TRAUMA’S EFFECT ON ENGLISH LEARNERS’ LANGUAGE ACQUISITION: BEST PRACTICES FOR A TRAUMA-INFORMED CLASSROOM

by
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A capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in Literacy Education.

Hamline University

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Content Expert: Amy Hewett-Olatunde
Capstone Project Summary

Project Description

For my capstone project, I designed a trauma-informed curriculum for English learners in first grade. There are two units, each consisting of six lessons. Each unit includes a unit overview, lesson plans, slides, activities, and assessments. I believe there is a gap in research connecting trauma-informed teaching to elementary ELs. This project benefits the ELs who, right now are being harmed more than ever before. From the COVID-19 pandemic, to the Trump administration’s behavior that created severe post-migration traumas for people of color. This curriculum arms teachers with research-based, trauma-informed strategies to help ELs heal and succeed in their language development while overcoming the barriers trauma throws their way. The curriculum seeks to help heal and strengthen EL language acquisition in the face of traumas they face.

The units are designed to support English language development standards (ELD), meet first grade Minnesota English Language Arts (ELA) standards, while healing the wounds from trauma. By embedding content area work into the lessons, I support valuable content teaching necessary for language learning and educational success. My research question: How does trauma affect English learners’ acquisition of language and what best practices ensure a trauma-informed curriculum to meet the needs of these vulnerable learners? aligns trauma-informed best practices to language acquisition needs to help bridge gaps and encourage healing.

Audience

The curriculum is designed for first-grade ELs who have experienced trauma. Each lesson embeds differentiation tools into the activities to accommodate EL levels one through
four. I wrote the curriculum to be taught by EL teachers because the lessons are designed to be mini and fit easily into a small group pull-out setting. However, the lessons can be easily used by classroom teachers, SPED and intervention pull-outs, and adapted for social work settings. The purpose of designing this curriculum for such a large audience is because ELs who have experienced trauma tend to have more services during the school day. Thus more teachers will need to know how to reach students who have experienced trauma to support them through healing and their education. The project reaches an entire school’s staff because of its versatility and differentiation components.

**Rationale**

Trauma experienced by immigrants and refugees is a very real experience and more common than people realize. Pre-arrival traumas such as living in war zones, being hunted by criminal and paramilitary organizations, fleeing from violence, and separating from loved ones are only exacerbated by their perilous journey to the United States and the traumas endured hereafter arrival. Many pride themselves on supporting immigrants in the United States, yet others discriminate against and continue perpetuating racism and bigotry. Hostile leaders endorse the negative treatment of immigrants and refugees creating adverse living and working conditions. To add to the increasingly traumatic experiences of ELs, the COVID-19 pandemic disproportionately hurts ELs and their families. The multitude of traumas experienced by ELs causes strain on language learning and causes many to fall further behind. Healing from trauma can come from trauma-informed teaching practices. A trauma-informed curriculum reduces the stress and anxiety that ELs feel from the trauma they endure. If teachers and school staff had a trauma-informed curriculum with mindful teaching practices, ELs might begin to receive the help they need to overcome their pain and find peace.
FEELINGS/EMOTIONS
Unit 1 Overview
Unit 1 Overview

Content Standards:
1. 1.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words.
2. 1.3.0.4: Read with sufficient accuracy and fluency to support comprehension.
3. 1.8.4.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Social-Emotional Learning Goals:
1. Build a classroom culture of trust and understanding.
2. Give students vocabulary to describe their feelings and to help them learn how to regulate their emotions.

Essential Questions:
1. How do you feel today?
2. How do you take care of yourself when you feel ____?

Students should know:
- Vocabulary: feel, scared, happy, sad, calm, angry, excited, surprised, bored, shy, silly, unhappy, sadness, disappointed, frustrated, worried, reading, painting, building, eating, swimming, care for, breathe, music, walk, dance, yoga, outside, alone, friends, write, art, better, might, could

Students should be able to:
- Match emotions to corresponding pictures.
- Use long and short vowel sounds.
- Name events that make one feel sad.
- Name activities that care for oneself when they are feeling bad.
- Listen to stories of kids and use feeling words to describe their feelings.

Formative Assessments:
- At the end of each lesson, there is a differentiated formative assessment. There is likely a mix of EL levels in your class. If you have level ones and level twos make a professional decision on what level to use for the activity described. If you have a mix of all levels you might complete this activity multiple times starting with level one and slowly ratcheting the difficulty to level four.

Summative Assessment:
- Give students the pre-assessment before unit one.
## Lesson Overview

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
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<tbody>
<tr>
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<td>Content: I can explore activities that make me feel happy.</td>
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<td>Language: I can listen for emotions and match them to a picture.</td>
<td>Language: I can use long and short vowel sounds in conversation.</td>
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<td><strong>Formative Assessment- Game</strong></td>
<td><strong>Formative Assessment- Popcorn Share</strong></td>
</tr>
<tr>
<td>Level 1- Student matches an emotion to a feeling word read aloud.</td>
<td>Level 1- Student responds to question with a feeling word.</td>
</tr>
<tr>
<td>Level 2- Student matches an emotion to a sentence read aloud using a feeling word.</td>
<td>Level 2- Student responds to the question with a complete sentence.</td>
</tr>
<tr>
<td>Level 3- Student answers with an emotion card in response to a question asked about how they would feel if…</td>
<td>Level 3- Student responds to the question with a complete sentence.</td>
</tr>
<tr>
<td>Level 4- Student listens to parts of the story reread and matches a description of the feeling with the emotion.</td>
<td>Level 4- Student develops a complete sentence without a specific question asked.</td>
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<td>- Gluestick</td>
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<td><strong>Formative Assessment- Sorting</strong></td>
<td><strong>Formative Assessment- Drawing</strong></td>
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<td>Level 1- Student draws a picture that makes them feel sad and sorts it under <em>unhappy</em>. They use the sentence frame, “This makes me feel ____.”</td>
<td>Level 1- Student draws 4 examples of ways they care for themselves to feel better.</td>
</tr>
<tr>
<td>Level 2- Student draws a picture that makes them feel sad and sorts it under <em>unhappy</em>. They use the sentence frame, “I feel ___ when ____.”</td>
<td>Level 2- Student draws 4 examples of ways they care for themselves to feel better and labels the pictures with simple words.</td>
</tr>
<tr>
<td>Level 3- Student draws 4 examples of ways they care for themselves to feel better and</td>
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</tr>
</tbody>
</table>
Level 3- Student draws a picture that makes them feel sad and sorts it under *unhappy*. They use the sentence frame, “___ makes me feel ___."

