



State of Israel  
Ministry of Education  
The Pedagogical Secretariat  
Languages Department  
Inspectorate for English  
Language Education

# Should I Share My Ice Cream?



A story about sharing, feelings, and friendship



Feelings matter.



Friends care.



Sharing makes everyone happy.



## TEACHING & LEARNING

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Teacher Reflection

Learning is more meaningful when it is fun, engaging, and connected to our hearts.



# Lesson Objectives



## Spoken Reception

Pupils can recognize familiar words related to feelings and friendship in short, simple video clips spoken slowly and clearly.



## Spoken Production

Pupils can express feelings and respond to simple social situations using basic expressions:

- ☛ “I feel happy / sad / angry”
- ☛ “I’m sorry”
- ☛ “It’s okay”
- ☛ “Let’s share”



## WRITTEN / READING RECEPTION

Pupils can understand a simple story about sharing, friendship, and solving a problem written in level-appropriate language.

## WRITTEN PRODUCTION

Pupils can use simple words and sentences to write about their feelings and how to be a good friend:

- ☛ “I am happy”
- ☛ “I share with my friend”



# ICEBREAKER ACTIVITY

**BEFORE WE WATCH...**

**LET'S THINK ABOUT FEELINGS!**

התבוננו בפרצופים למטה.  
איך אתם מרגישים היום?  
انظروا إلى الوجوه في الأسفل.  
كيف تشعرון اليوم؟



How do you feel?  
Are you happy or sad?



I feel happy / sad / angry



happy



sad



angry



surprised



tired



shy



excited



worried

**VERY IMPORTANT:**

Let's activate our vocabulary before the video!

## WHILE WATCHING

👁️ **Watch the video to understand the story.**

צפו בסרטון כדי להבין את הסיפור.  
شاهدوا الفيديو لفهم القصة.

❤️ **Look for the characters and how they feel.**

חפשו את הדמויות וכיצד הן מרגישות.  
ابحثوا عن الشخصيات وكيف يشعرون

🎧 **Listen carefully to your teacher's questions.**

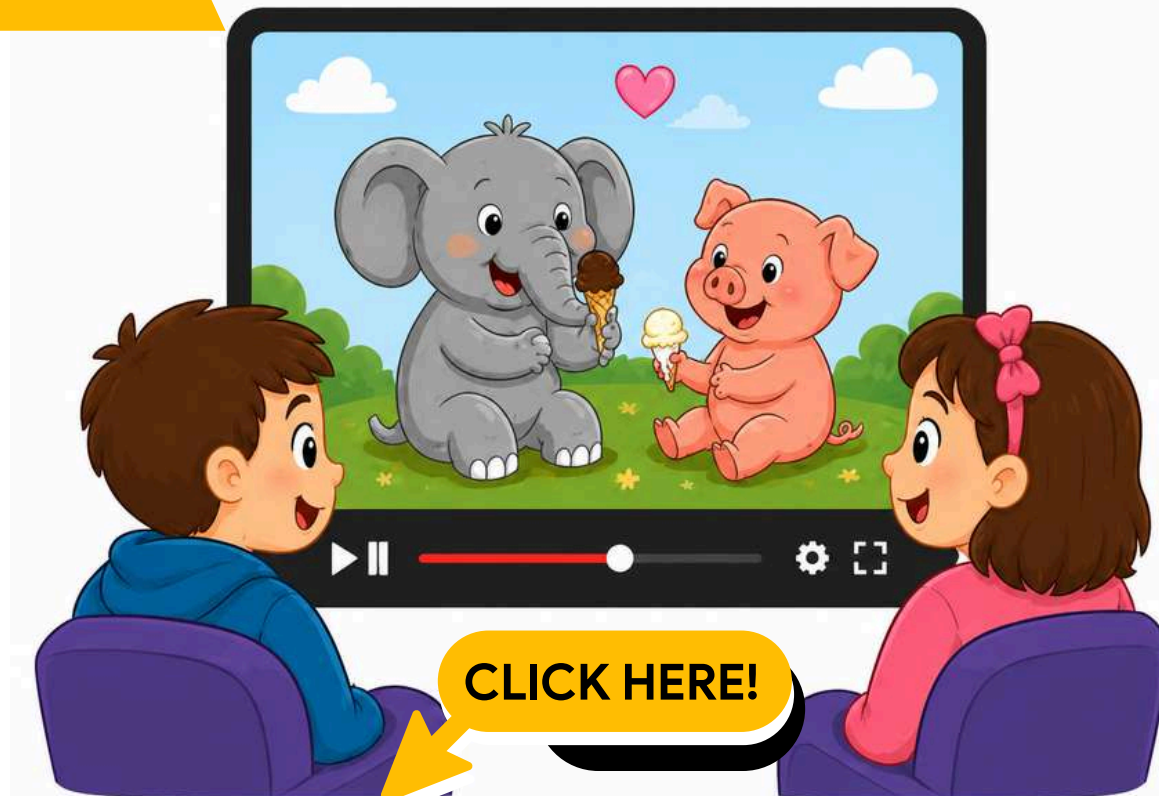
הקשיבו היטב לשאלות של המורה.  
استمعوا بعناية لأسئلة المعلم/ة.

❓ **FOCUS QUESTIONS (Comprehension Support)**

💬 **What is happening in the video?** ⚠️ **What is the problem?**

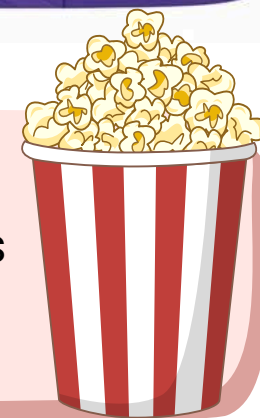
מה קורה בסרטון?  
ما الذي يحدث في الفيديو؟

מה הבעיה?  
ما المشكلة؟



🍿 **Watch carefully!**

Pay attention to what the characters say and how they feel.



## POST WATCHING ACTIVITY

### LET'S TALK!

Let's talk!

Talk with your partner about the video.  
שוחחו עם חברה/ה על הסרטון.  
תحدثوا مع زميل/ة عن الفيديو.



### THINK AND SHARE

Share your ideas with the class.  
שתפו את הרעיונות שלכם עם הכיתה.  
شاركوا أفكاركم مع الصف.



### Answer the questions about the story.

ענו על השאלות על הסיפור.  
أجيبوا على الأسئلة عن القصة.

#### Questions:

1. What is happening in the story?  
מה קורה בסיפור?  
ما الذي يحدث في القصة?
2. What is the problem?  
מה הבעיה?  
ما المشكلة?
3. How do the characters feel?  
איך הדמויות מרגישות?  
كيف تشعر الشخصيات?



### OUR GOAL!

Think about the story and what it teaches us.  
What can we learn from it?

חשבו על הסיפור ומה הוא מלמד אותנו.  
מה אנחנו יכולים ללמוד ממנו?  
فكروا في القصة وما الذي تعلمنا إياه.  
ماذا يمكننا أن نتعلم منها?

Great job! You understood the story and shared your ideas! ❤️

# Should I Share My Ice-Cream

By: Mo Willems

## Story Vocabulary



ice cream



together



let's share



happy



give



sad



friend



want



I'm sorry



angry

# Pre- Teach The New Vocabulary



BINGO

---



Memory  
Game

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# Practice The New Vocabulary



## Find the Missing Word

ابحث عن الكلمة الناقصة

מצאו את המילה החסרה

Write the vocabulary items OR stick vocabulary flashcards on the whiteboard.

After one or two minutes, tell the pupils to turn their backs to the board.

Delete one of the vocabulary items.

Ask the pupils to face the board now and work out which item is missing.

[CLICK HERE](#)



## Guess the Word Game

لعبة تخمين الكلمة

משחק ניחוש המילה

The class is divided into two teams, and each team chooses a representative to sit at the front with their back to the board.

