

Language Lizard Lesson: The Pursuit of Happiness – Sports Day in the Jungle

‘The Pursuit of Happiness’

Lesson Four:

‘Sports Day in the Jungle’ by 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 that meaningful happiness comes from comfort with oneself.

Objectives:

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

Identify that meaningful happiness comes from a comfort with oneself 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: Appreciate that meaningful happiness comes from a comfort with oneself through engaging with the text.

Empathize with, accept, and tolerate the attributes of others which bring them happiness through a comfort with themselves.

Essential Questions:

- What things in your life bring you happiness through being comfortable with yourself?
- What are the attributes of your classmates which bring them happiness through being comfortable with themselves?
- How can you show acceptance and tolerance of the different ways in which others are comfortable with themselves?

Materials & Resources:

- ‘Sports Day in the Jungle’ by Jill Newton (available languages listed at end)
<https://www.languagelizard.com/Sports-Day-in-the-Jungle-Bilingual-Book-p/sport.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 the sports day through improvisation.

Social Studies (Psychology):

- Understanding the attributes of themselves and others which bring meaningful happiness.

Vocabulary to be Developed in Lesson:

Key Vocabulary		Story Specific Vocabulary
<ul style="list-style-type: none"> • disappear • pounce • restless • tumble • humph • vine 	<ul style="list-style-type: none"> • sighed • selections • competing • tango • bough • leapt 	<ul style="list-style-type: none"> • Sloth • lemurs • panthers • orangutans • toucans

- | | | |
|-------------|--|--|
| • stretched | | |
|-------------|--|--|

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 thing that brings you, as facilitator, happiness which may not for others (e.g. listening to a particular type of music, eating a certain type of food). Ask the students if they have any similar attributes which bring them happiness but may not necessarily for others.

Prior Knowledge:

2. After this activity, review the content of previous lessons about the sources of meaningful happiness, as well as the actions and individuals which help to achieve it in students' lives.
3. Show children the cover of the book 'Sports Day in the Jungle.' 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 Sloth do while all of the other animals were practicing for the sports day?*
 - *Name some of the animals that Sloth watched. What were they doing?*
 - *Who usually won at the sports day?*
 - *What happened to Monkey? How did Sloth respond?*
 - Inferential Questions:
 - *Why did everyone think that Monkey was most likely to win at the sports day?*
 - *Why did everyone think that Sloth would not win?*
 - Evaluative Questions:
 - *What do you think about Monkey's attitude?*
 - *Do you think Sloth was comfortable with himself?*

- *Do you think Sloth was happy?*

Assessment:

8. Identifying the Key Moment: Break the children into groups of three. Allow them some time to discuss the key moment in the story and its significance. Two group members will create a still image of this key moment, while the other will explain its significance to the group during sharing.
9. Encourage students to return to and sit in their positions in the circle. Students close their eyes and reflect on something in their life which brings them happiness through being comfortable with themselves. Invite students to share their thoughts with the group. This discussion could lead to a broader conversation of larger social issues and tolerance.

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:
 - What things in your life bring you happiness through being comfortable with yourself?
 - What are the attributes of your classmates which bring them happiness through being comfortable with themselves?
 - How can you show acceptance and tolerance of the different ways in which others are comfortable with themselves?

Assessment:

- **Observation:** students' participation in discussions, engagement with the story, identification of key moments, and inputs to final discussion.
- **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.
- **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:

- Dramatic activities centered on role-playing key scenes from the story.
- Creating illustrations based upon events from the sports day, Sloth's comfort with himself, or personal attributes which bring them happiness.
- Writing reflective pieces about the role of such attributes in their lives and the influence it has on their happiness.

Vocabulary Flashcards for 'Sports Day in the Jungle':

Sloth	disappear	sighed
lemurs	panthers	pounce
orangutans	selections	restless
competing	tumble	toucans
tango	humph	bough
vine	leapt	stretched

'Sports Day in the Jungle' is available at <https://www.languagelizard.com/Sports-Day-in-the-Jungle-Bilingual-Book-p/sport.htm> in English with:

- Arabic
- Bengali
- Bulgarian
- Chinese-Simplified
- Chinese-Traditional
- Czech
- Dari
- English-only
- Farsi
- French
- Haitian Creole
- Hungarian
- Italian
- Lithuanian
- Nepali
- Polish
- Portuguese
- Romanian
- Russian
- Spanish
- Somali
- Turkish
- Urdu