Level 4- Student draws a picture that makes them feel sad and sorts it under *unhappy*. They use the sentence frame, “Sometimes I feel _____ when ______.”

labels the pictures with a sentence, “I feel ___ so I ____.”

Level 4- Student draws 4 examples of ways they care for themselves to feel better and adds a series of sentences under the pictures “I feel ______ when I _____. So I, _____.”

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<td>- Graphic organizer with four boxes, one for each student.</td>
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<tr>
<td><strong>Formative Assessment- Drawing</strong></td>
<td><strong>Formative Assessment- Listening</strong></td>
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Level 1- Student draws 4 examples of ways they care for themselves to feel better.

Level 2- Student draws 4 examples of ways they care for themselves to feel better and labels the pictures with simple words.

Level 3- Student draws 4 examples of ways they care for themselves to feel better and labels the pictures with a sentence, “I feel ___ so I ____.”

Level 4- Student draws 4 examples of ways they care for themselves to feel better and adds a series of sentences under the pictures “I feel ______ when I _____. So I, ____.”

Level 1- Students point to a picture they created to offer up a suggestion.

Level 2- Students say the phrase/word “listen to music” “swim” in response to the example read.

Level 3- Students use the sentence frame “You/He/She/They could ______.”

Level 4- Students use the sentence frame “Verb+ing might help her/him/them feel better.”

Post Unit 1 Reflection/Extension *Optional

Students complete a mini book reflecting on their learning. On the first page, they will choose between two negative feelings and draw how they would feel on the face provided. On the second page, they will determine how to help that person feel better and draw this idea out. If a student finishes early, they can complete the second mini book and do the activity again with two new negative feelings. Glue the books together and have the child write their name on the front and give the book a title.
Lesson 1

Standard 1.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Preparation/Materials Needed
- Copy of the book, The Color Monster by Anna Llenas
- Game picture cards, one set of emotions for each child, pre-cut

Lesson Sequence
1. Objectives & vocabulary (2 minutes)
   a. Content: I can match emotions to pictures.
   b. Language: I can listen for emotions and match them to a picture.
   c. Vocabulary: feel, happy, sad, angry, scared, calm
      i. Model vocabulary in a sentence, ask students to repeat.
      ii. Direct students to the images provided and make a facial expression for each word, students mimic these expressions.

2. Time Traveler (8 minutes)
   a. “Think of a time when you felt happy. Did your sister draw you a special picture or did your mom make you your favorite food? Show me how your face looked when you felt happy!”
   b. Repeat with sad, angry, scared, calm

3. Story (10 minutes)
   a. Before reading, walk through the book showing the different emotions the monster shows. Students try to guess his feelings based on these picture clues.
   b. Read the story aloud
   c. After reading, “How did the story make you feel? Show me!”

4. Game (10 minutes)
   a. How to play: The teacher says a feeling word (feel, happy, sad, angry, scared, calm) and the students hold up the picture that matches the feeling word read.
   b. Model with exaggerated facial expressions
   c. Play as a whole class, then move to partners if time permits.

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<tr>
<td>Level 2</td>
<td>Provide a sentence “I feel happy.” Students need to listen to the feeling word “happy” and show you that picture.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Ask, “How would you feel if ______.” (i.e., a friend told you to go away, your teacher gave you a high five, you had ice cream for dinner). Students hold up appropriate feeling cards.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Reread parts of the story from The Color Monster. When the author describes what feeling “happy” feels like, leave out the feeling word and the student must show the card that matches your description. For example, “When you’re ______ you laugh and jump and dance and play!” Students show you the happy card. Repeat the sentence with them inserting the feeling word, “When you’re happy you laugh and jump and dance and play!”</td>
</tr>
</tbody>
</table>

5. Extend/Reflect on Learning (As time permits)
   a. Review objectives and key vocabulary
Lesson 2

Standard 1.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Preparation/Materials Needed
- Whiteboards, markers, and erasers for each student
- Copy of the book, *I am Brown* by Ashok Banker

Lesson Sequence

1. Objectives & vocabulary (2 minutes)
   a. Content: I can explore activities that make me feel happy.
   b. Language: I can use long and short vowel sounds in conversation.
   c. Vocabulary: excited, silly, bored, shy, disappointed, surprised, reading, painting, building, swimming, eating, I feel ____ when ________.
      i. Model vocabulary in a sentence, ask students to repeat.
      ii. Direct students to the images provided and make a facial expression for each word, students mimic these expressions.

2. Vowel Sounds (8 minutes)
   a. Mini-lesson (1 minute)
      i. Introduce how vowels make two sounds, a short sound, and a long sound.
      ii. Highlight the short and long vowel sounds in the feeling words and practice listening for that sound.
      iii. Students repeat
   b. Activity (7 minutes)
      i. One at a time, students write the short and/or long vowel words with a whiteboard and marker, have the students write the long vowel letter in a different color
      ii. Read and chant to the beat of the syllables, stressing the long vowel “Excited” “I feel excited”
      iii. Repeat with other long and/or short vowel feeling words: scared, angry, happy, sad, silly

3. Story (15 minutes)
   a. Before reading, walk through the book looking at what makes this girl happy, “Here, she is reading, does reading make you happy? Show me what you look like when you feel happy. Here she is making art, does making art make you feel happy?”
   b. Read the story aloud
   c. After reading, “What made the character feel happy that also makes you feel happy?”

4. Popcorn Share (5 minutes)
   a. **Teacher:** How do you feel when you…? (Students jump up when they want to share, they sit down when they finish sharing.)
   b. **The student jumps up and says:** I feel… Encourage students to act it out with expressions.
   c. They can jump up again if they have a new idea (only if everyone has shared already).
   d. There are examples of scenarios to use on the slides.
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| Level 2 | **Teacher says:** How do you feel when you _____?  
**The student jumps up and says:** I feel _____ when _____ ” Encourage students to act it out with expressions. |
| Level 3 | *This level does not follow slides, write these sentence frames on the board ahead of time if you plan to use this level.  
**Teacher says:** How does _____ make you feel? (recess, movies, candy, hugs, video games, being outside, etc.)  
**The student jumps up and says:** I feel _____ when ______. Encourage students to act it out with expressions. |
| Level 4 | *Circular popcorn movement, direction flows clockwise around the room, so students know when it is their turn  
*This level does not follow slides, write these sentence frames on the board ahead of time if you plan to use this level.  
**The teacher turns to the left and asks the student:** What makes you feel happy?  
**The student jumps up and says:** I feel _____ (happy, excited, silly, surprised) when I ______” And acts it out with expressions. Student turns to their left and says “what makes you feel happy?” Repeats. |

