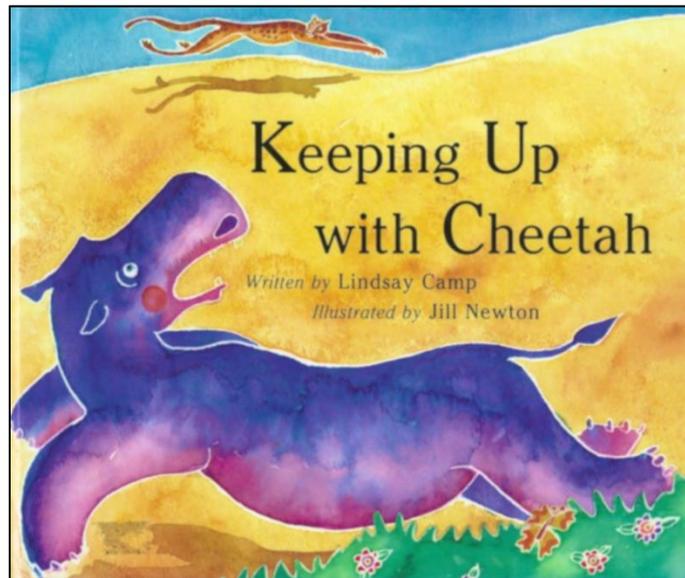


Language Lizard Lesson: The Pursuit of Happiness - Keeping Up with Cheetah

'The Pursuit of Happiness'

Lesson Three:

'Keeping Up with Cheetah' by Lindsay Camp and Jill Newton



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 Session

Goal: Identify and appreciate the individuals in students' lives who bring them meaningful happiness.

Objectives:

Knowledge: Review their understanding of meaningful happiness and the actions which help them realize it from previous sessions.

Identify the individuals in their lives who bring them happiness, and the ways in which they do so.

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 the individuals in their lives who bring them meaningful happiness.

Empathize with and respect the varying individuals in the lives of their classmates who bring them happiness, and the ways in which they do so.

Essential Questions:

- In what ways do others help bring happiness in our lives?
- Who are the people in your life who bring you happiness?
- How are the people who bring you happiness unique to those of your classmates?

Materials & Resources:

- ‘Keeping Up with Cheetah’ by Lindsay Camp and Jill Newton (languages listed at end)
<https://www.languagelizard.com/Keeping-Up-with-Cheetah-Bilingual-Book-p/cheet.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 Cheetah and Hippopotamus through improvisation.

Social Studies (Psychology):

- Understanding the individuals who bring them meaningful happiness.

Vocabulary to be Developed in Lesson:

Key Vocabulary		Story Specific Vocabulary
<ul style="list-style-type: none"> • impatiently • galloped • Pardon • Shady • wallow 	<ul style="list-style-type: none"> • cluster • determined • lashed • crossly • Suddenly 	<ul style="list-style-type: none"> • Cheetah • Hippopotamus • bellowy • Ostrich • Hyena

Procedure:

Engagement:

1. Begin the lesson by encouraging all students to sit on the floor for a circle time discussion. Ask them to think of a moment they experienced meaningful happiness in the last week, directing them to stand in their position in the circle when thought of. Invite some students to share their moments and elicit the common theme of the instances occurring in company. Discuss the role of others in realizing happiness.

Prior Knowledge:

2. After this activity, review the content of previous lessons about the sources of meaningful happiness and actions which help to achieve it in students' lives.
3. Show children the cover of the book 'Keeping up with Cheetah.' 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.

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 Cheetah and Hippopotamus enjoy doing together?*
 - *Why did Cheetah decide to find other friends?*
 - *What did Cheetah do with Ostrich / Giraffe / Hyena? What were the problems?*
 - *What did Hippopotamus enjoy doing on his own?*
 - Inferential Questions:
 - *Why do you think Cheetah went to look for other friends?*
 - *How do you think this made Hippopotamus feel?*
 - *Do you think Cheetah thought about Hippopotamus' feelings when he did that?*
 - Evaluative Questions:
 - *Do you think Cheetah was right to do this?*
 - *What would you have done if you were Hippopotamus?*
 - *Was Hippopotamus right to accept Cheetah back as a friend?*
 - *What lesson did Cheetah learn?*

Assessment:

8. Summarizing the Story: Divide the children into groups of three or four. Assign each group a key moment from the story. Allow each group up to five minutes to prepare a still image of their key scene. Chronologically present each still image to the class, acting as a visual summary of events.

9. Offer students a moment to consider the individuals in their lives who bring them happiness. Organize the group to stand in a straight line with each student facing forwards towards the teacher. As the teacher announces prompts (e.g. the people who bring me happiness are my parents /guardians, friends, neighbors, coaches, etc.), encourage the students to step forward in their line. Sensitivity to the different circumstances and contexts of students is important here. Allow for a discussion amongst the class after each prompt in order to allow students to compare their priorities with those of their classmates.

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:
 - In what ways do others help bring happiness in our lives?
 - Who are the people in your life who bring you happiness?
 - How are the people who bring you happiness unique to those of your classmates?

Assessment:

- **Observation:** students' participation in discussions, engagement with the story, proficiency in the dramatization activity, and responses during the whole-class 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.
- Creating illustrations based upon Cheetah's search for happiness or the individuals in the children's lives who bring them happiness.
- Designing cards to offer to these individuals as an expression of their appreciation.

Vocabulary Flashcards for 'Keeping Up with Cheetah':

Cheetah	Hippopotamus	bellowy
impatiently	cluster	Ostrich
determined	galloped	lashed
Pardon	crossly	Hyena
wallow	shady	Suddenly

'Keeping Up with Cheetah' is available at <https://www.languagelizard.com/Keeping-Up-with-Cheetah-Bilingual-Book-p/cheet.htm> in English with:

- Albanian
- Arabic
- Bengali
- Chinese Simplified
- Chinese Traditional
- Czech
- English-only
- Farsi
- French
- Gujarati
- Haitian Creole
- Hindi
- Hungarian
- Irish
- Kurdish
- Lithuanian
- Nepali
- Panjabi
- Polish
- Portuguese
- Romanian
- Russian
- Slovakian
- Somali
- Spanish
- Turkish
- Urdu

- Vietnamese
- Welsh