

If You're Happy and You Know It

About This Selection

These traditional song lyrics tell about clapping, stomping, and shouting to show your happy feelings.

What You Will Need

Blackline Master 1:
Web Diagram

Genre: Song

Topic: Rhymes and Songs

Lexile: NP

Grade Equivalent: NP

Instructional Focus:
Make Connections

Differentiate Instruction



Clarify Meaning

Write or point to *you're* and *your* and acknowledge that the words sound the same. Explain that they are two different words. Call attention to the apostrophe in *you're*. Explain that the apostrophe indicates that *you're* is a shortened form of two separate words—in this case, *you* and *are*. *Your*, on the other hand, is a pronoun that means "belonging to you."



Common Core State Standards

RF.K.2a: Recognize and produce rhyming words. **SL.K.4:** Describe and provide additional detail. **SL.1.4:** Describe using details, ideas, and feelings. **SL.2.4:** Tell a story or recount an experience. **SL.3.4:** Give a report, tell a story, or recount an experience.

Introduce

CONNECT Smile for students. Ask: *Am I happy or sad? (happy) How do you know? (because of the smile) Do you smile when you're happy? Show me what it looks like.*

BUILD BACKGROUND Tell students that many people all over the world see a smile as being friendly, even if they don't know each other or speak the same language.

PREVIEW Have students look at the pictures. On each page, ask: *What do you think is happening here?*

Key Vocabulary

you're, p. 1
feet, p. 3

your, p. 1

hands, p. 1

face, p. 2

Point to each Key Vocabulary word. Say it aloud and have students repeat. Explain:

- *A shorter way of saying "you are" is **you're**. Here's an example: If you're ready to read, raise a hand.* (Restate the sentence with *you are* in place of *you're*.)
- *If this pencil belongs to you, I say, "This is **your** pencil." What else belongs to you? (For each item students identify, say, "Yes, that is your ____.")*
- *We use our **hands** to hold things and to write. Where are your hands?*
- *Your **face** is at the front of your head. What features are on your face?*
- *We walk on our **feet**. Where are your feet?*

See the Differentiate Instruction box to the left for a strategy for English Language Learners.

Read

RHYMING WORDS Explain that like poems, many songs include words that rhyme, or end with the same sound. As students reread the song, guide them to discover the pair of rhyming words that first occurs on page 2: *know, show*. Have students say the two words. Ask: *What other words do you know that rhyme with know and show?* (Students may suggest *no, go, blow, toe*, and others.) Explain that rhyming words sound alike but may not be spelled the same way.

Extend

INSTRUCTIONAL FOCUS: MAKE CONNECTIONS Ask: *What does the song tell you to do if you're happy? (clap your hands, stomp your feet, and shout "Hurray!")* Say: *Think of times when you were happy. What did you do? How did other people know you were happy?* Guide students to complete **Blackline Master 1: Web Diagram**. Provide this label for the central circle: *Things I Do When I'm Happy*. Have students write or draw pictures of things they do when they are happy. Then go around the room and have students share or act out one thing they do when they are happy, such as doing a little dance.

DISCUSS Guide discussion with questions such as these:

- *How did reading (or singing) this song make you feel?*
- *What makes you smile? How do you feel when you're smiling?*

Have students complete their Student Response Logs.

How to Spot a Liar

About This Selection

An animal changes colors to trick its predators. Is that a lie? Do people lie in the same way or for the same reasons? Get some tips on how to tell when someone might be lying.

What You Will Need

Blackline Master 1:
Web Diagram

Genre: Nonfiction

Topic: What's the Truth?

Lexile: 850

Grade Equivalent: 5

Instructional Focus:
Make Connections

Differentiate Instruction



Clarify Idioms

Provide explanation for

two idioms in this selection. Page 1: *To save their skins* means "to get out of trouble" or "to save themselves from harm." Page 3: *Written all over the face* means that a person's feelings are so clearly shown on his or her face that it is just as if the feelings were written out in words.



**Common Core
State Standards**

RI.4.1: Refer to details when explaining or drawing inferences about text. **RI.5.1:** Quote accurately from a text.

Introduce

CONNECT Tell students to think about how people look when they talk. Ask: *What do people do with their facial expressions as they talk? Think about how people move their cheeks and eyebrows and what they do with their eyes.*

BUILD BACKGROUND Explain that our facial expressions are part of our body language. We communicate feelings with movements, such as wrinkling our brow, raising an eyebrow, and winking. Talk about other facial expressions and what emotions we express with them.

PREVIEW Lead students to preview the photos. Say: *This selection is about what people's faces tell us. What emotions or feelings do you see on people's faces?*

Key Vocabulary

deception, p. 1

disguising, p. 1

false, p. 3

fake, p. 5

Point to each Key Vocabulary word. Say it aloud and have students repeat. Explore what students already know about the meanings of the words, either in discussion or with the help of **Blackline Master 1: Web Diagram**. Distribute the web design or draw one on a board. Ask students which word they would write in the center of the web. Add the other vocabulary words and have students explain how they relate to the word in the center. Then have students brainstorm and add other related words. Have students view the Glossary entries to confirm their understanding. See the Differentiate Instruction box to the left for a strategy for English Language Learners.

Read

TEXT STRUCTURE Explain that nonfiction text sometimes includes special text features. This selection features headings, or titles, that identify what each section is about. Call students' attention to the photo and caption on page 2. Point out that photos *and* captions give more information about the subject. Discuss what readers learn from the photo and caption that is not stated in the text.

Extend

INSTRUCTIONAL FOCUS: MAKE CONNECTIONS Tell students that good readers make connections to what they read. Doing so helps them relate to the text and stay interested in it. Ask these questions to help students make connections:

- Page 1: *What animals have you seen or read about that hide or camouflage themselves? How is that lying?*
- Page 3: *Think of a time when you saw someone with a sad expression. Was the person really sad? How did the person's face look?*
- Page 5: *Think of the people you know and how they smile. When have you caught someone fake smiling? How did you know?*

DISCUSS Guide discussion with questions such as these:

- *What examples of deception in nature does the selection mention?*
- *What is the key to detecting when someone is lying? Explain.*

Have students complete their Student Response Logs.