5. Extend/Reflect on Learning (As time permits)  
   a. Review objectives and key vocabulary
Lesson 3
Standard 1.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Preparation/Materials Needed
- Print one set of the around-the-room activity and put them around the classroom.
- Create a T chart, on one side write *happy*, and on the other write *unhappy*.
- Sorting activity one strip of paper for each student, print extra for students who finish early and can do another one.
- Scissors and colors for each student
- Gluestick

Lesson Sequence
1. Objectives & vocabulary (2 minutes)
   a. Content: I can explore events that make me feel sad.
   b. Language: I can name events that make me feel sad.
   c. Vocabulary: unhappy, sadness, worried, disappointed, frustrated
      i. Model vocabulary in a sentence, ask students to repeat.
      ii. Direct students to the images provided and make a facial expression for each word, students mimic these expressions.
2. Vowel Sounds (2 minutes)
   a. Remind how vowels make two sounds, a short sound, and a long sound. Highlight the short and long vowel sounds in the feeling words and practice listening for that sound.
   b. Read and chant to the beat of the syllables, stressing the long vowel “worried” “I am worried”
   c. Repeat with other long and/or short vowel feeling words: feel, unhappy, frustrated, disappointed
3. Discussion and Activity (8 minutes)
   a. As a whole class, explore these questions. (4 minutes)
      i. What is sadness?
      ii. How does it feel?
   b. Show students the feeling words around the room. Introduce these other names for sadness and how experiences can make us feel different types of sadness. Ask students to move to that spot if they feel that way after you say a scenario. “How would you feel if…” (4 minutes)
      i. “… your friends didn’t want to play with you?”
      ii. “… your teacher had to call home?”
      iii. “… you did poorly on a test?”
      iv. “… you got in trouble for something your friend did?”
4. Sorting (18 minutes)
   a. Create a T chart on the board and write happy on one side and unhappy on the other.
   b. Give students a strip of paper with two squares, scissors, and colors. Students draw two things that make them feel sad.
   c. As students finish they can glue their picture to one side of the T chart.
      i. As students come to the board, encourage them to say, “This makes me feel _____”.
   d. Each student should sort at least two images into a category.
e. If they finish early give them another paper and have them draw two things that make them feel happy.

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<td>Use this sentence frame: “I feel ____ when ______”</td>
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<tr>
<td>Level 3</td>
<td>Use this sentence frame: “_____ makes me feel ______”</td>
</tr>
<tr>
<td>Level 4</td>
<td>Use this sentence frame: “Sometimes I feel ______ when ________”</td>
</tr>
</tbody>
</table>

5. Extend/Reflect on Learning (As time permits)
   a. Review objectives and key vocabulary
Lesson 4

Standard 1.8.4.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Preparation/Materials Needed
- Paper and pencil for each student
- Copy of the book, *Augustus and His Smile* by Catherine Rayner

Lesson Sequence
1. Objectives & vocabulary (2 minutes)
   a. Content: I can create a list of strategies to care for myself when I am feeling bad.
   b. Language: I can write a list of strategies to care for myself when I am feeling bad.
   c. Vocabulary: Care for, breathe, music, walk, dance, yoga, art, outside, alone, friends, write, sad, angry, I feel _____ so I _____.
      i. Model vocabulary in a sentence, ask students to repeat.
      ii. Direct students to the images provided, create actions for the words, and have students mimic you.

2. Draw (10 minutes)
   a. Draw a picture of someone without a smile
   b. Discuss, “How do they feel? How do you feel when your smile is missing? What makes you sad? How do you care for yourself when you feel sad?”

3. Story (10 minutes)
   a. Before reading, look at the cover and make predictions about what the story will be about.
   b. Read the story aloud
   c. After reading, discuss,
      i. “How did the tiger feel at the beginning of the story?” (show the page)
      ii. “How did the tiger feel at the end of the story?” (show page)
      iii. “What happened in the middle to help him start to smile again?” (show pages)

4. Drawing (8 minutes)
   a. Discuss how you care for yourself when you feel bad (unhappy, sad, worried, disappointed, frustrated)
   b. Students turn over their paper from the start of class and draw a picture of themself with a smile. Around the picture, have them draw ways they can care for themself when they feel bad.

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<td>Level 2</td>
<td>Label drawings</td>
</tr>
<tr>
<td>Level 3</td>
<td>Add a sentence under the picture “I feel _____ so I _____”</td>
</tr>
<tr>
<td>Level 4</td>
<td>Add a series of sentences under the pictures I feel_____ when I _______. So I, __________.</td>
</tr>
</tbody>
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5. Extend/Reflect on Learning (As time permits)
   a. Review objectives and key vocabulary
Lesson 5

Standard 1.8.4.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Preparation/Materials Needed
- Student work from yesterday
- Pencil for each student
- Graphic organizer with four boxes, one for each student

Lesson Sequence
1. Objectives & vocabulary (2 minutes)
   a. Content: I can brainstorm activities that help me feel better when I am sad.
   b. Language: I can write a list of sentences describing a time I felt sad, and how I helped myself feel better.
   c. Vocabulary: better, when I feel ____, I can _______.
      i. Model vocabulary in a sentence, ask students to repeat.
      ii. Direct students to the sentence frame provided, create actions for the example on the slide, have students mimic you.
2. Sharing (5 minutes)
   a. Students share their work from yesterday with a partner using the sentence frame, “When I feel ____, I can _______."
3. Drawing (15 minutes)
   a. Whole class brainstorm, what helps you feel better when you are sad? Write a list with pictures on the board. The teacher and students create actions to go along with the ideas and have students mimic them.
   b. Hand out one graphic organizer with four boxes to each student.
   c. Students choose the top four ways they can help themselves feel better when they are sad. Students draw these strategies in the four boxes.

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<td>Level 3</td>
<td>Use the sentence “I feel ___ so I ___” underneath their pictures.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Use the sentences, “I feel____ when I ______. So I, ___________.” underneath their pictures.</td>
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4. Presentation (8 minutes)
   a. Walk around the room as students begin to finish the 3rd or 4th box of their work and have them read/tell you about their ideas. “What makes you feel better when you are sad?” When I feel ____, I can _______.

