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| **Grade:** 1st | | | **Subject:** Reading | |
| **Materials:** The Way I Feel book by Janan Cain, | | | **Technology Needed:** Not Available | |
| **Instructional Strategies:**   * **Direct instruction** * Guided practice * Socratic Seminar * Learning Centers * Lecture * Technology integration * Other (list) | | * Peer teaching/collaboration/   cooperative learning   * **Visuals/Graphic organizers** * PBL * **Discussion/Debate** * Modeling | **Guided Practices and Concrete Application:** | |
| * **Large group activity** * **Independent activity** * Pairing/collaboration * Simulations/Scenarios * Other (list)  |  | | --- | | Explain: | | * Hands-on * Technology integration * Imitation/Repeat/Mimic |
| **Standard(s)**  RL.1.4 – “Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.” | | | **Differentiation**  **Below Proficiency:** The student does not understand the concept of what an emotion is.  **Above Proficiency:** Students are able to relate to all of the emotions by providing examples of each.  **Approaching/Emerging Proficiency:** The student is able to identify words that relate to emotions.  **Modalities/Learning Preferences:** Logical, visual, physical | |
| **Objective(s)**   * The learner will write and describe their feelings on a piece of paper using a variety of words.   **Bloom’s Taxonomy Cognitive Level:** Create | | |
| **Classroom Management- (grouping(s), movement/transitions, etc.)**   * Use “5,4,3,2,1” if students need to quiet down * Use “Macaroni and Cheese” if needed for students to stop moving | | | **Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**   * Students will sit criss-cross on the rug. * Students are expected to raise their hand if they want to share something | |
| **Minutes** | **Procedures** | | | |
| 2 | **Set-up/Prep:** Make copies of the “Way I Feel” papers. | | | |
| 3 | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**   * Today, we are going to learn about different emotions. * Who knows what an emotion is? (Answers vary)   + Emotion: strong feeling accompanied by a physical reaction (happy, sad, angry, etc) * I am going to read “The Way I Feel” by Janan Cain. * What emotion do you think the girl on the cover of this book feels? (Answers vary) | | | |
| 20 | **Explain: (concepts, procedures, vocabulary, etc.)**   * Read the book “The Way I Feel” by Janan Cain * After reading the “disappointed” page, ask the students what other words would describe a person as disappointed. (Answers vary) * After reading the “angry” page, ask the students “what might make you angry?” Turn and talk to a neighbor. Continue reading. * After reading the “bored” page, ask the students “what might make you bored?” (Answers vary) Continue reading. * After reading the “proud” page, ask the students “what would make you feel proud?” Turn and talk to a neighbor. Continue reading. * In this book, there were many different feelings. * Some of the feelings were happy, sad, frustrated, thankful, and excited. Write these feelings on the white board. * What would make you feel happy? (Answers vary) – write this under “happy” on the white board. * What would make you feel sad? (Answers vary) – write this under “sad” on the white board. * What would make you feel frustrated? (Answers vary) – write this under “frustrated” on the white board. * What would make you feel thankful? (Answers vary) – write this under “thankful” on the white board. * What would make you feel excited? (Answers vary) – write this under “excited” on the white board. * Explain: everyone has felt these types of feelings. It is okay to feel these types of feelings, but you must know how to handle your feelings. For example, If I was angry at something and I started to be angry with someone else when they did nothing wrong to me, do you think they would like that? (Students’ will shake their heads). No, they would probably be upset with me right? Therefore, if I am upset, I need to control my feelings. When I get upset with something, I usually take a deep breath in and out until I calm down (model). By doing this, I calm down and am able to control my feelings. * Now, I want you to quietly tip toe back to your desk. | | | |
| 5 | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences,** **reflective questions- probing or clarifying questions)**   * Say “5,4,3,2,1” if needed. This will end their conversations. * Now, we talked about what would make us feel happy, sad, excited, and a bunch of other emotions. Think of a time and how you felt during that time. * I want you to fill out this little strip of paper. It says “I felt \_\_\_\_\_\_\_\_ when \_\_\_\_\_\_\_\_.” So, for example, I would put “I felt thankful when I spent time with my family last weekend.” You will have to come up with your own emotion and why you felt that way. * Give me a thumbs up or down if you know what to do when I give you this strip of paper (hold it up so they can see) – Explain further if needed. * Hand out the strips of paper. * Allow time for students to complete the activity. | | | |
| 3 | **Review (wrap up and transition to next activity):**   * If you finish, please flip over your strip of paper. * Go around and collect the papers * Now, you will be working on Phonics with Mrs. Nehls. | | | |
| **Formative Assessment: (linked to objectives)**  **Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.**  Give me a thumbs up or down if you understand what to do.  **Consideration for Back-up Plan:**  Have students share with the class or with one another what they wrote on their strips of paper. | | | **Summative Assessment (linked back to objectives)**  **End of lesson:**  Students will be able to identify an emotion from a story and relate to the emotion by writing down how they felt.  **If applicable- overall unit, chapter, concept, etc.:**  At the end of the lesson, students will understand that everyone has felt the different emotions within the story. | |
| **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**  When reading the book, I thought it went well. The story was very interactive. It was hard to get the students to sit still while I was reading because the story talked about emotions and they were excited to hear what emotion would be next. After noticing this, I provided several turn and talks within my lesson. I did my lesson right after they had lunch, so that may have been part of the reason as to why they were unable to sit still. I had to quiet them down after each page since there was a new emotion on each page. I wish I would have known the different attention getters the teacher uses. I knew one of them, but there were some specific ones for when the teacher does a read aloud. After the read aloud, I told the students to fill out a little strip of paper that says “I felt \_\_\_\_\_ when \_\_\_\_\_.” I think this was a great way to assess the students because they learned about the emotions when I was reading the book and then they had to reflect and think of a time in their life what emotion they felt and why they felt that way. I think I could have extended the lesson and had each student share what he or she wrote. | | | | |

Appendix A

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

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I felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .