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| ESL: How Do I Feel? |
| Social and Instructional Language, Kindergarten—English Language Proficiency Levels 1–2 |

*For more information on the design process for the ESL MCUs, please see the* [*Next Generation ESL Project: Curriculum Resource Guide*](https://www.doe.mass.edu/ele/guidance/?section=resource-guide#resource-guide).

The “ESL: How Do I Feel?” unit is intended to deliver systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. The purpose of this unit is to help ELs develop language necessary for social and instructional purposes within the school setting and to support the development of the language necessary for academic success in the content area of English language arts. They will learn language that will be used recurrently in and across various academic and social contexts. The embedded language development of this unit centers on the following selected [*Key Uses of Academic Language*](https://wida.wisc.edu/sites/default/files/resource/Can-Do-Descriptors-Key-Uses-K-12-FAQs.pdf):

* Recount by describing events of a story to produce a clear and coherent narrative.
* Discuss by inquiring about others’ ideas and experiences.

Explain by elaborating to describe the relationship between actions/events and emotions.

These unit-level *Focus Language Goals* were created through an analysis of the driving language demands of the existing Kindergarten ELA & Literacy and History Social Science Model Curriculum Unit “Content Literacy: What Is Bravery?” However, this ESL unit is not the same as a sheltered ELA or social studies unit. It is intended to be taught by an ESL teacher, and collaboration with the content teacher is essential. It is also important to keep in mind that in addition to the dedicated, language-focused instruction outlined in this unit, English learners (ELs) must also have access to all core academic content instruction.

“ESL: How Do I Feel?” offers students contextualized, extended practice with discourse, sentence, and word/phrase dimensions of academic language targeted in the unit. The unit equips students with language useful for creating a personal narrative about a time they felt a strong emotion. While learning about emotions, students will have opportunities to develop language that is helpful for discussing their experiences and the experiences of others. They will practice using this language to discuss their own emotions, their peers’ emotions, and the emotions of characters in stories.

This document was prepared by the Massachusetts Department of Elementary and Secondary Education. Mitchell D. Chester, Ed.D., Commissioner.

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The contents of this Model Curriculum Unit were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Massachusetts Department of Elementary and Secondary Education, 75 Pleasant St, Malden, MA 02148-4906. Phone 781-338-3300, TTY: N.E.T. Relay 800-439-2370, [www.doe.mass.edu](http://www.doe.mass.edu)