5. Extend/Reflect on Learning (As time permits)
   a. Review objectives and key vocabulary
Lesson 6

Standard 1.8.4.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Preparation/Materials Needed
- Student work from yesterday

Lesson Sequence
1. Objectives & vocabulary (2 minutes)
   a. Content: I can identify a strategy that will help my friend feel better.
   b. Language: I can describe a strategy to my friend to help them feel better.
   c. Vocabulary: Level 1/2: better, might, could, Level 3: You/He/She/They could ________.
      Level 4: Verb+ing might help her/him/them feel better.
      i. Model vocabulary in a sentence, ask students to repeat
      ii. Direct students to the sentence frame provided, create actions for the example on the slide, have students mimic you.
2. Sharing (5 minutes)
   a. Have students share pictures and/or sentences from yesterday with a partner use the sentence frame, “When I feel _____, I can ______.”
3. Listening (15 minutes)
   a. Model activity
   b. How to: Read examples of student situations that made them feel bad. Ask students to share an idea of what would help them feel better.
   c. Each student should have a chance to demonstrate an application of what they learned in this unit.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Students point to a picture they created to offer up a suggestion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Students say the phrase/word “listen to music” “swim” in response to the example read.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Students use the sentence frame “You/He/She/They could _______.”</td>
</tr>
<tr>
<td>Level 4</td>
<td>Students use the sentence frame “Verb+ing might help her/him/them feel better.”</td>
</tr>
</tbody>
</table>

4. Introduce Entrance Activity (5 minutes)
   a. Start by talking about how sharing our feelings is so important. Introduce this activity as something we will do at the start of class every day when they come in. Our ready-to-learn chart has several faces depicting various emotions. Each day when you enter you will put your name card somewhere on the chart showing me how you are feeling at this moment.
   b. Model this first with your name card and end class by asking the students to put their name card on the ready-to-learn chart.
5. Extend/Reflect on Learning (As time permits)
   a. Review objectives and key vocabulary
*End of Unit 1, Optional Reflection Activity Included*
- Students complete a mini book reflecting on their learning.
- On the first page, they choose between two negative feelings and draw how they would feel on the face provided.
- On the second page, they determine how to help that person feel better and draw this idea out.
- If a student finishes early, they can complete the second mini book and do the activity again with two new negative feelings.
- Glue the books together and have the child write their name on the front and give the book a title.
STORY TELLING
Unit 2 Overview
Unit 2 Overview

Content Standards:
1. 1.6.3.3: Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
2. 1.10.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Social-Emotional Learning Goals:
1. Build a classroom culture of trust and understanding.
2. Give students a healthy space to explore their feelings during significant events in their life.

Essential Questions:
1. Why is storytelling important?
2. How do you tell your story through writing?

Students should know:
- Vocabulary: Size, color, feeling, big, small, short, long, yellow, white, red, pink, black, blue, brown, green, gray, orange, purple, happy, sad, angry, scared, excited, significant, event, first, second, after, then, next, finally, last, conference, felt

Students should be able to:
- Match adjectives to their corresponding picture.
- Identify significant events in their life.
- Sequence events in a story.
- Use adjectives in writing.
- Write a personal narrative that has a beginning, middle, and end.
- Read their story to the teacher.

Formative Assessments:
- At the end of each lesson, there is a differentiated formative assessment. There is likely a mix of EL levels in your class. If you have level ones and level twos make a professional decision on what level to use for the activity described. If you have a mix of all levels you might complete this activity multiple times starting with level one and slowly ratcheting the difficulty to level four.

Summative Assessment:
- Give students the post-assessment after unit two.
### Lesson Overview

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
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</tr>
<tr>
<td>Content: I can match adjectives to their corresponding picture.</td>
<td>Content: I can determine what 4 events in my life are significant.</td>
</tr>
<tr>
<td>Language: I can identify the adjective that matches a picture.</td>
<td>Language: I can depict/draw 4 significant events in my life.</td>
</tr>
<tr>
<td><strong>Standard 1.10.1.1:</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (f) Use frequently occurring adjectives.</td>
<td>Standards 1.6.3.3: Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> size, color, feeling, big, small, short, long, yellow, white, red, pink, black, blue, brown, green, gray, orange, purple, happy, sad, angry, scared, excited</td>
<td>Vocabulary: significant, event, I felt ___ when ______.</td>
</tr>
<tr>
<td><strong>Materials needed</strong></td>
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<tr>
<td>- Eight game pictures, cut out and spread out around the classroom</td>
<td>- Writing activity worksheet, one per student</td>
</tr>
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<td>- Print out the worksheets for your students, note there are four levels of worksheets, print based on individual need.</td>
<td>- Pencil for each student</td>
</tr>
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<td></td>
</tr>
</tbody>
</table>
Formative Assessment- Scavenger Hunt

Level 1- Students see a picture and two adjective choices, they must circle the adjective that matches the picture.

Level 2- Students see a blank for the adjective followed by the noun. Students must write in the adjective (maybe you have a list of all the adjectives on the board as a word bank) “_____ coat” (purple)

Level 3- Students identify the adjective and the noun ______ ______. (purple coat)

Level 4- Students put the adjective/noun in a sentence:
She is ______ing a _______. (She is wearing a purple coat)
I see a _____________. (I see a girl in a purple coat)

Formative Assessment- Writing

Level 1- Students draw pictures in the blank spots of the sentences “I felt __:)__ when____*Picture of airplane____” to describe four significant events in their life.

Level 2- Students write the feeling word following “I felt___”, and draw a picture following “when___”
I felt excited when I flew on an airplane (*picture of an airplane)

Level 3- Students complete the sentence, “I felt ____ when ____.”
I felt excited when I went on an airplane with my family.

Level 4- Students complete the sentence with a correct past tense verb.
I felt excited when I flew on an airplane with my family.