The teacher presents a vocabulary word or picture on the board, and team members help their representative guess it by using simple English words, short sentences, or gestures without saying the word directly.

The first representative to guess correctly earns a point for their team.

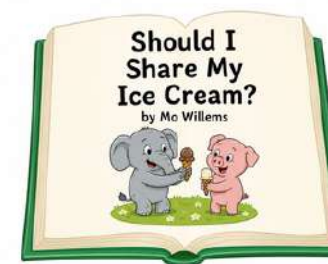
The game continues with different pupils and vocabulary items, and the team with the most points wins.

[CLICK HERE](#)





# PRE-READING ACTIVITIES



Before reading the story, ask pupils to look at the pictures (ice cream and characters) and identify familiar vocabulary (happy, sad, share, friend).

לפני קריאת הסיפור, בקשו מהתלמידים להסתכל על התמונות (גלידה ודמויות) ולזהות מילים מוכרות (שמח, עצוב, לשתף, חבר).

قبل قراءة القصة، اطلب من الطلاب النظر إلى الصور (الآيس كريم والشخصيات) وتحديد المفردات المألوفة (سعيد، حزين، مشاركة، صديق).

Ask pupils to look at the title of the story:

☞ "Should I Share My Ice Cream?"

Encourage them to predict what the story is about. Pupils share ideas with a partner.

בקשו מהתלמידים להסתכל על כותרת הסיפור:

"Should I Share My Ice Cream?"

עודדו אותם לנבא על מה הסיפור. התלמידים משתפים רעיונות עם בן/בת זוג.

اطلب من الطلاب النظر إلى عنوان القصة:

"Should I Share My Ice Cream?"

شجعوهم على توقع موضوع القصة. يشارك الطلاب أفكارهم مع زميل.

Guide pupils to think about the situation by asking simple questions about sharing and feelings. Pupils respond using short answers or single words.

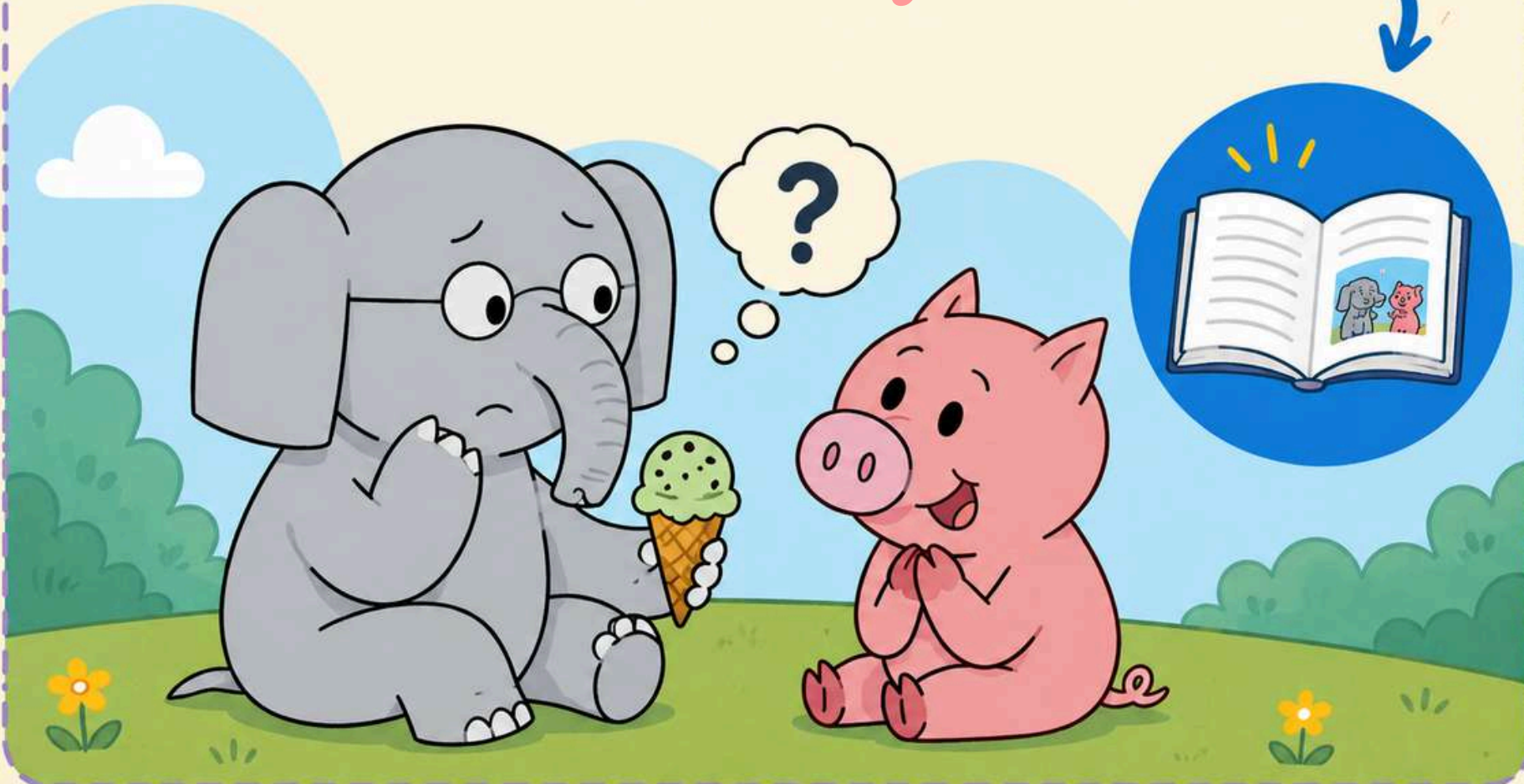
הנחו את התלמידים לחשוב על הסיטואציה על ידי שאלות פשוטות על שיתוף ורגשות. התלמידים עונים בתשובות קצרות או במילים בודדות.