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| Unit Plan | | |
| **Stage 1—Desired Results** | | |
| **ESTABLISHED FOCUS GOALS G** Focus Language Goals/Standards G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. Content Connections *The student is building toward:*  CCSS.ELA-Literacy.L.K.1.d—Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).  CCSS.ELA-Literacy.RL.K.2—With prompting and support, retell familiar stories, including key details.  CCSS.ELA-Literacy.W.K.3—Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and provide a reaction to what happened.  CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. | **Transfer** | |
| ***Students will be able to independently use their learning to…* T**  T.1 Communicate for social and instructional purposes within the school setting.  T.2 Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.  T.3 Communicate information, ideas, and concepts necessary for academic success in the content area of social studies. | |
| **Meaning** | |
| **UNDERSTANDINGS U**  *Students will understand…*  U.1 The purpose of a personal narrative.  U.2 How to ask and answer questions to clarify points.  U.3 How to identify and elaborate on their emotions.  U.4 That all people have emotions. | **ESSENTIAL QUESTIONS** **Q**  Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? |
| ***Language Acquisition in the Four Domains*** | |
| **KNOWLEDGE: Academic Language K**  *Students will know…*  K.1 Purpose and structure of personal narratives.  K.2 *Because* is a word that can be used to elaborate about a topic.  K.3 Meaning, purpose, and ways to use and answer *wh-* question words (*who, what, when, where,* and *why*).  K.4 Meaning, purpose, and ways to use frequently occurring pronouns (*I, he, she*).  K.5 Simple present and past tense forms and meaning of topic-related verbs (*to feel, to be*).  K.6 Meaning, purpose, and ways to use common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*).  K.7 Meaning, purpose and ways to use sequencing words (e.g., *first, next, then, last*). | **SKILLS: Academic Language****S**  *Students will be skilled at…*  S.1 Recounting a narrative by sequencing events orally and in writing using frequently occurring pronouns, sequencing words, and common adjectives used to describe emotions.  S.2 Orally explaining by elaborating using frequently occurring pronouns, simple present and past verb tenses, and the conjunction *because.*  S.3 Orally discussing by asking and answering questions using *wh-* question words.  S.4 Orally identifying and using common adjectives used to describe emotions. |
| **Stage 2—Evidence** | | |
| **EVALUATIVE CRITERIA** | **ASSESSMENT EVIDENCE: Language Development** | |
| Appropriate use of drawing, dictating, and/or writing to narrate a single event.  Effective use of sequencing words (e.g., *first, next, then, last*), common adjectives used to describe emotions (e.g., *happy, sad, mad, excited*), pronouns (*I, he, she*), and simple present and past forms of common verbs (*to feel, to be*) to recount a narrative.  Appropriate use of *wh-* questions (*who, what, when, where, why*), pronouns, and simple present and past forms of common verbs (*to feel, to be*) to ask and answer questions.  Effective use of the conjunction *because* to elaborate on ideas. | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks) PT**   * Students will draw, write, and/or dictate a personal narrative recounting a time when they felt a strong emotion. * Students will orally recount their personal narratives to a partner using sequencing words, frequently occurring pronouns, simple present and past verb tenses, and adjectives used to describe emotions. Partners will discuss their narratives by asking questions using *wh-* question words and answering questions using the conjunction *because* to elaborate on their answers.   (Optional) Students will orally retell their partner’s narrative to the class using frequently occurring pronouns, sequencing words, the conjunction *because,* present and past verb tenses, and common adjectives used to describe emotions. | |
|  | **OTHER EVIDENCE OE**  Formative assessments: turn and talk (e.g., to describe characters and their emotions, to discuss how they feel and why they feel that way) , morning meeting, sharing in class (e.g., orally describing characters, orally recounting key information/events from a text), social conversations (e.g., collaborative discussions during group work), sorting and matching activities (e.g., matching pictures with emotion visuals, matching characters and pronouns, matching scenarios to appropriate emotions), and daily check-ins**.** | |
| **Stage 3—Learning Plan** | | |
| **SOCIOCULTURAL IMPLICATIONS**  *Topic:*   * Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. * In some cultures, it is uncommon to show emotion with facial expressions.   Emotions can be shown in different ways. Ways of expressing emotion that may be considered extreme in one culture may be considered appropriate in others.  *Task/situation:*   * Discussing emotions, especially emotions traditionally considered “negative,” may evoke strong feelings from some students based on their personal experiences.   Some students may have little or no prior experience recounting in front of a large group of people that are not their family.  **SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION**  **[Lesson 1—Day 1: Vocabulary and Concept Development (Part 1)](#L1)**   * **Language objective:** Students will be able to orally describe a time when they felt an emotion using topic-related vocabulary (*happy, sad, mad*).   **Brief overview of lesson**: Students will be introduced to key unit vocabulary. They will practice sharing a time when they felt one of the emotions introduced in the lesson. Through the use of a fiction text, students will begin to use key vocabulary to describe the emotions of a fictional character.  [**Lesson 2—Day 2: Vocabulary and Concept Development (Part 2)**](#L2)   * **Language objective:** Students will be able to identify emotions felt by a character using emotion vocabulary (*happy, sad, mad, excited, scared*).   **Brief overview of lesson:** Students will revisit the text from Lesson 1 to help them develop the building blocks of recounting. They will retell parts of the story with a partner or small group, identifying characters’ emotions. These activities will help students develop the ability to describe how someone is feeling and recount a story.  [**Lesson 3—Day 3: Identifying Emotions with *To Be***](#L3)   * **Language objective**: Students will be able to describe a character’s emotion using present tense forms of the verb *to be.*   **Brief overview of lesson:** Students will learn about the verb *to be* and how it can be used to describe emotions. They will listen to the teacher read a new text about emotions and practice identifying characters’ emotions in the text. Students will be able to use what they learn in this lesson when recounting events and emotions later on in the unit.  [**Lesson 4—Day 4: Learning About Pronouns**](#L4)   * **Language objective:** Students will be able to identify characters with pronouns (*he, she*).   **Brief overview of lesson:** Students will learn about pronouns. They will practice recalling key events from the story in Lesson 3 using emotion vocabulary and pronouns. This lesson will help students develop skills necessary for recounting their own narratives in the CEPA.  **[Lesson 5—Day 5: Practicing Learned Language](#L5)**   * **Language objective:** Students will be able to recount a story and describe how the characters felt using *to be, to feel,* pronouns, and emotion words.   **Brief overview of lesson**: Students will practice and apply language they have learned so far. Students will also begin to work with sequencing a story. This will be useful to students as they begin to learn about retelling stories.  **[Lesson 6—Day 6: Learning to Elaborate](#L6)**   * **Language objective:** Students will be able to state how a character feels and elaborate about why the character feels this way using the word *because.*   **Brief overview of lesson:** Students will learn about elaborating, the word *because,* and how they can use it to elaborate. Then they will use it to elaborate on why they feel a certain way. Students will also revisit the text from Lesson 5 to recall key events, state how characters feel, and elaborate about why they think a character felt a certain way using *because.* This lesson will help students learn how to expand on ideas and provide evidence to support their opinions or statements.  **[Lesson 7—Day 7: Gathering Information by Asking Questions (Language Checkpoint, Part 1)](#L7)**   * **Language objectives:** * Students will be able to answer *who* and/or *where* questions about a text. * Students will be able to explain and discuss emotions and characters from previously read stories using academic language learned so far in the unit (e.g., verbs, pronouns, and content-specific language).   **Brief overview of lesson:** Students will begin learning about questions with *who* and *where*. Students will read a new story and practice asking and answering *who* and *where* questions about it. Finally, students will begin to review language learned throughout the unit in centers. This lesson will help students develop building blocks needed to discuss by inquiring. It is part of a series of three lessons that serve as the unit’s language checkpoint. The lesson’s individual center work will help teachers assess student progress in relation to the unit’s Focus Language Goals.  **[Lesson 8—Day 8: Gathering Information by Asking Questions (Language Checkpoint, Part 2)](#L8)**   * **Language objectives**: * Students will be able to answer *what* and/or *when* questions about a text. * Students will be able to explain and discuss emotions and characters from previously read stories using academic language learned so far in the unit (e.g., verbs, pronouns, and content specific language).   **Brief overview of lesson:** Students will continue learning about questions. They will practice answering *what* and *when* questions about the story introduced in Lesson 7. This lesson will help students develop the building blocks needed to discuss by inquiring. Additionally, the lesson serves as part of the language checkpoint (Lessons 7–9), giving teachers an opportunity to assess student progress in relation to unit Focus Language Goals as students work independently through centers.  **[Lesson 9—Day 9: Gathering Information by Asking Questions (Language Checkpoint, Part 3)](#L9)**   * **Language objectives:** * Students will be able to answer *why* questions about a text using *because*. * Students will be able to explain and discuss emotions and characters from previous stories using academic language learned so far in the unit (e.g., verbs, pronouns, and content-specific language).   **Brief overview of lesson:** Students will continue learning about questions. They will practice answering *why* questions about a new story. This lesson helps students develop the building blocks needed to discuss by inquiring. Additionally, the lesson serves as part of the language checkpoint (Lessons 7–9), giving teachers an opportunity to assess student progress in relation to unit Focus Language Goals as students work independently through centers.  **[Lesson 10—Day 10: Sequencing Events Using](#L10) *[First, Next, Then,](#L10)* [and](#L10) *[Finally](#L10)* [(Part 1)](#L10)**   * **Language objective**: Students will be able to sequence events in a story using *first, next, then,* and *finally*.   **Brief overview of lesson:** Students will begin to develop an understanding of sequencing. They will learn about sequencing words such as *first, next,* and *finally.* Students will first practice sequencing events of a familiar activity, then work collaboratively to sequence a previously read text. This lesson helps students develop essential skills needed to recount a story in their CEPA.  **[Lesson 11—Day 11: Sequencing Events Using](#L11) *[First, Next, Then,](#L11)* [and](#L11) *[Finally](#L11)* [(Part 2)](#L11)**   * **Language objective:** Students will be able to sequence images representing events from a text using sequencing words (*first, next, then,* and *finally*).   **Brief overview of lesson:** Students will continue to practice sequencing events from a story read in class. They will listen to a new story read aloud and sequence the events. Then they will label the events with sequencing words (*first, next, then*, and *finally*) and describe characters’ emotions using other words, phrases, or sentences.  **[Lesson 12—Day 12: Introducing the CEPA (Part 1)](#L12)**   * **Language objective:** Students will be able to ask questions about the model CEPA narrative using *wh-* question words.   **Brief overview of lesson:** Students will learn about the final unit assessment, the CEPA. The teacher will review CEPA expectations and components, as well as provide a sequence of steps for completing the task. The teacher will also model how to create a narrative like the one students will be expected to produce. Then students will have an opportunity to ask questions about the CEPA. This information will be useful for students as they prepare to complete the CEPA.  **[Lesson 13—Day 13: Introducing the CEPA (Part 2)](#L13)**   * **Language objective:** Students will be able to state ideas for an event and emotion for their CEPA using emotion vocabulary.   **Brief overview of lesson:** The teacher will model how to write a narrative like the one students will create for their CEPA. Then students will brainstorm sample situations when someone might feel particular emotions before brainstorming their own ideas for the CEPA. They will end the lesson by sharing CEPA ideas with a partner. This information will be useful for students as they begin drafting their CEPA.  **[Lesson 14—Days 14 and 15: Writing a Personal Narrative (CEPA, Part 1)](#L14)**   * **Language objective:** Students will be able to recount a personal narrative about a time they felt a strong emotion using language learned throughout the unit (emotion vocabulary, pronouns, *to be, to feel,* sequencing words).   **Brief overview of lesson:** Students will illustrate and write their CEPA, demonstrating what they have learned throughout the unit.  **[Lesson 15—Day 16: Recounting a Personal Narrative (CEPA, Part 2)](#L15)**   * **Language objectives:** * Students will be able to orally recount their personal narrative to a partner or small group using language learned throughout the unit (emotion vocabulary, pronouns, *to be, to feel,* sequencing words). * Students will be able to ask and answer questions about each other’s presentations. * **Brief** **overview of lesson:** Students will orally recount their personal narrative using completed CEPA graphic organizers from Lesson 14. | | |
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## Additional Notes:

This unit can be adapted and modified to meet the needs of a broad range of kindergarten programs. For example, the lessons in the unit can be used in conjunction with phonics programs and can incorporate sight word instruction related to words introduced and practiced throughout the unit (e.g., *he, me, was*).

Each lesson provides a suggested text. However, these texts can be changed to address additional course themes as needed. Sample course themes that could be incorporated are Veteran’s Day (*brave*) and Thanksgiving (*thankful*). If using different texts altogether, keep the instructional sequence the same, staying true to the language demands of the lesson. For a list of additional suggested texts, see the [List of Unit Resources](#Listunitresources) at end of the unit.

The unit provides opportunities for extending practice with language and for modifying instruction to meet student needs. For example, students are provided with opportunities to write. Depending upon the time of year and student readiness, writing activities can be used to gauge of letter/sound recognition skills. Writing activities can be with drawing or dictation tasks.

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| Lesson 1  **Day 1** | **Vocabulary and Concept Development** | **Estimated Time:** 60 minutes |

**Brief overview of lesson**: Students will be introduced to key unit vocabulary. They will practice sharing a time when they felt one of the emotions introduced in the lesson. Through the use of a fiction text, students will begin to use the key vocabulary to describe the emotions of a fictional character. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to take turns.

Familiarity with listening to oral storytelling.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to orally describe a time when they felt an emotion using topic-related vocabulary (*happy, sad, mad*). | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ ability to use learned language to orally describe a time when they felt an emotion. * Formative: Assess students’ use of learned language to identify and describe a time when they felt an emotion as evidenced by student [drawing](#L1drawemotion) and/or writing. * Formative: Assess students’ ability to identify the emotions of a character as evidenced by student use of [emotion cards](#L1emotionscards) during the reading of the story. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; reading grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally stating examples with some detail. | Simple sentences in the past and present tense. | | Emotion vocabulary (*happy, sad, mad*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Consider having students create their own emotion cards or a class set of cards. If possible, take pictures of students making facial expressions of various emotions (smiling—happy; frowning—sad; etc.) to create the cards. Make these available to students throughout the unit. * Post and explain the lesson’s language objective. * Use the results of formative assessments to inform instruction, and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| * Some students may be unfamiliar with emotion vocabulary. * Some students may be unfamiliar with the American facial expressions related to each emotion, but may know other culturally related ways of expressing emotions. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson’s language objective: “Students will be able to orally describe a time when they felt an emotion using topic-related vocabulary (*happy, sad, mad*).” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the unit. For example, say: “Today we are starting a new unit on emotions. Emotions describe the way we feel. We will learn emotion words to help us talk about how we feel. We will also learn language to help us tell a story about a time when we felt a strong emotion. We will create our own stories about a time we felt an emotion and share it with others.”   2. Introduce the lesson.      1. For example, say: “Today we will begin by learning some new words to help us describe how we are feeling.”      2. Show a video about emotions, such as “[They’re Your Emotions| Feelings Song for Children| Emotions Song for Kids| Debbie Doo](https://www.youtube.com/watch?v=7AkKk8XIcgU).” |
| During the Lesson |
| Introduce emotion vocabulary. For example, say: “Today we are going to learn the words *happy, sad,* and *mad.*” Depending upon students’ familiarity and level of comfort with this vocabulary, consider focusing the lesson on one emotion or introducing additional emotion vocabulary.   * + 1. While introducing each word, create an emotions anchor chart to post for the remainder of the unit. Include labeled images of each emotion and space to add class-generated examples. This can make learning personal and relevant for students.     2. Introduce the word *happy*. Use the seven-step vocabulary teaching method or a similar strategy. A sample process for introducing this word is below:   Post or write *happy* on the anchor chart, and add one or more related images. Say the word *happy,* and have students repeat after you. Consider having students practice spelling the word.  Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as native language translations.  Give students examples of what makes you happyusing a sentence frame such as “I am happy when…” Ask students to provide their own examples. Have them first think about examples independently, then turn and talk with a partner, and then share with the whole class. Add these examples to the anchor chart.  Highlight the variability of students’ emotional responses. For example, explain how what makes one person happy may make another person angry. You may wish to address how we can use images and words to try to better understand each other’s emotions, but each individual may feel differently about events in different contexts.  Provide options for engagement such as acting out the word.  Show a video or sing a song about *happy* such as “[If You're Happy and You Know It](https://www.youtube.com/watch?v=MzAcU7bJDzk).”   * + 1. Repeat this process with the word *sad*, and then with the word *mad*.     2. Review emotion vocabulary by showing a video about multiple emotions such as: “[If You're Happy/Sad/Angry, etc.…and You Know It](https://www.youtube.com/watch?v=_fgYuy6zQo0&list=RD_fgYuy6zQo0)”; “[If You’re Happy/Super Simple Songs](https://www.youtube.com/watch?v=l4WNrvVjiTw)”; “[Can You Make a Happy Face—Halloween](https://www.youtube.com/watch?v=x8b4f5fhYuw).” Have students follow along with the songs (clapping when the video says “clap your hands,” and so forth).   1. Ask students to create an image that represents a time when they felt one of the emotions introduced in the lesson.      1. Have students turn and talk to share with a partner a time when they felt one of these emotions.      2. Ask students to draw an image to represent this time and label it with the emotion word (or give students a paper that already has the emotion word written on it).   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer, drawing, or describing their experience.   * + 1. Allow students to tell a partner about their image and talk about a time students felt happy, sad, or mad to personalize the learning.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer, drawing, or describing their experience. |
| Lesson Closing |
| Practice identifying emotions in a text.   * + 1. Introduce the text, such as *Glad Monster, Sad Monster* by Ed Emberley and Anne Miranda. For example, say: “We are now going to read a book to help us practice identifying emotions.”     2. Preview the text that will be read in class. Show students the images from the book and ask students to make predictions about what the book may be about or what emotions the characters may be feeling.     3. Read the text, stopping at key points to hold up [emotion cards](#L1emotionscards) illustrating the monsters’ emotions. Say the emotion word, and then have the class repeat after you. Students could turn and talk to discuss the monster’s emotions with a partner. Then have pairs share with the whole class. Ask questions to extend students’ thinking, such as, “Why is the monster happy?”   Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as asking students which emotion the monster is feeling and having students hold up the proper emotion card.  Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such having students review an audio version of the text. |

Lesson 1 Resources

* Emotion anchor chart
* Sample emotion cards **(**[**available below**](#L1emotionscards)**)**
* Suggested book about emotions: *Glad Monster, Sad Monster* by Ed Emberley and Anne Miranda
* Suggested videos about emotions:
  + “[They’re Your Emotions| Feelings Song for Children| Emotions Song for Kids| Debbie Doo](https://www.youtube.com/watch?v=7AkKk8XIcgU)”
  + “[If You're Happy and You Know It](https://www.youtube.com/watch?v=MzAcU7bJDzk)”
  + “[If You're Happy/Sad/Angry, etc.…and You Know It](https://www.youtube.com/watch?v=_fgYuy6zQo0&list=RD_fgYuy6zQo0)”
  + “[If You’re Happy/Super Simple Songs](https://www.youtube.com/watch?v=l4WNrvVjiTw)”
  + “[Can You Make a Happy Face—Halloween](https://www.youtube.com/watch?v=x8b4f5fhYuw)”
* Draw an emotion handout **(handouts for** [**happy**](#L1drawemotionhappy)**,** [**sad**](#L1drawemotionsad)**, and** [**mad**](#L1drawemotionmad) **available below)**

Sample Emotion Cards

|  |  |
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| **Happy**  **Happy face** | **Sad**  **Sad face** |
| **Excited**  **Excited face** | Scared Scared face |
| **Proud**  **Proud face** | **Mad**  **Angry face** |

Draw an Emotion: Happy

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

Draw a picture of something that makes you feel happy.

I feel happy when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Draw an Emotion: Sad

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

Draw a picture of something that makes you feel sad.

I feel sad when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Draw an Emotion: Mad

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

Draw a picture of something that makes you feel mad.

I feel mad when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Lesson 2  **Day 2** | **Vocabulary and Concept Development (Part 2)** | **Estimated Time:** 60 minutes |

**Brief overview of lesson**: Students will revisit the text from Lesson 1 to help them develop the building blocks of recounting. They will retell parts of the story with a partner or small group, identifying characters’ emotions. These activities will help students develop the ability to describe how someone is feeling and how to recount a story. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to take turns and listen to others as they speak.