<table>
<thead>
<tr>
<th>Lesson 3</th>
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<tr>
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<td>Vocabulary: second, after, then, next, finally, last, I felt ___ because____.</td>
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</tr>
<tr>
<td><strong>Materials needed</strong></td>
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</tr>
<tr>
<td>- Student work from yesterday</td>
<td>- Student writing from yesterday</td>
</tr>
<tr>
<td>- Paper and pencil for each student</td>
<td>- Pencil for each student</td>
</tr>
<tr>
<td><strong>Formative Assessment- Writing</strong></td>
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</tr>
<tr>
<td>Level 1- Student labels pictures with feeling words (beginning, middle, end)</td>
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</tr>
<tr>
<td>Level 2- Students write the feeling word following “I felt___”, and draw a picture following “when_____”</td>
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</tr>
<tr>
<td>I felt <strong>excited</strong> when I <strong>flew on an airplane</strong> (*picture of an airplane)</td>
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<td>Level 3- Students complete the sentence, “I felt ____ when ____.”</td>
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<tr>
<td>I felt <strong>excited</strong> when I <strong>went on an airplane with my family.</strong></td>
<td>I felt <strong>excited</strong> when I <strong>went on an airplane with my family.</strong></td>
</tr>
<tr>
<td>Level 4- Students complete the sentence <strong>with a correct past tense verb.</strong></td>
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<tr>
<th><strong>Lesson 5</strong></th>
<th><strong>Lesson 6</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>Content: I can write about a significant event in my life with imagery.</td>
<td>Content: I can conference with my teacher about my story.</td>
</tr>
<tr>
<td>Language: I can describe a significant event in my life using adjectives.</td>
<td>Language: I can read my story to my teacher.</td>
</tr>
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</table>
Standard 1.6.3.3: Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Vocabulary: size, color, feeling, big, small, short, long, yellow, white, red, pink, black, blue, brown, green, gray, orange, purple, happy, sad, angry, scared, excited, I felt ___ when____.

Materials needed
- Adjective game cut and enough copies for each student to have one card
- Student writing from yesterday
- Pencil for each student

Materials needed
- Student work from yesterday
- Pencil for each student
- Rubric for each student to use while you are conferencing

Formative Assessment- Writing
Level 1 & 2- Below their pictures write an adjective and a noun that matches their picture.
Example: Blue airplane

Level 3 & 4- Each sentence needs one adjective and noun pair.

Formative Assessment- Writing
Level 1- Students need...
- x3 transition words
- Pictures to depict beginning, middle, and end
- Adjective and noun pair matching the beginning, middle and end pictures
- One feeling word for each beginning, middle and end

Level 2- Students need...
- x3 transition words
- x3 simple sentences, one for the beginning, middle, and end “I felt ____ when____”
- Adjective and noun pair matching the beginning, middle and end simple sentence

Level 3- Students need...
- x3 transition words
- x3 varying sentences, one for the beginning, middle, and end “I felt ____ when____” “When____, I felt ______.” “I felt ____ because ____.”
- Adjective and noun pair for each
Level 4- Students need…
- x3 transition words
- x3 varying sentences, one for the beginning, middle, and end “I felt _____ when ______” “When ______, I felt ______.” “I felt ____ because ____.”
- Adjective in each sentence

Post Unit 2 Reflection/Extension *Optional

Students complete a reflection survey about their feelings. The reflection survey asks the students various questions about how they feel. Read these aloud to the students. The students should choose between one or more of the emotions shown below the statement. If they feel multiple feelings about your statement they can color in multiple feelings, if they just feel one, they can choose one emotion to color in. Note there are female and male images for each emotion. The four emotions listed from left to right are: happy, angry, scared, and disappointed. This activity should be kept confidential and ensure students keep their eyes on their own paper.
STORY TELLING
Unit 2, Lessons 1-6
Lesson 1

Standard 1.10.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (f) Use frequently occurring adjectives.

Preparation/Materials Needed
- Eight game pictures, cut out and spread out around the classroom.
- Print out the worksheets for your students, note there are four levels of worksheets, print based on individual need.
- Pencil for each student

Lesson Sequence
1. Objectives & vocabulary (2 minutes)
   a. Content: I can match adjectives to their corresponding picture.
   b. Language: I can identify the adjective that matches a picture.
   c. Vocabulary: size, color, feeling, big, small, short, long, yellow, white, red, pink, black, blue, brown, green, gray, orange, purple, happy, sad, angry, scared, excited
      i. Model vocabulary in a sentence, ask students to repeat.
      ii. Direct students to the images provided and create actions for each adjective, students mimic these actions. Make facial expressions for each feeling word and have students mimic these.
2. Charades (6 minutes) *Only show the student actor these slides when it is their turn
   a. Students take turns acting out pre-determined phrases
      i. (big monkey, brown lion, angry cat)
   b. Students guess the adjective, bonus points if they guess the noun correctly.
3. All About Adjectives (10 minutes)
   a. Introduce categories of adjectives (size, color, feelings) and examples of adjectives in each category.
   b. Discuss how adjectives come before the noun and describe the noun.
4. Scavenger Hunt (12 minutes)
   a. Scatter the eight images around the room
   b. Model the scavenger hunt game, note there are four direction slides one for each worksheet, leveled 1-4.
   c. Students follow the cards around the room with their own worksheet (given to each student by ability), there are four levels of student worksheets included for differentiation purposes.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Students see a picture and two adjective choices, they must circle the adjective that matches the picture.</th>
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<tbody>
<tr>
<td>Level 2</td>
<td>Students see a blank for the adjective followed by the noun. Students must write in the adjective (maybe you have a list of all the adjectives on the board as a word bank) “______ coat” (purple)</td>
</tr>
<tr>
<td>Level 3</td>
<td>Students identify the adjective and the noun ______ ______. (purple coat)</td>
</tr>
</tbody>
</table>
| Level 4          | Students put the adjective/noun in a sentence:  
                      She is ______ing a ______. (She is wearing a purple coat.)  
                      I see a ___________. (I see a girl in a purple coat) |
5. Extend/Reflect on Learning (As time permits)
   a. Review objectives and key vocabulary
Lesson 2

Standards

1.6.3.3: Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

1.10.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (f) Use frequently occurring adjectives.

Preparation/Materials Needed
- Writing activity worksheet, one per student
- Pencil for each student

Lesson Sequence

1. Objectives & vocabulary (2 minutes)
   a. Content: I can determine what 4 events in my life are significant.
   b. Language: I can depict/draw 4 significant events in my life.
   c. Vocabulary: significant, event, I felt ___ when ______.
      i. Model vocabulary in a sentence, ask students to repeat.