وجهوا الطلاب للتفكير في الموقف من خلال طرح أسئلة بسيطة حول المشاركة والمشاعر. يجيب الطلاب بإجابات قصيرة أو كلمات مفردة.







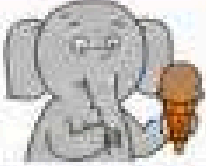
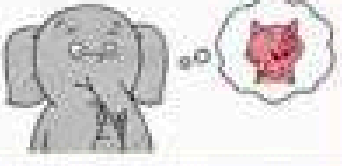
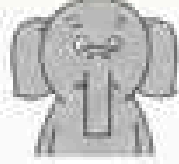

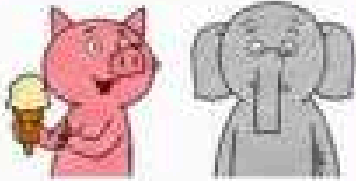
# Watch the Story.

Should I Share My Ice Cream



**PART 1** – Listen and Tick (✓)

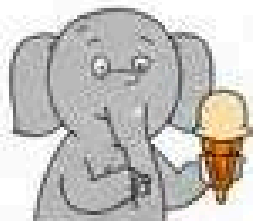
**WHILE LISTENING ACTIVITY**

	Listen	 Happy	 Worried	 Thinking	 Share	
1.	Gerald has ice cream.					
2.	Gerald thinks about sharing.					
3.	Gerald feels worried.					
4.	The ice cream falls.					
5.	Piggie shares ice cream.					

## WHILE LISTENING ACTIVITY

### PART 2 – CHOOSE THE ANSWER

1.



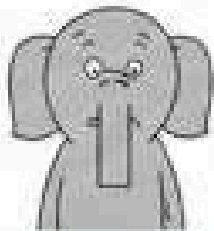
Who has the ice cream?

Gerald

/

Piggie

2.



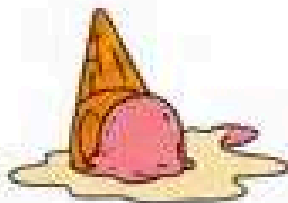
How does Gerald feel?

happy

/

worried

3.