Basic understanding of vocabulary introduced in the previous lesson.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. | |
| **Language Objective** | | **Essential Questions** **Addressed in the Lesson** | |
| Students will be able to identify emotions felt by a character using emotion vocabulary (*happy, sad, mad, excited, scared*). | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ application of learned language (e.g., emotions) and ability to recount a story during partner discussions. * Formative: Assess students’ application of learned language to identify and match appropriate emotion words with the situation and/or character. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; reading grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally stating examples with some detail; orally retelling/recounting events from previously read narratives. | Simple sentences in past and present tense, such as: *The monster feels \_\_\_* and/or *The monster is \_\_\_\_.* | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Keep the emotions anchor chart posted. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. * One of the suggested videos uses Halloween to discuss *scary.* Students may be unfamiliar with or uncomfortable discussing Halloween. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| Students may think that they need to include every detail when retelling a story. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to identify emotions felt by a character using emotion vocabulary (*happy, sad, mad, excited, scared*).” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Review vocabulary introduced in Lesson 1 with a game, such as a guessing game. One student can act out an emotion or hold up a card with an image portraying an emotion, and the rest of the class names the emotion.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/) such as holding up emotion cards, turning and talking before responding, or pointing to the correct emotion on the emotions anchor chart.   * 1. Introduce the lesson. For example, say: “Today we are going to continue using language to describe emotions. We are going to learn some new emotions today, and then we will practice using these emotions to discuss the monsters in *Glad Monster, Sad Monster.*”   2. Teach new emotions vocabulary (*scared* and *excited*). Depending upon students’ familiarity with emotions and emotions vocabulary, consider introducing only one emotion or including additional ones.      1. Introduce *scared*. Use the seven-step vocabulary teaching method or a similar strategy. A sample process for introducing this word is provided below (the same used in Lesson 1):   Post or write *scared* on the anchor chart and add one or more related images. Say the word *scared,* and have students repeat after you. Consider having students practice spelling the word.  Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/) such as native language translations.  Give students examples of what makes you scaredusing a sentence frame, such as “I am scared when…” Ask students to provide their own examples. Have them first think about examples independently, then turn and talk with a partner, before sharing with the whole class. Add these examples to the anchor chart.  Highlight the variability of student responses to emotions. For example, explain how what makes one person happy may make another person angry. You may wish to address how we can use images and words to try to better understand each other’s emotions, but each individual may feel differently about events in different contexts.  Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/) such as acting out the word.  Show a video or sing a song about *scared,* such as “[Halloween Songs for Children—Scary Halloween Song](https://www.youtube.com/watch?v=WcY5H8wj22s).”   * + 1. Repeat this process with the word *excited*. |
| During the Lesson |
| Review the text introduced in Lesson 1.   * + 1. Create a book anchor chart for each book read in the unit. Post the title and author of the book, as well as an image of the front cover. The purpose of the chart is to visually reinforce the retelling of the story.     2. Point to the title and cover of the book introduced Lesson 1. Prompt students to reflect by asking: “What do we remember about the book *Glad Monster, Sad Monster?*”and consider also posting the question on the board. Share one or two things you remember from the story, and write them on the book anchor chart.     3. Give students time to think about the story as you flip through the pages and show the illustrations. If additional copies of the text are available, consider having small groups look through the book to prompt recall.     4. Have students talk to a partner or small group about the story, then discuss as a class. Write down or add images of students’ responses on the book anchor chart.   1. Reread the story.      1. Place a check mark next to details that students remembered on the anchor chart to confirm what students recalled from the story. Add any details that were omitted during the student recall to the book anchor chart.      2. Stop when the monsters have different emotions and ask students to hold up [emotion cards](#L1emotionscards) describing what the character is feeling. This can provide a quick formative assessment of students’ ability to use the vocabulary to describe the characters.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as pointing to the correct emotion on the emotion anchor chart, gesturing, or making facial expressions to illustrate emotions. |
| Lesson Closing |
| Have students identify emotions felt by the character in the story with a partner or small group.   * + 1. Give each pair/group scenes (one or more) or a character from the text, and ask them to discuss what the monster is feeling using sentence frames, such as: “The monster feels \_\_\_\_\_”andcut up emotion words that they can glue in the blank. Alternatively, have students write or dictate the emotion word that fits the blank. This provides an opportunity to check for students’ ability to correctly match the word to the emotion.     2. Have groups/pairs hold up their assigned image or character and report out on the emotion.   1. Optional activities:      1. Have students use a different sentence frame (“The monster feels \_\_\_\_\_\_\_ because \_\_\_\_\_\_”),and provide them with a word bank to complete it. Please note that using the conjunction *because* is explicitly taught in subsequent lessons.      2. Provide additional practice with emotions words by having students create a “Monster me” drawing where they illustrate a situation that makes them feel *happy, sad, mad, scared,* or *excited.* Have students also use the sentence frame “I feel \_\_\_\_\_\_\_\_\_ when \_\_\_\_\_\_\_\_\_\_\_” to describe their drawing, gluing the correct emotion in the first blank and writing out the rest of the sentence. |

Lesson 2 Resources

* Emotion anchor chart
* Book anchor chart
* Sample sentence frames and words for identifying emotions **(**[**available below**](#L2sentframes)**)**

Sample Sentence Frames and Words for Identifying Emotions

“The monster feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

“The monster feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

“The monster feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

“The monster feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

happy sad mad excited scared

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| Lesson 3  **Day 3** | **Identifying Emotions with *To Be*** | **Estimated Time:** 60 minutes |

**Brief overview of lesson**: Students will learn about the verb *to be* and how it can be used to describe emotions. They will listen to the teacher read a new text about emotions and practice identifying characters’ emotions in the text. Students will be able to use what they learn in this lesson when recounting events and emotions later on in the unit. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of previously taught vocabulary.
* Ability to sit and listen quietly.