2. Stand up if you have... (8 minutes)
   a. Students stand up if they have a connection with an event shared.
   b. Gone to a zoo, let go of a balloon, flown on an airplane, caught a fish, received a gift, seen a fire, played a board game

3. Writing (20 minutes)
   a. Hand out the activity paper to each student.
   b. Students draw pictures in the blank spots of the sentences “I felt ___ when____” to describe four significant events in their life.
   c. Model first, then let students complete individually.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>As written</th>
</tr>
</thead>
</table>
| Level 2 | Students write the feeling word following “I felt___”, and draw a picture following “when____”  
I felt excited when I flew on an airplane (*picture of an airplane) |
| Level 3 | Students complete the sentence, “I felt ____ when ____”  
I felt excited when I went on an airplane with my family. |
| Level 4 | Students complete the sentence with a correct past tense verb.  
I felt excited when I flew on an airplane with my family. |

4. Extend/Reflect on Learning (As time permits)
   a. Review objectives and key vocabulary
Lesson 3

Standard 1.6.3.3: Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Preparation/Materials Needed
- Student work from yesterday
- Paper and pencil for each student

Lesson Sequence
1. Objectives & vocabulary (2 minutes)
   a. Content: I can write about a significant event in my life with transitions.
   b. Language: I can write about a significant event in my life with sequence words.
   c. Vocabulary: first, I felt ___ because _____.
      i. Model vocabulary in a sentence, ask students to repeat.
2. You Choose (2 minutes)
   a. “Look at your brainstorm from yesterday to decide which event you want to write about.”
   b. Check-in with students to make sure they each chose an event.
3. Mini-Lesson (10 minutes)
   a. Model your own story by writing a sentence about what happened first. “Start your story with what happened first.”
   b. Make sure you include details in your story and model writing these details into your own story (who, did what, where, when, why, how many?)
4. Writing (16 minutes)
   a. Work with the students individually as they write the beginning of their story.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Student labels pictures with feeling words (beginning, middle, end)</th>
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<tbody>
<tr>
<td>Level 2</td>
<td>Students write the feeling word following “I felt___”, and draw a picture following “when____”</td>
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<td>Level 3</td>
<td>Students complete the sentence, “I felt ____ when ____”</td>
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<td>Students complete the sentence with a correct past tense verb.</td>
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<td></td>
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5. Extend/Reflect on Learning (As time permits)
   a. Review objectives and key vocabulary
Lesson 4

Standard 1.6.3.3: Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Preparation/Materials Needed
- Student writing from yesterday
- Pencil for each student

Lesson Sequence
1. Objectives & vocabulary (2 minutes)
   a. Content: I can write about a significant event in my life with transitions.
   b. Language: I can write about a significant event in my life with sequence words.
   c. Vocabulary: second, after, then, next, finally, last, I felt ___ because____.
      i. Model vocabulary in a sentence, ask students to repeat.
2. Mini-Lesson (10 minutes)
   a. Model your own story by writing a sentence about what happened next and last.
   b. Make sure you include details in your story and model writing these details into your own story (who, did what, where, when, why, how many?)
3. Writing (18 minutes)
   a. Work with the students individually as they write the middle and end of their story.

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<td>Students write the feeling word following “I felt___”, and draw a picture following “when____.”</td>
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<td></td>
<td>I felt excited when I flew on an airplane with my family.</td>
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4. Extend/Reflect on Learning (As time permits)
   a. Review objectives and key vocabulary
Lesson 5

Standard 1.6.3.3: Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Preparation/Materials Needed
- Adjective game cut and enough copies for each student to have one card
- Student writing from yesterday
- Pencil for each student

Lesson Sequence
1. Objectives & vocabulary (2 minutes)
   a. Content: I can write about a significant event in my life with imagery.
   b. Language: I can describe a significant event in my life using adjectives.
   c. Vocabulary: size, color, feeling, big, small, short, long, yellow, white, red, pink, black, blue, brown, green, gray, orange, purple, happy, sad, angry, scared, excited, I felt ___ when____.
      i. Model vocabulary in a sentence, ask students to repeat.
      ii. Direct students to the images provided and create actions for each adjective, students mimic these actions. Make facial expressions for each feeling word and have students mimic these.

2. Adjective Game (12 minutes)
   a. Brainstorm adjectives as a whole class and write down a list on the board, draw visuals next to the words. (2 minutes)
   b. Model the game (2 minutes)
   c. How to play: Give half the class a card and have them hold it up to their forehead. The students mingle with those without cards. The students without cards need to act the adjective out without words, trying to get the person to guess their word. If they don’t get it, they can go to a different friend to try to guess with new actions.
   d. Hand out 1 card to half of the kids and have them hold it up to their forehead. Tell students not to tell each other what is on their card. (4 minutes)
   e. After a few minutes of guessing, let the other half of the class play. (4 minutes)

3. Writing time (16 minutes)
   a. As a whole class show them how you add three adjectives to your story, one at the beginning, middle and end.
   b. Students go back to their desks and add one more adjective to the beginning, middle and end of their story.

<table>
<thead>
<tr>
<th>Levels 1 &amp; 2</th>
<th>Below their pictures write an adjective and a noun that matches their picture.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Example: Blue airplane</td>
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</tbody>
</table>

| Levels 3 & 4 | Each sentence needs one adjective and noun pair. |

4. Extend/Reflect on Learning (As time permits)
   a. Review objectives and key vocabulary
Lesson 6

Standard 1.6.3.3: Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Preparation/Materials Needed
- Student work from yesterday
- Pencil for each student
- Rubric for each student to use while you are conferencing

Lesson Sequence
1. Objectives & vocabulary (2 minutes)
   a. Content: I can conference with my teacher about my story.
   b. Language: I can read my story to my teacher.
   c. Vocabulary: conference
      i. Model this vocabulary work with a student to demonstrate what a conference looks like, let them know we will talk more about it at the end of class.
2. Reminders (15 minutes)
   a. Remind students of what they need in their story.
      i. See rubric for leveled expectations
3. Writing time (10 minutes)
   a. Students get time to finish writing.
   b. Teacher conference with students as they finish writing. Use rubric while the student shows you their work.