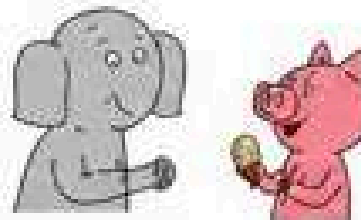
What happens to the ice cream?

melts

/

flies

4.



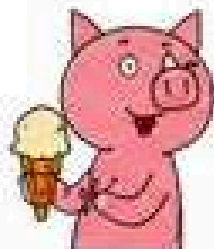
Does Gerald share?

yes

/

no

5.



Who shares at the end?

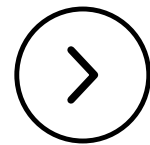
Gerald

/

Piggie

# Post Reading Worksheet

CLICK  
HERE





## PUPIL'S WRITING CHECKLIST

I drew a picture about Gerald and Piggie.



رسمتُ صورةً عن جيرالد وبيجي.

ציירת תמונה על ג'רלד ופיגי.

I gave my picture a title.



أعطيتُ صورتي عنوانًا.

נתתי לתמונה שלי כותרת.

I labeled my picture with correct words. (ice cream, friend, share)



وضعتُ كلمات صحيحة على صورتي.  
(بوظة، صديق، يشارك)

תייגתי את התמונה שלי במילים נכונות. (גלידה, חבר, לשתף)

I wrote a short sentence under my picture.



כתבْتُ جملة قصيرة تحت صورتي.

כתבתי משפט קצר מתחת לתמונה שלי.

I wrote about my feelings. (happy, worried, kind)



כתבْتُ عن مشاعري. (سعيد، قلق، لطيف)

כתבתי על הרגשות שלי. (שמח, מודאג, אדיב)

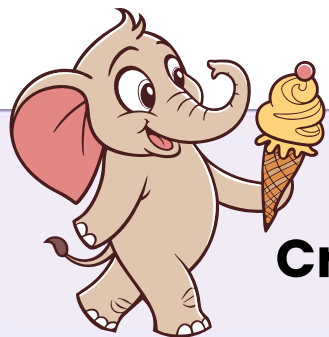
I used correct spelling, capital letters, and full stops.



استخدمتُ الإملاء الصحيح، الحروف الكبيرة، والنقطة.

השתמשתי באיות נכון, באותיות גדולות ובנקודה.

# TEACHER'S ASSESSMENT RUBRIC FOR PERSONAL RESPONSE



## Criteria

### 4 Points (Excellent)

### 3 Points (Good/Proficient)

### 2 Points (Developing / Basic)

### 1 Point (Minimal / Needs Work)

#### Labeling of Items

Labels are clear, correct, and placed accurately. Uses appropriate vocabulary (ice cream, share, friend).

Most labels are clear and correct. Minor mistakes.

Some labels are missing or unclear. Limited vocabulary.

Labels are missing or incorrect.

#### Title & Caption (Ability-Based)

Clear title and full sentence caption that describes the picture.

Title and caption are present but simple.

Title or caption is missing or unclear.

No title or caption.

#### Understanding of Story

Clearly shows understanding of sharing and the story events.

Shows general understanding with small mistakes.

Limited understanding of the story.

Does not show understanding.

#### Writing (Personal Response)

Writes 2–3 clear sentences using target vocabulary (happy, worried, share, friend).

Writes simple sentences with some errors.

Writes words or incomplete sentences.

Very little or no writing.

#### Language Use

Correct spelling, capital letters, and punctuation.

Minor mistakes in spelling or punctuation.

Frequent mistakes.

Many errors; difficult to understand.





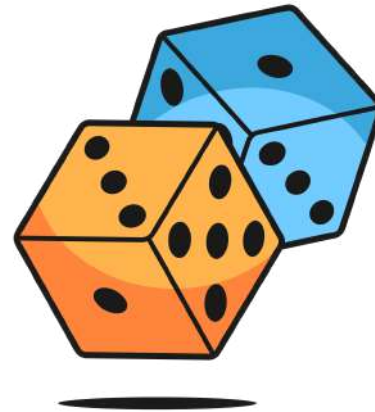
# Fun and Games with Friends



**Board Game**



**Challenge Cards**



# EXIT TICKET A



Give the students exit tickets.  
They each need to hand them to you as they leave the classroom.