Ability to take turns.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to describe a character’s emotion using present tense forms of the verb *to be* and/or *to feel.* | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ application of learned language to identify and match appropriate emotions to [scenario cards.](#L3sampleimagesscenarios) * Formative: Assess students’ application of learned language to orally discuss their emotions/feelings with a peer using sentence frames, such as: “I am \_\_\_\_\_\_\_” and “I feel \_\_\_\_\_\_\_.” * Formative: Assess students’ application of learned language to orally discuss the emotions/feelings of characters in a story using sentence frames, such as:“The \_\_\_\_\_\_\_ feels \_\_\_\_\_\_\_” and/or “The \_\_\_\_\_\_\_ is \_\_\_\_\_\_.” * Formative: Assess students’ application of learned language and ability to recount key information from a story and to identify characters’ emotions by labeling images with the verbs *to be* and/or *to feel* and emotions vocabulary. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; reading grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally stating opinions. | Simple sentences in the past and present tense, such as: *\_\_\_ feels/is \_\_\_* and *I think \_\_\_ is/feels \_\_\_\_.* | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling*); topic-related verbs (*to be and to feel*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * This lesson focuses on using the verb *to be* to express emotions. Consider including the verb *to feel* and extending this lesson to provide practice with both verbs. * Please note that Lesson 4 will provide explicit instruction on pronouns. * Students may already have some familiarity with the words *is* and *am,* as these are common kindergarten sight words. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| * Students may think that all verbs follow the same pattern as *to be* and *to feel*. * Students may think that verbs are an optional part of a sentence. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to describe a character’s emotion using present tense forms of the verbs *to be* and/or *to feel.”* To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Review emotion vocabulary by having students identify emotions represented in images of common scenarios with a partner or a small group.      1. Show a [scenario card](#L3sampleimagesscenarios), and model how to scan an image for details or context clues about how the characters feel.      2. Give each group some scenario cards. Ask them to discuss the images and the emotions they think the images represent using the sentence frame “I think the boy/girl is \_\_\_\_\_\_\_\_ (emotion).” Then, ask them to match the appropriate [emotion card](#L1emotionscards) to the image, or have them label it. This provides a formative assessment of students’ ability to identify the appropriate emotion, orally discuss with peers, and look for context clues to determine a character’s emotion.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as viewing the scenario cards on a computer.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as pointing, gesturing, or using a computer.   * + 1. Ask students to report out to the class.     2. **Optional activity:** Model how to explain why the character in the image feels a certain way, and ask students to explain their own reasoning within their assigned scenarios. |
| During the Lesson |
| Introduce the verbs *to be* and/or *to feel.*   * + 1. Introduce the focus of the lesson. For example, say: “Today we are going to learn more words to help us to describe how we are feeling and to help us tell our stories. Today we will work with the verbs *to be* and *to feel.*”     2. Explain what the verb *to be* means.     3. Model how to create a sentence with the verb *to be*. Post or write a sentence with the verb, such as: “The monster **is** happy.” Write the verb in a different color. Read the sentence to students, pointing to each word.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as native language translations.  Model a second sentence for students, such as: “I **am** happy.” Explain the difference between *am* and *is.* Depending on students’ comfort with the verb *to be,* consider modeling a sentence with *are*.  Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as native language translations.  Model additional sentences related to the images students analyzed in the lesson opening. Write the sentences on the board, or have students help you create the sentences.  Consider introducing the verb *to feel*. Perform the same process used to introduce the verb *to be*.   * + 1. **Optional activity:** Depending upon students’ familiarity with verbs, consider expanding the discussion of verbs. Ask students what a verb is, and have them turn and talk to discuss it with a partner, then share with the whole class. Explain what a verb is. For example, say: “The verb is the action of the sentence. Today we will work with the verb *to be.*” Do a mini lesson on the use of *to be* and *to feel* in the present tense to talk about emotions. Create a verb anchor chart showing *to be* and *to feel* conjugated for student reference.   1. Provide opportunities for students to practice using the verb *to be* (and the verb *to feel*, if introduced). For example, have students tell a partner how they feel using sentence frames, such as: “I am \_\_\_\_\_\_\_” and “I feel \_\_\_\_\_\_\_.”      1. **Optional activity:** Have students report out to the whole class how their partner feels using sentence frames, such as: “\_\_\_\_\_ is \_\_\_\_\_\_” and “\_\_\_\_ feels \_\_\_\_\_.”(e.g., *Sally is happy. Sally feels happy.*).   2. Read a new story about emotions, such as *Mouse Was Mad* by Linda Urban.      1. Teach new emotion words related to the next text students will be exploring. Use the seven-step vocabulary teaching method used to introduce new terms in Lessons 1 and 2 or a similar strategy.      2. Preview the story by looking at the pictures. Ask students: “How do you think the mouse feels?” as you flip through images. Allow students to answer orally or hold up labeled [emotion cards](#L1emotionscards). Invite students to make predictions about the story.      3. Read the story. Pause periodically, and ask questions about characters’ emotions using sentence frames, such as: “The \_\_\_\_\_\_\_ feels \_\_\_\_\_\_\_” and/or “The \_\_\_\_\_\_\_ is \_\_\_\_\_\_.” This provides a formative assessment of students’ ability to use present tense forms of the verbs *to be* and *to feel*.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as listening to an audio recording of the book and/or showing a video such as “[Mouse Was Mad](https://www.youtube.com/watch?v=sdajTCRw8Ao).”  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as having students hold up labeled [emotion cards](#L1emotionscards) and using equity sticks to call on students to explain the identified emotion using provided sentence frames.   * + 1. **Optional activity:** Have students say why they said a particular character feels a certain way. |
| Lesson Closing |
| Have students practice identifying characters’ emotions by labeling an image or a character from the story with a partner or small group.   * + 1. Give each pair/group the image or assigned character.     2. Have students label the image with a cut-up emotion word or by writing out a sentence using a sentence frame such as: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_(character) \_\_\_\_\_\_\_\_(verb) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(emotion)” (e.g., “Mouse feels sad”). Alternatively, give students a completed sentence and a word bank, and have them circle the proper verb and the proper emotion; or give students the complete sentence cut up, so they can reorganize it and paste it down.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as oral dictation. |

