

“The Pursuit of Happiness”

Lesson Five:

Happy After All by Anneke Forzani



Grade Level: Kindergarten – 3rd Grade

(At the facilitator’s discretion, the activities in this lesson can be adapted to the needs of the specific group being taught.)

Time Frame: 30-40 minute lesson

Goals: Identify and appreciate that meaningful happiness can be found despite new and sometimes uncomfortable circumstances. Develop a sense of empathy with immigrants to build a more welcoming and understanding classroom community.



Objectives:

Knowledge:

- Review their understanding of meaningful happiness and its various sources from previous lessons.
- Recognize that happiness can be found in new and sometimes uncomfortable circumstances through engaging with the text.

Skills:

- Identify, define, and use the new vocabulary in the story.
- Enhance their comprehension strategies using literal, inferential, and evaluative questioning.
- Practice their summarization skills using the story as an anchor text.
- Explore the alternative languages of the text for similarities and differences.

Attitudes:

- Better understand and empathize with the experience of immigrants and immigrant children upon settling in a new country.
- Come to realize that they can achieve happiness in their lives despite new and sometimes uncomfortable circumstances.
- Recognize their ability to ease such new and uncomfortable situations for others.

Essential Questions:

- How does the girl in the story achieve happiness despite her new and uncomfortable circumstances?
- How could you help someone in a similar situation to the girl in the story find happiness in his / her / their life?
- If, in the future, you find yourself in a situation where it is difficult to find happiness, what would you do?

Materials & Resources:

- *Happy After All* by Anneke Forzani
<https://www.languagelizard.com/Happy-After-All-Bilingual-Multicultural-Book-p/haa.htm>
- New vocabulary flashcards and pictures
- Talking object (e.g. ball, soft toy) to signify whose turn it is to talk during discussion
- PENpal Audio Recorder Pen (optional)
<https://www.languagelizard.com/PENpal-Audio-Recorder-Pen-and-Labels-p/a1pp.htm>



Linkage and Integrations Across Subject Areas:

- Language Arts: Engaging with literature.
- Vocabulary development (see Appendix A).
- Comprehension skills.

Drama:

- Student in role activity to empathize with the experience of the girl in the story.

Social Studies (Geography):

- Understanding the process of human migration, along with its associated influences and consequences (see resources in Appendix B).

Social Studies (Psychology):

- Understanding immigrant children's emotional experience upon settling in a new country.

Vocabulary to be Developed in Lesson:

Key Vocabulary		Story Specific Vocabulary
<ul style="list-style-type: none">• journey• homesick• market• celebrations• snuggle	<ul style="list-style-type: none">• arrived• delicious• decoration• piñata• payday	<ul style="list-style-type: none">• papá• abuela• tamales• tía• primos



Procedure:

Engagement:

1. Begin the lesson by encouraging all students to sit on the floor for a circle time discussion. Tell them a 'personal' story about a time you experienced circumstances which made it difficult to achieve happiness (e.g. when a pet went missing, experience of the COVID-19 pandemic). Ask the students to share similar experiences from their lives, while remaining alert to the potentially sensitive nature of some stories.

Prior Knowledge:

2. After this activity, review the content of previous lessons about the sources of meaningful happiness, the actions and individuals which help to achieve it, and the capability to find happiness through comfort with oneself.
3. Show children the cover of the book *Happy After All*. Elicit their predictions about and connections with the book using guiding questions:
 - Connections may be text-to-text (what does the child notice from one book/story to another book/story), text-to-self (what does the child notice from the book in relation to their own lived experiences), or text-to-wider-world (what does the child notice from the book in relation to real-world historical or current contexts). Read the blurb at the back of the book to help shape their predictions.

Input:

4. Engage in vocabulary development with the children using the list of words above or any additional words as deemed appropriate. Using flashcards, pictures, or interactive whiteboard slides, invite the children to identify, say, use, count syllables, and define the new terms in their own words. The 'vo-back-ulary' game may be useful for consolidation, if time permits (see Appendix C for explanation).

Development:

5. Read the book with the children as they remain seated in their circle time positions in order to show them the pictures while reading. This can

be done by conducting a read-aloud, getting the children to read sections after the facilitator (echo reading), all reading it together (choral reading), or reading a sentence each between facilitator and child (see-saw reading). Read with appropriate tone, pace, inflection, and enthusiasm to engage the children as much as possible. If there are children who speak the language of the dual language book, here would be a nice opportunity to get them to read/translate a section if they would like, or to identify some words they can recognize in the print. In addition, if the PENpal Audio Recorder Pen is available, the children could hear the book read in English or another language.