أعطي الطلاب بطاقات الخروج.  
يجب على كل طالب تسليمها لك عند  
مغادرة الصف.

תנו לתלמידים כרטיסי יציאה.  
על כל תלמיד למסור לכם אותם כאשר  
הוא עוזב את הכיתה.

Circle Yes or No after each sentence.

- Gerald had an ice cream. — Yes / No
- Gerald felt worried at the beginning. — Yes / No
- Piggie shared the ice cream at the end. — Yes / No
- Sharing makes friends happy. — Yes / No
- I learned 5 new words / phrases or more in this lesson. — Yes / No

**BONUS!!!**

One more thing I learned today is \_\_\_\_\_.  
My name is \_\_\_\_\_.



# EXIT TICKET B



Give the students these exit tickets as they can help you check if you have achieved your lesson objectives. Pupils must write their names on them and hand them to you as they leave the classroom.

תנו לתלמידים את כרטיסי היציאה כדי לעזור לכם לבדוק אם השגתם את מטרת השיעור. על התלמידים לכתוב את שמם ולהגיש את כרטיסי היציאה מהכיתה.

اعطوا الطلاب بطاقات الخروج لمساعدتكم على التحقق من تحقيق أهداف الدرس. يجب على الطلاب كتابة أسمائهم وتسليم البطاقة عند مغادرة الصف.



I can understand familiar words and phrases, spoken slowly and clearly.



I can explain what I see in pictures and video clips.



I can understand written creative texts.



I can write about how something makes me feel.



I can read and understand stories about sharing and friendship.



I can use new words I learned in the lesson.



I can write short, clear sentences.



I can think about what I learned and how I will use it.



MY NAME:





## NOW, ASK YOURSELF:

HAVE YOU – THE TEACHER – ACHIEVED YOUR LESSON OBJECTIVES?

الآن، اسأل نفسك: هل أنت – المعلم/ة – حققت أهداف الدرس؟  
عكشيو، سأل/ي את עצמך: האם את/ה – המורה – השגת את מטרת השיעור?



### 1. SPOKEN RECEPTION

Pupils can recognize familiar key words and phrases in short, basic descriptions spoken slowly and clearly.

يمكن للتلاميذ التعرف على الكلمات والعبارات الأساسية المألوفة في أوصاف قصيرة تُقال ببطء وبوضوح.  
تلاميذ يمكنهم التعرف على الكلمات والعبارات الأساسية المألوفة في أوصاف قصيرة تُقال ببطء وبوضوح.



### 2. SPOKEN PRODUCTION

Pupils can describe what they see in pictures and video clips.

يمكن للتلاميذ وصف ما يرونه في الصور ومقاطع الفيديو.  
تلاميذ يمكنهم وصف ما يرونه في الصور ومقاطع الفيديو.



### 3. WRITTEN RECEPTION

Pupils can understand creative texts that are written in level-appropriate language.

يمكن للتلاميذ فهم نصوص إبداعية مكتوبة بلغة مناسبة لمستواهم.  
تلاميذ يمكنهم فهم نصوص إبداعية مكتوبة بلغة مناسبة لمستواهم.



### 4. WRITTEN PRODUCTION

Pupils can use simple words, phrases and sentences to write about how something makes him/her feel.

يمكن للتلاميذ استخدام كلمات وعبارات وجمل بسيطة للكتابة عن شعورهم تجاه شيء ما.  
تلاميذ يمكنهم استخدام كلمات وعبارات وجمل بسيطة للكتابة عن شعورهم تجاه شيء ما.



# THANK YOU!

## Today we learned:

- ♥ **Sharing is important.**
- ♥ **Friends care about each other.**
- ♥ **We can say:**

I'm sorry

It's okay

Let's share

### Remember:

Sharing makes everyone happy! 😊

