

Gappu and Her Friends Can Dance:

Learning Focus

Social Emotional Learning/Theme: understanding oneself and others; **kindness/caring**

Language focus: position words/action words

Emotion words

Strategy: Think Aloud for Title Page: Predictions. Picture Walk (optional); Read Aloud in Home Language with focus on Thinking Questions; Read aloud in English with Wondering Questions: Concluding or Extension activities

Pair-Share- all students answer the questions.

MATERIALS PROVIDED	Preparation	AIDS:
The story book “Gappu Can Dance - bilingual and English only. “Gappu Saves Day” For projection.	SS’ names on cards A bag to put the cards in Assign students to learning pairs. Give each pair a card or sticker with # 1 or #2 A LARGE question mark on paper, pronoun I Words on paper for the Word Wall: • action words • feeling words • descriptive words • sequence words A big heart to put on the Word Wall with the feeling words in it	Projector Phone Internet Word wall, to be added to throughout the lessons.

The Lesson Guide is Divided into Sections: depending on the time available

SECTION 1

Time	Section 1	Think Aloud- Making Predictions	Students will...
	Energizer/ Movement Activity	Movement Activity: Teach the game Simon Says. PLAY SIMON SAYS USING KINYARWANDA words. The purpose here is to follow directions- doing the action when Simon Says, BUT DO NOT do the action when the words Simon Says are omitted. Here is a link to Simon Says. On your phone or computer use the link to get familiar with the game. <u>The link to the game is NOT for classroom use.</u> https://www.youtube.com/watch?v=lob3Q7	
	Introduction	Show the book. Walk around and show the cover.(If class is smaller than 20 students use a book). With larger classes project the book.	Quietly look at the book
	Think Aloud for Title Page	- Now we will begin our story about a little girl and how she feels in dance class. Before reading: Look at the cover. Model a "Think Aloud" for the Book Cover. <i>Gesture to signal a "think aloud" Tap your finger to your head and put a thinking expression on your face.. <u>Hold up a large sign with a question mark ?</u>. I'm going to ask the Question and Answer it myself. When I'm finished I will ask you the same question.</i> What do you see on this page? <i>Point to the girl. Say-I see a girl - that must be Gappu. She has one arm up and the other one down - so maybe she is dancing.</i> How do you think this girl, Gappu, is feeling? <i>She looks a bit worried... her eyes are big and open wide.</i>	SS use home language or English to answer the questions. SS answers will vary.

		What do you think her classmates are thinking? <i>I see other children looking at Gappu. The expression on their faces - the way their eyes are so big and their mouths are in a frown, makes me think maybe Gappu is not doing the dance the right way!!</i> When the teacher has modeled the questions and the answers- Ask for 2 volunteers for each question to model with the teacher helping them to say the answers (as necessary.)	If the students are ready for Pair-share, have the students practice taking turns.
	Pre-teach Words to understand the story	.Point to the Word Wall Say words in sentences in home language and English. Actions: Act out each action as you point to the word on the Word Wall.	The SS repeat the words in sentences in the home language first. They use their hands to show right /left
	Predictions	Look at the Title page. Hold up the big question mark? Say “What is the story going to be about?”. Ask students: “What do you think will happen?” Write out the student answers on a big piece of paper Say, “<i>We will read the story and return to our PREDICTIONS and check them out.</i>”	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
	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.

Section 2

Time	Section 2	Read Aloud in Home Language. Thinking Questions Review of Predictions	Students will...
	Review Preparing to read	Give the Setting, the Characters and the Predictions. Review their list of Predictions. The setting - Where are the characters? What did we think would happen in this story?	SS answer questions in English. Pull names out of a bog/box
	Basic Concept of the story?	Say, <i>"Before we read together there is a BIG/Important IDEA we must understand."</i> • Caring, helping, kindness • Kindness • We can look at our friends' faces and bodies to try to understand how they are feeling. We will read together and find out how the problem was solved. AND- we will check our answers to the Book Cover Questions when we made predictions about the story.	
	Reading Aloud- in Home Language	Project the story onto a wall. With drama and enthusiasm in your voice, read through to: Key stopping points • Page 2: Can you find Gappu? How do you think she's feeling? • Page 4: What happened here? What do you think the classmates are thinking? Do you think Gappu notices her classmates?	Listen to the story.

