg3o We will use our new English words to describe what we are seeing: Is it real or pretend. How can we tell? Students may use the Word Wall for vocabulary help.	SS volunteer words.

		<p>Have two students model the dialogue:</p> <p>Looking at Page 1 Frogs in Many Colors. Student #1: “What are the children seeing, what are they feeling? OR How would you feel if you were in the picture?</p> <p>Student #2: “answers.the characters are feeling/seeing OR I am feeling/seeing..... Repeat reversing roles.</p> <p>Have learning pairs practice the dialogue. The teacher needs to circulate and monitor.</p>	<p>One volunteer pair models. Then learning pairs practice.</p>
Practice identifying feelings that they are seeing in the pictures.	<p>Lead the SS through the Colors Book: https://tlcchildrenpeacelibraries.org/assets/images/gen/projects/Colors.pdf emphasizing that the words they say/speak are in the book.</p> <p>Students take turns reading the pairs of pages. Ask: <i>In this picture How are the characters feeling?</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. 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:	<p>How did you feel about reading words in English?</p>	<p>SS share opinions in home language.</p>	
Reflection:	<p>What did you learn in today’s class?</p>	<p>Possible answers: I can use words that talk about feelings.</p>	