Lesson 3 Resources

* Sample images for scenario cards **(**[**available below**](#L3sampleimagesscenarios)**)**

Sample Images for Scenario Cards



*http://www.graphicsfactory.com/clip-art/image\_files/tn\_image/2/1458742-tn\_kid-crying-over-his-dropped-ice-cream-cone-outline.jpg*



[*http://www.rgbstock.com/bigphoto/nDwP6hw/Girl+on+a+Swing*](http://www.rgbstock.com/bigphoto/nDwP6hw/Girl+on+a+Swing)



[*http://images.clipartpanda.com/bombardment-clipart-angry\_man.png*](http://images.clipartpanda.com/bombardment-clipart-angry_man.png)



*Copyright: <a href='http://www.123rf.com/profile\_funwayillustration'>funwayillustration /123RF Stock Photo</a>*

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| Lesson 4  **Day 4** | **Learning About Pronouns** | **Estimated Time:** 60 minutes |

**Brief overview of lesson**: Students will learn about pronouns. They will practice recalling key events from the story in Lesson 3 using emotion vocabulary and pronouns. This lesson will help students develop skills necessary for recounting their own narratives in the CEPA. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Familiarity with previously introduced emotions vocabulary.

Basic familiarity with the present tense forms of the verb *to be* (*am, is*).

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to identify characters with pronouns (*he, she*). | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ application of learned language to match appropriate pronouns to characters (orally, labeling, and/or in writing). | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; reading grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally retelling/recounting events from previously read narratives. | Simple sentences in past and present tense, such as: *\_\_\_ feels/is \_\_\_.* | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling, surprised, nervous*); topic-related verbs (*to be* and *to feel*); pronouns (*he, she, I*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Students may already have some familiarity with the pronouns *I, he,* and *she,* as they are common kindergarten sight words. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may think that they need to include every detail when retelling a story. * Students may think that pronouns are interchangeable. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to identify characters with pronouns (*he, she*).” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the focus of the lesson. For example, say: “Today we are going to learn more language to help us talk about our emotions and to tell our stories.”   2. Teach new emotions vocabulary: *surprised* and *nervous*.      1. Use the seven-step vocabulary teaching method used to introduce new terms in Lessons 1 and 2 or a similar strategy.      2. When reviewing vocabulary words and sharing what makes people feel certain emotions, highlight the variability of student responses to emotions. For example, what surprises one person may not surprise another. Also, explain how we can use images and words to try to better understand each other’s emotions, but each individual may feel differently about events in different contexts.   3. Show the book that was read in Lesson 3 and have students recall information about it.      1. Post the title of the book, its author, and a picture of the cover page on the book’s anchor chart.      2. Ask students: “What do you remember about this story?” Model how to recount or recall information about the story, and write the information on the anchor chart.      3. Have students first think about the question independently, then turn and talk with a partner, and then share with the whole class. Write down what students say, or add images of their responses to the anchor chart. This activity provides a formative assessment of students’ ability to use pronouns.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a student’s native language, drawing, gesturing, pointing, or acting out. |
| During the Lesson |
| Reread the story. Rereading reinforces students’ ability to recall details from the story.   * + 1. Place a check mark next to all the details written on the anchor chart that students remembered, in order to confirm what they recalled from the story. Add any additional details to the anchor chart omitted by students in the lesson opening.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as showing the video “[Mouse Was Mad](https://www.youtube.com/watch?v=sdajTCRw8Ao).”   * + 1. While reading, pause and have students hold up [emotion cards](#L1emotionscards) related to characters’ feelings. This provides a formative assessment of students’ understanding of the story and emotion vocabulary. Alternatively, ask students to share how characters are feeling using sentence frames, such as: “\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_” and “\_\_\_\_\_\_\_ feels \_\_\_\_\_\_\_.”   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as the use of native language, pointing, gesturing, or making facial expressions.  Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as acting out how characters feel and what characters do. For example, students could stomp when the bear stomps and make tumbling movements with their hands when the hedgehog rolls up.   * 1. Introduce pronouns with a mini-lesson. Depending upon students’ familiarity with pronouns, focus on *I/he/she* or include additional personal pronouns.      1. Explain what a pronoun is and what each pronoun refers to (e.g., “A pronoun is a word that we can use to talk about a person, place, or thing; *he* is used for a boy, and *she* is used for a girl*”*). Show visually supported [pronoun cards](#L4pronouncards) as you introduce each one.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as native language translations or total physical response.   * + 1. Practice using pronouns with the [scenario cards](#L3sampleimagesscenarios) from Lesson 3. Show the scenario card, and ask students to say whether they would use *he, she,* or *I* to talk about the person or thing in each scenario.     2. Have students go around the room and point to each other, saying *he* or *she* based on who they are referring to. Please note that in some cultures, pointing to others is considered disrespectful and/or offensive. |
| Lesson Closing |
| Revisit the book anchor charts for previously read stories. With the students’ help, change the characters’ names to pronouns. To elicit student responses, ask questions such as: “Which pronoun could we use here?”   * 1. Have students work with a partner to match images of characters and sentences containing characters’ names and feelings with sentences that include a pronoun and emotion word. Give pairs images of a character and matching sentences, such as: “Mouse is mad.” Then ask them to change the name of the character to the appropriate pronoun and rewrite the sentence using the following sentence frame: *\_\_\_\_\_\_\_\_(pronoun) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (emotion)* (e.g., *“*The mouse is mad” 🡪 “He is mad”). Alternatively, have students circle the correct pronoun or give students scrambled sentences to reorganize.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/) such as orally stating responses, pointing to the proper [pronoun card](#L4pronouncards), or matching images and sentences to the proper pronoun card. |