Students need...

| Level 1 | - x3 transition words  
|         | - Pictures to depict beginning, middle, and end  
|         | - Adjective and noun pair matching the beginning, middle and end pictures  
|         | - One feeling word for each beginning, middle and end  
| Level 2 | - x3 transition words  
|         | - x3 simple sentences, one for the beginning, middle, and end “I felt ____ when ____.”  
|         | - Adjective and noun pair matching the beginning, middle and end simple sentence  
| Level 3 | - x3 transition words  
|         | - x3 varying sentences, one for the beginning, middle, and end “I felt ____ when ____.” “When ____ , I felt ____.” “I felt ____ because ____.”  
|         | - Adjective and noun pair for each beginning, middle, end  
| Level 4 | - x3 transition words  
|         | - x3 varying sentences, one for the beginning, middle, and end “I felt ____ when ____.” “When ____ , I felt ____.” “I felt ____ because ____.”  
|         | - Adjective in each sentence  

4. Extend/Reflect on Learning (As time permits)
   a. Review objectives and key vocabulary
*End of Unit 2, Optional Reflection Activity Included
- Students complete a reflection survey about their feelings. The reflection survey asks the students various questions about how they feel.
- Read these aloud to the students. The students should choose between one or more of the emotions shown below the statement. If they feel multiple feelings about your statement they can color in multiple feelings, if they just feel one, they can choose one emotion to color in.
- There are female and male images for each emotion.
- The four emotions listed from left to right are: happy, angry, scared, and disappointed. This activity should be kept confidential and ensure students keep their eyes on their own paper.
Units 1 & 2
Pre/Post Assessment
Part 1: Vocabulary

1. happy
   - [Illustration of a smiling person]
   - [Illustration of a sad person]

2. sad
   - [Illustration of a crying person]
   - [Illustration of a surprised person]

3. disappointed
   - [Illustration of a person with their fists clenched]
   - [Illustration of a sad person]
Part 1: Vocabulary Continued...

4. angry

5. excited

6. big
Part 1: Vocabulary Continued...

7. long

8. small

9. yellow
Part 1: Vocabulary Continued...

10  red
   
11  orange
Part 2: Identify Emotions

12 I feel **happy** when I...

13 I feel **sad** when I...

14 I feel **angry** when I...
Part 3: Self Care

I feel sad, so I...

I feel scared, so I...

I feel angry, so I...
# Teacher Script

1. Color the happy boy.
2. Color the sad girl.
3. Color the disappointed girl.
4. Color the angry boy.
5. Color the excited girl.
6. Color the big picture.
7. Color the long picture.
8. Color the small picture.
9. Color the heart yellow.
Color the heart red.

Color the heart orange.

I feel happy when I… Draw something that makes you feel happy.

I feel sad when I… Draw something that makes you feel sad.

I feel angry when I… Draw something that makes you feel angry.

I feel sad, so I… Draw something you do to help you feel better when you feel sad.

I feel scared, so I… Draw something you do to help you feel better when you feel scared.

I feel angry, so I… Draw something you do to help you feel better when you feel angry.
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1.1 Today’s Plan:

1. I can & Vocabulary
2. Time Traveler
3. Story
4. Game
I can & vocabulary
I can: match emotions to pictures.

silly
I can: listen for emotions and match them to a picture.
Time Traveler:
Think of a time you felt...

happy

sad

angry
Think of a time you felt...

scared  
calm
Story:
The Color Monster

a story about emotions

Anna Llenas
Game: 4
Unit 1, Lesson 1 Game
1.2 Today’s Plan:

1. I can & Vocabulary
2. Vowel Sounds
3. Story
4. Game
I can & vocabulary
I can: explore activities that make me feel happy.
I can: use long and short vowel sounds in conversation.
excited  surprised  bored

shy  disappointed  silly
reading  painting
building  eating  swimming
I feel __________ when __________.
Vowel sounds:
Short vowel

happy
sad
silly
Long vowel

excited

scared

angry
I am Brown

Written by Ashok Banker
Illustrated by Sandhya Prabhat
Game:
How do you feel when you read?
I feel _______ when I _______.
How do you feel when you paint?
I feel _______ when I _______. 
How do you feel when you build?
I feel _______ when I _______. 
How do you feel when you eat?
I feel __________ when I __________.
How do you feel when you swim?
I feel _______ when I _______.
1.3 Today’s Plan:

1. I can & Vocabulary
2. Vowel Sounds
3. Discussion and Activity
4. Sorting
I can & vocabulary
I can: explore events that make me feel sad.
I can: **name events that make me feel sad.**
unhappy
sadness
disappointed
frustrated
worried
Vowel sounds:
Short vowel
unhappy
disappointed
frustrated
Long vowel

worried

feel
Discussion & Activity:
What is sadness?
How does it feel?
How would you feel if...?
happy  unhappy
1. Draw 2 → What makes you feel sad?

2. Draw 2 → What makes you feel happy?

3. Cut

4. Glue on our T chart
This makes me feel__________.
Unit 1, Lesson 3 Around the Room Activity
unhappy
disappointed
frustrated
sad
worried
Unit 1, Lesson 3 Sorting Activity
1.4 Today’s Plan:

1. I can & Vocabulary
2. Draw
3. Story
4. Drawing
I can & vocabulary
I can: create a list of strategies to care for myself when I am feeling bad.
I can: write a list of strategies to care for myself when I am feeling bad.
yoga
care for
breathe
care for
music
walk
dance
yoga
I feel _______ so I _______. 
Draw:
AUGUSTUS AND HIS

SMILE

CATHERINE
RAYNER
Drawing:
How do you care for yourself when you feel bad?
Turn your paper over
Add a smile...
...and draw how you can take care of yourself!
1.5 Today’s Plan:

1. I can & Vocabulary
2. Sharing
3. Drawing
4. Presentation
I can & vocabulary
I can: brainstorm activities that help me feel better when I am sad.
I can: write a list of sentences describing a time I felt sad and how I helped myself feel better.
better
When I feel ______ I can ______.
Sharing:
When I feel ______ I can ______.
Drawing:
What helps you feel better when you are sad?
Presentation:
Unit 1, Lesson 5 Graphic Organizer
1.6 Today’s Plan:

1. I can & Vocabulary
2. Sharing
3. Listening
4. Ready to Learn Chart
I can & vocabulary
I can: identify a strategy that will help my friend feel better.
I can: describe a strategy to my friend to help them feel better.
1. better
2. might
3. could
You/he/she/they could ________.
Verb+ing might help him/her feel better.
When I feel __________ I can __________.
Listening:
Can you help these friends feel better?
Angelina is scared because she is starting a new school on Monday.
Eddie is sad because his mom had to leave early for work.
Anh is disappointed because her dad can’t visit.
Joshuan is **angry** because his brother broke his favorite pencil.
Thuy is unhappy because her teacher called home.
Michelle is worried because she didn’t do well on a math test.
Ready to Learn Chart:
Unit 1, Ready to Learn Chart
Ready to Learn
sad      disappointed     grumpy     angry
surprised  proud  scared
nervous  embarrassed  shy
curious  confused  bored
Unit 1, Extension
Activity/Reflection *Optional
She feels ____________________.
disappointed / unhappy

To feel better, she can...

