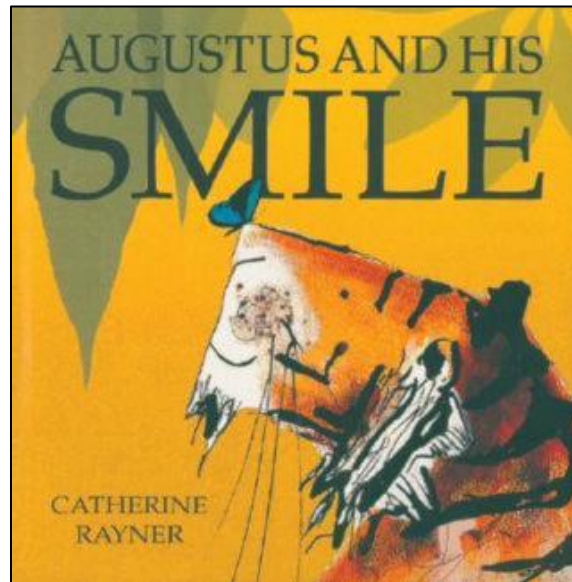


Language Lizard Unit: The Pursuit of Happiness (*Augustus and his Smile*)

## 'The Pursuit of Happiness'

### Lesson Two:

### 'Augustus and his Smile' by Catherine Raynor



**Grade Level:** Kindergarten – 3<sup>rd</sup> 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 Session

**Goal:** Come to realize that meaningful happiness can be found through the purposeful actions in which we engage.

***Objectives:***

*Knowledge:* Review their understanding of the concept of meaningful happiness from the previous session.

Recognize purposeful actions in their lives which bring them meaningful happiness.

*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:* Appreciate the significance of purposeful actions in their lives which bring them meaningful happiness.

Empathize with and respect the varying actions which are sources of meaningful happiness in the lives of their classmates.

***Essential Questions:***

- How can people find happiness in their lives when they are feeling down?
- What are the actions which bring happiness in your life?
- How are your actions which bring happiness unique to those of your classmates?

***Materials & Resources:***

- ‘Augustus and his Smile’ by Catherine Raynor (available languages listed at end)  
<https://www.languagelizard.com/Augustus-and-His-Smile-Bilingual-Children-s-Book-p/aug.htm>
- New vocabulary flashcards and pictures
- Talking object (e.g. ball) 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 the literature.
- Vocabulary development.
- Comprehension skills.

*Drama:*

- Mimicking the actions of Augustus through improvisation.

*Social Studies (Psychology):*

- Understanding actions which bring them meaningful happiness.

***Vocabulary to be Developed in Lesson:***

Key Vocabulary		Story Specific Vocabulary
<ul style="list-style-type: none"> <li>• crept</li> <li>• beetle</li> <li>• scaled</li> <li>• swirled</li> <li>• shoal</li> <li>• paraded</li> <li>• shifted</li> </ul>	<ul style="list-style-type: none"> <li>• cluster</li> <li>• chirped</li> <li>• crests</li> <li>• patterns</li> <li>• pranced</li> <li>• padded</li> </ul>	<ul style="list-style-type: none"> <li>• Augustus</li> <li>• tigery</li> </ul>

***Procedure:***

*Engagement:*

1. Begin the lesson by encouraging all students in the class to demonstrate their broadest smiles to the facilitator. Offer students positive feedback on their joyful expressions.

*Prior Knowledge:*

2. After this activity, encourage the students to sit on the floor for a circle time discussion, maintaining their smiles. Using this as a platform, review the content of the previous lesson about the sources of meaningful happiness in students' lives.
3. Show children the cover of the book 'Augustus and his Smile.' 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, invite the children to identify, say, use, count syllables, and define the new terms in their own words.

*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 and only the child who has the talking object may speak, encouraging careful listening, and turn-taking skills in the children.
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:
    - *What did Augustus find under the cluster of bushes / tops of the trees / at the bottom of the ocean?*
    - *What was at the top of the mountains?*
    - *Where did Augustus find his smile?*
  - Inferential Questions:
    - *Why do you think Augustus lost his smile?*
    - *Why do you think he found his smile in the water?*
    - *Do you think the things he saw beforehand made him smile too?*
  - Evaluative Questions:
    - *What do you think Augustus learned about happiness after this?*
    - *Did Augustus search for his smile in the correct places?*
    - *Would you have searched in the same places?*
    - *Where else would you search?*

*Assessment:*

8. Summarizing the Story: Break the children into pairs. Challenge the children to see if they can take turns at summarizing the story in one breath. This may take some modeling at a whole-group level a few times first in order for the children to grasp the

idea. Support the children to help them realize that they must include the main characters, plot, ending, etc.

9. Offer students a moment to consider the actions in their lives which bring them happiness. Organize the students into two parallel lines facing each other, whereby each child has a partner opposite. Encourage students to share with their partner the actions which bring them happiness. When the teacher instructs them to do so, the children on one side of the line take one step to the right. Repeat this until students return to their original positions.

*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, vocabulary).
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 can people find happiness in their lives when they are feeling down?
  - What are the actions which bring happiness in your life?
  - How are your actions which bring happiness unique to those of your classmates?

*Assessment:*

- **Observation:** students' participation in discussions, engagement with the story, proficiency in the summarizing activity, and inputs during peer-sharing activity.
- **Questioning:** a range of lower-order and higher-order questioning during discussions.

*Accommodation / Differentiation:*

- **Differential Process:**
  - Ask higher-order thinking questions of the more-advanced students.

- For English Language Learners, 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 which will promote students' confidence in talking about the book in class. If possible, ask the parents to record the book being read in the 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. Alternatively, the PENpal feature could be used here.
- **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 English Language Learners) will benefit from pictures accompanying the vocabulary to be learned in the story.

***Extension Activities:***

- The book could be reread for enjoyment.
- Dramatic activities centered on role-playing key scenes from the story.
- Creating illustrations based upon Augustus' sources of happiness or those of the children themselves.
- Project about tigers (habitat, diet, behaviors, etc.).

*Vocabulary Flashcards for 'Augustus and his Smile':*

<b>Augustus</b>	<b>tigery</b>	<b>crept</b>
<b>cluster</b>	<b>beetle</b>	<b>chirped</b>
<b>scaled</b>	<b>crests</b>	<b>swirled</b>
<b>patterns</b>	<b>shoal</b>	<b>pranced</b>
<b>paraded</b>	<b>padded</b>	<b>shifted</b>



*'Augustus and his Smile' is available at <https://www.languagelizard.com/Augustus-and-His-Smile-Bilingual-Children-s-Book-p/aug.htm> in English with:*

- Albanian
- Arabic
- Bengali
- Chinese-Simplified
- Czech
- English-only
- Farsi
- French
- Haitian-Creole
- Hindi
- Irish
- Lithuanian
- Panjabi
- Polish
- Portuguese
- Romanian
- Russian
- Slovakian
- Somali
- Spanish
- Turkish
- Urdu
- Vietnamese
- Welsh