		• Page 11: How do you think Gappu is feeling? Have you ever felt unhappy for being different? How did that make you feel? The teacher says, "Do what Gappu does." How does this help Gappu? • **Page 12: What did the teacher do? She danced with Gappu. • Page 13 How did she make Gappu feel? (happy, strong, excited) End of story Teacher leads a whole group discussion. (cover the text pg.11) • Before we read the story, we were thinking _____. • What was Gappu doing in the beginning? How did her classmates treat Gappu? • So the problem was _____. How was this problem solved? (Teachers accept all answers- write them out)	In learning pairs the SS will discuss what the BIG problem is. SS may respond in the home language. SS will answer 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 accurate. Put a check mark next to the true ones.	The SS agree on correct answers.
	Pair-Share	What was Gappu doing at the beginning? What did the other children think? How did the other children act towards Gappu? Students will discuss with each other in <u>their home language</u> <u>(only if necessary)</u> Teacher will ask for 2 or 3 pairs to tell their answers.	SS may respond in the home language. Ss will answer 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
	Reflection:	Ask: What did you learn in this class?	Possible answers: I learned to think about the problem in a story

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, but I got mixed up just like the girl in the story.;	Students perform the actions (This repeats portions of Section 2) Group discussion. Pick names from a bag for answers

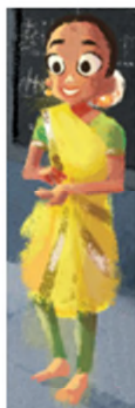
	Processing	<i>How can we help Gappu remember and practice her left and right? Everyone can share their ideas and I will write them down. Then we will choose one idea as a class and prepare our materials.</i>	
	Pair-Share Ask and Answer Questions	Students will share their ideas with their partner. Student 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 kind instead. I learned how to help a friend who is having difficulty with a task

Section 4

[illegible]



class



teacher



leg



hand



left hand



right hand



jump up



run



dance

Word Wall for Gappu

Who

class
today
hand
Gappu
leg
teacher

What

dance
put
run/runs
jump/jumps
says
join

Describing

your
left
right
her
fast
slow
high
some

High Frequency

up
oops
do
too
your
in
what
does

Gappu 5 & 6

Section 5

Time	Section 5	Story Review –Students respond as if they are Gappu with Question and Answer		Students will...
		Project the Questions and Answers		
	Story Review	Teacher asks– volunteer answers (with help) 1. What is your name? 2. Where are you? 3. When the teacher says run fast, what do you do? 4. When the teacher says jump up high, what do you do? 5. When the teacher says put your arm up, what do you do? Comment by the teacher–Gappu is doing the opposite! . She has not learned to follow directions. 6. What do you like to do? 7. Do the other students like what you do? 8. How do you feel when the students laugh at you? 9. How can the other students help if someone makes a mistake?	Students respond My name is Gappu. I am in dance class I run slow I sit down. I put my leg down. Gappu is looking really sad. I like to have fun! No! They laugh at me. I feel sad sometimes and also angry. Ask if they would like help. If they say YES, say, “I will show you how to do the task” or “copy what I do”.	With a student volunteer, Teacher models asking and answering questions.

	Repeat Story Review in Pair- Share	Teacher will cover the answers	Students will take turns Asking and answering questions.
	Processing:	What made you smile or feel happy about today's lesson?	SS share their opinions in English
	Reflection:	What did you learn in today's class?	SS share their opinions in English

		Telling the story of Gappu: Pair Work- (this is for advanced students)	
	Practice	Teacher will model how to put the sentences together to tell the story of the Gappu book. <i>The teacher says-The students are in dance class. When the teacher says run fast, Gappu runs slow. Gappu does the opposite of what the teachers says. (She has not learned to follow-directions). The other students laugh at her. But, the teacher tells all the students to do what Gappu does.</i>	One student volunteer models how to do the Pair-Share with the teacher. In pairs the students take turns Telling the Story in English (if possible)
	Processing :	How did you feel about Telling the story in English?	SS share their opinions in their home language.
	Reflection :	What did you learn in this section of the class?	Possible answers: I learned to say sentences that tell what characters are doing and feeling.

Section 6 INSET THE EMOTION WORDS HERE **OR** REVIEW THE EMOTION WORDS

Time	Lesson Stage	Lesson of the Story–Summary focus on how Gappu might feel....INFERRING. Using the vocabulary of emotions.	Students will...
		The teacher will model a Think Aloud. Role play putting a thinking question (a frown / scrunch up your eyes) on your face, hold up a Big Question Mark ? The story is below. Use Home Language first and then retell in English. Tell the students to listen well/carefully when I tell the story in your Home Language. When I tell it in English, I will go very slowly and you (the students) will whisper the English words to yourself. Here is the story: "I think that Gappu is new to the class. She tries to participate but she has not learned to follow directions. She thinks that dance class is a place to have fun. The other students laugh at her. BUT, the teacher is kind and tells the students to do what Gappu does. Now no one is laughing at Gappu. They are all dancing together.	
	Imagining feelings.	<i>We have to use the emotion words we have learned and <u>imagine</u> how Gappu and the other students are feeling.</i>	SS offer suggestions
	Reflection :	What did you learn in today's class?	Possible answers: I learned to Tell the Lesson of a Story. I Think about how the character might feel.