He feels ____________________.
scared / angry

To feel better, he can...
2.1 Today’s Plan

1. I can & Vocabulary
2. Charades
3. All about adjectives
4. Scavenger Hunt
I can & Vocabulary
I can... match adjectives to their corresponding picture.

yellow
Colors
Sizes

big  small  short  long
Feelings

happy  sad  scared  angry  excited
Charades
big monkey
brown lion
angry cat
All About Adjectives
Colors
pink

flower

(adjective)  (noun)
Sizes

big  small  short  long
small  

sea turtle

(adj)  

(noun)
Feelings

happy  sad  scared  angry  excited
happy

(polar bear)

(adjective)

(noun)
Scavenger Hunt
SCAVENGER HUNT

Directions: Find the picture around the classroom that matches the number. Circle the adjective that matches that picture. For example:

1. yellow / black
2. small / big
3. excited / angry
4. white / red
5. short / long
6. happy / sad
7. green / white
8. small / big
SCAVENGER HUNT

Directions: Find the picture around the classroom that matches the number. Write an adjective that matches the picture on the blank.

Name _____________________________

1. _______ flower
2. _______ elephant
3. _______ boy
4. _______ strawberries
5. _______ bridge
6. _______ girl
7. _______ cloud
8. _______ frog

_________ green _______ leaf
**SCAVENGER HUNT**

Name ____________________

**Directions:** Find the picture around the classroom that matches the number. Write an adjective that matches the picture on the first blank and the noun on the second blank.

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- green leaf

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SCAVENGER HUNT

Name ____________________

Directions: Find the picture around the classroom that matches the number. Write a complete sentence describing the picture using an

I see green leaves.

1

2

3

4

5

6

7

8
Unit 2, Lesson 1
Scavenger Hunt
SCAVENGER HUNT

Directions: Find the picture around the classroom that matches the number. Circle the adjective that matches that picture. For example:

blue / green

1. yellow / black
2. small / big
3. excited / angry
4. white / red
5. short / long
6. happy / sad
7. green / white
8. small / big
SCAVENGER HUNT

Directions: Find the picture around the classroom that matches the number. Write an adjective that matches the picture on the blank.

Name ____________________

1. _________ flower
2. _________ elephant
3. _________ boy
4. _________ strawberries
5. _________ bridge
6. _________ girl
7. _________ cloud
8. _________ frog

___green___ leaf
Directions: Find the picture around the classroom that matches the number. Write an adjective that matches the picture on the first blank and the noun on the second blank.

1. _______ _______

2. _______ _______

3. _______ _______

4. _______ _______

5. _______ _______

6. _______ _______

7. _______ _______

8. _______ _______

Name ____________________

green leaf
SCAVENGER HUNT

Directions: Find the picture around the classroom that matches the number. Write a complete sentence describing the picture using an adjective.

I see green leaves.

1 __________________________
2 __________________________
3 __________________________
4 __________________________
5 __________________________
6 __________________________
7 __________________________
8 __________________________

Name __________________________
2.2 Today’s Plan

1. I can & Vocabulary
2. Stand up if…
3. Writing
I can & Vocabulary
I can...
determine what 4 events in my life are significant.
I can...
draw four significant events in my life.
significant event

I felt _______ when ________.
Stand up if you have...
gone to the zoo
let go of a balloon
flown on an airplane
caught a fish
received a gift
seen a fire
played a game
Writing
I felt
when
I felt
when
I felt
when
I felt
when..
I felt excited when
I felt excited
When I went on an airplane with my family.
I felt excited
When I flew on an airplane with my family.
2.3 Today’s Plan

1. I can & Vocabulary
2. You Choose
3. Mini-Lesson
4. Writing
I can & Vocabulary
I can... write about a significant event in my life with transitions.
I can...

write about a significant event in my life with sequencing words.
I felt _____ because ______.
You Choose
Choose an event you would like to write about!

I felt
when

I felt
when

I felt
when

I felt
when..
Mini-Lesson
first
Who?  What?  When?
Where? Why? How many?

because...
Writing
1.4 Today’s Plan:

1. I can & Vocabulary
2. Draw
3. Story
4. Drawing
I can & vocabulary
I can: create a list of strategies to care for myself when I am feeling bad.
I can: write a list of strategies to care for myself when I am feeling bad.
care for yoga
care for music
care for walk
care for dance
care for yoga
I feel ________ so I ________.
Draw:
Drawing:
How do you care for yourself when you feel bad?
breathe
dance
music
walk
yoga
outside  friends

write  art
Turn your paper over
Add a smile...
...and draw how you can take care of yourself!
2.5 Today’s Plan

1. I can & Vocabulary
2. Adjective Game
4. Writing
I can...

write about a significant event
in my life with imagery.
I can...
describe a significant event in my life using adjectives.
Colors
Sizes

big    small    short    long
Feelings

happy  sad  scared  angry  excited
Adjective Game

2

big
big, small
long, short
angry, excited
sad, happy
Writing
2.6 Today’s Plan

1. I can & Vocabulary
2. Reminders
4. Finish Writing & Conference
I can & Vocabulary
I can... conference with my teacher about my story.
I can... read my story to my teacher.
conference
Reminders
Writing
Units 1 & 2
Pre/Post Assessment
Part 1: Vocabulary

1. happy
2. sad
3. disappointed
Part 1: Vocabulary Continued...

4  angry

5  excited

6  big
Part 1: Vocabulary Continued...

7  long

8  small

9  yellow
Part 1: Vocabulary Continued...

10  red

11  orange
Part 2: Identify Emotions

12 I feel happy when I...

13 I feel sad when I...

14 I angry when I...
Part 3: Self Care

15 I feel sad, so I...

16 I feel scared, so I...

17 I feel angry, so I...
Teacher Script

1. Color the happy boy.
2. Color the sad girl.
3. Color the disappointed girl.
4. Color the angry boy.
5. Color the excited girl.
6. Color the big picture.
7. Color the long picture.
8. Color the small picture.
9. Color the heart yellow.
Teacher Script

10 Color the heart red.

11 Color the heart orange.

12 I feel happy when I... Draw something that makes you feel happy.

13 I feel sad when I... Draw something that makes you feel sad.

14 I feel angry when I... Draw something that makes you feel angry.

15 I feel sad, so I... Draw something you do to help you feel better when you feel sad.

16 I feel scared, so I... Draw something you do to help you feel better when you feel scared.

17 I feel angry, so I... Draw something you do to help you feel better when you feel angry.
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