6. Invite the children to share anything they enjoyed, connected with, didn't understand, or wanted to question through the use of a talking object. This can be passed around the circle. Only the child who has the talking object may speak, encouraging careful listening and turn-taking skills.
7. Ask a range of literal, inferential, and evaluative questions to gauge comprehension of the text (select at the discretion of the facilitator):
 - Literal Questions:
 - *Who traveled to the new country with the girl in the story?*
 - *What does the girl miss about her abuela?*
 - *Where did the girl like to go with her tía in her native country?*
 - *What name did the girl give to one of her chickens? Why?*
 - *What does the girl like about her new country?*
 - Inferential Questions:
 - *Why was it difficult for the girl to settle at first?*
 - *Name activities that appear to be new experiences for the girl in the story.*
 - Evaluative Questions:
 - *Why do you think the girl and her father left their native country?**
 - *How would you feel if you were in the girl's situation? What would you do?**

(sensitivity to the prior experiences of some students is important when posing questions)*

Assessment:

8. Student-in-role: Choose an outgoing student to assume the role of the girl from the story. Allow the other students to ask questions of the girl and offer suggestions to find happiness in her new situation.

9. Encourage students to return to and sit in their circle positions from the beginning of the lesson. Students close their eyes and think about their earlier personal example of a time it was difficult to achieve happiness. Prompt them to reflect upon the ways they could find happiness in such a situation if it were to arise again. Allow students to share their thoughts if they wish.

Closure:

10. **Revisit the Story and Identify Key Vocabulary Words:** Allow children to revisit some of the vocabulary of the story using the flashcards. For example, the students could re-read a section of the story and put up their hands as soon as they hear or see a new vocabulary word or play language/word games (e.g. charades, hangman, snowman).
11. At this point, the facilitator may want to revisit the essential questions to determine whether the children have understood the main ideas of the lesson:
 - How does the girl in the story achieve happiness despite her new and uncomfortable circumstances?
 - How could you help someone in a similar situation to the girl in the story find happiness in his / her / their life?
 - If, in the future, you find yourself in a situation where it is difficult to find happiness, what would you do?

Assessment:

- **Observation:** students' participation in discussions, engagement with the story, responses during student-in-role activity, and inputs to final discussion.
- **Questioning:** a range of lower-order and higher-order questioning during discussions.



我想我的堂表亲。
可是爸爸说我会开心的，因为这里的人也喜欢派对。

I miss my cousins. But Popd says I will be happy because people here like parties too.



Accommodation / Differentiation:

– **Differential Process:**

- Ask higher-order thinking questions of the more-able students.
- For English language learners (ELLs), it may be helpful to allow the child to take home the dual language book either before or after the lesson. It can then be read at home in the home language before class engagement to promote students' confidence in talking about the book in class.
- If possible, ask the parents who speak a language other than English to record the book being read in their home language before class to promote the child's confidence in talking about the book. The book and recording can then be brought into school so that other students can see and hear some of the home languages spoken by their classmates, deepening their appreciation for language diversity.

– **Differential Product / Response:**

- Provide extra wait time and language scaffolds/supports for students who need them (e.g. showing pages from the book, sentence starters).
- All students (but especially ELLs) will benefit from pictures accompanying the vocabulary to be learned in the story.

Extension Activities:

- Dramatic activities centered on role-playing key scenes and creating still images from the story.
- Creating illustrations based upon the girl's experience of migration in the story.
- Writing diary entries as the girl from the story at different points in her migration experience.
- Research the process of migration into their country/area and explore the culture of those doing so (see Appendix C for useful resources).

Appendix A: Vocabulary Flashcards for Happy After All

journey	homesick	market
celebrations	snuggle	arrived
delicious	decoration	piñata
payday	papá	abuela
tamales	tía	primos

Appendix B: Resources for Teaching about Human Migration

Teaching About Refugees' from United Nations High Commissioner for Refugees - <https://www.unhcr.org/en-ie/teaching-about-refugees.html>

Up-to-date Data on 'Refugee Situations' from United Nations High Commissioner for Refugees - <http://data2.unhcr.org/en/situations>

Amnesty International Resources - <https://www.amnesty.org/en/latest/education/2015/10/8-educational-resources-to-better-understand-the-refugee-crisis/>

British Red Cross Resources - <https://www.redcross.org.uk/get-involved/teaching-resources/refugees-welcome>

Resources from the Choices Program at Brown University - <https://www.choices.edu/teaching-news-lesson/refugee-stories-mapping-crisis/>

Appendix C: Vo-back-ulary

Vo-back-ulary is a vocabulary-reinforcing game that your students will beg to play! Write a list of new words on the board and on index cards. Review the words and their meanings with your students, then ask for a volunteer. Tape a word card onto the volunteer's back, without revealing the word to the child. Ask the student to turn so that the class can see the card. Have the child call on classmates, one at a time, for helpful informational clues about the word. For example, if the word is gargantuan, a good clue might be "as big as a giant." When the child guesses the word correctly, it's time for the next volunteer. Or, have everyone play at once by taping a word card on each student's back. The children move about the room quietly asking for clues. When a child discovers the word, he or she sits down.

(Source: Scholastic)

Example Video: https://www.youtube.com/watch?v=_C56gQo1Os0

Lesson plan created by Seán Gleasure, M.Ed.

Copyright © 2021 Language Lizard www.LanguageLizard.com

Illustrations by Alex Jarman, printed with permission from Mantra Lingua, Ltd.