Lesson 4 Resources

* Pronoun cards **(**[**available below**](#L4pronouncards)**)**

Pronoun Cards

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| I Girl pointing to herself https://us.fotolia.com/id/114976640# |
| You |
| He Boy <http://images.clipartpanda.com/boy-20clip-20art-dT8dG4ETe.jpeg> |
| She Girl 2http://cliparts.co/cliparts/pTq/K6k/pTqK6koGc.svg |

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| Lesson 5  **Day 5** | **Practicing Learned Language** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will practice and apply language they have learned so far. Students will also begin to work with sequencing a story. This will be useful to students as they begin to learn about retelling stories. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to use previously introduced vocabulary and language (emotion words, pronouns, *to be*).

Ability to listen quietly and take turns.

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| **LESSON FOUNDATION** | | | |
| **Unit-level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to recount a story and describe how the characters felt using *to be*, and/or *to feel*, pronouns, and emotion words. | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ application of all learned language during whole group discussions. * Formative: Assess students’ application of learned language to recount the story of *The Kissing Hand.* | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; reading grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally retelling/recounting events from previously read narratives; orally stating characters’ emotions. | Simple sentences in the past and present tense, such as: *\_\_\_ feels/is \_\_\_.* | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling, surprised, nervous*); topic-related verbs (*to be* and *to feel*); pronouns (*he, she, I*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Depending upon students’ comfort with the present tense forms of *to be* and *to feel*, consider incorporating past tense forms of these verbs. Use the past tense forms of these verbs (*was, felt*) throughout the lesson, and explicitly teach them to students. * Use the results of formative assessments to inform instruction, and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| Students may think that pronouns and/or emotion words are interchangeable. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to recount a story and describe how the characters felt using *to be* and/or *to feel*, pronouns, and emotion words.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Review language introduced so far (pronouns, emotions words, *to be,* and *to feel* [if introduced]) with a game, such as the one described below:      1. Write the target language on Post-Its or index cards. Consider including an image as well. Hide these Post-Its or index cards around the room before students come into class.      2. When the students come in, review the list of words, pronouns, and verbs introduced.      3. Give students a time frame, such as 5–10 minutes, and tell students that they have to find as many of the words, pronouns, and verbs as possible. Allow students to search the room and collect the Post-Its or cards.      4. Once time is called, have students share with a partner what they found. Students will place the Post-Its or cards on the board next to the corresponding word, pronoun, or verb. As students place the Post-It or card, have students say the word, pronoun, or verb.      5. **Optional activity:** Have students use the word in a sentence, such as: “I am happy.” You may wish to model this for students with a few examples.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as working at their desks and sorting the words, pronouns, and verbs. |
| During the Lesson |
| Read a new story highlighting emotions, such as *The Kissing Hand* by Audrey Penn.   * + 1. Introduce the story. Tell students that the story is about Chester the Raccoon’s very first day of school.     2. Ask students to think about their first day of school—how they felt at the beginning of the day and how they felt at the end of the day—to help them see how feelings can change over time. Making personal connections helps students empathize with Chester, the main character.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as pointing, gesturing, acting out, drawing, or describing their ideas.   * + 1. Preview the story by looking at the pictures. While flipping through the images, ask students: “How do you think Chester feels?” Have students answer orally or hold up [emotion cards](#L1emotionscards). Draw parallels to what students shared about their first day of school.     2. Provide a focus for reading. Tell students to focus on the order, or sequence, of events while you read so they can tell the story in order afterwards.     3. Read the story, pausing to ask questions about Chester’s emotions or his mother’s emotions. Model how to do so first, using sentence frames, such as: “He/she is \_\_\_\_\_” and/or “He/she feels \_\_\_\_\_.” Then ask students to share using the same sentence frames.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as holding up emotion cards and saying the emotion word, gesturing, or sharing with a partner before sharing with the whole class. Teacher Tip: providing students with the opportunity to do a quick turn-and-talk about the characters’ emotions can promote oral discussion.   * 1. Practice recalling information from the text.      1. Prepare a piece of chart paper with the title, author, and image of the book cover, and post it where all students can see it.      2. Ask students to think about how Chester felt at the beginning of the story using sentence frames, such as: “He is \_\_\_\_\_” and/or “He feels \_\_\_\_\_.” Have them first think about the question independently, then turn and talk with a partner, and then share with the whole class. This provides a formative assessment of students’ ability to use pronouns, *to be* and *to feel*, and emotions vocabulary.      3. Add these examples to the anchor chart, color-coding verbs and emotions to show students proper word order.      4. Continue prompting student recall for how Chester felt in the middle of the story and how he felt in the end, drawing parallels with students’ first day of school. |
| Lesson Closing |
| Have students discuss how Chester feels in pairs or small groups.   * + 1. Give each pair/group three images from the story, and have them discuss how Chester is feeling in each image using pronouns, *to be* or *to feel*, and emotions vocabulary. Provide sample sentence frames for students to use. As students are discussing, circulate around the room, listening and checking for student use of target language.     2. Next have students label images with emotion cards, phrases, and/or simple sentences. Alternatively, have students circle the correct form of the verb in a prepared sentence, fill in the blank, or rearrange scrambled sentences.     3. After students have labeled the images, have students place the images in the proper order. Then ask pairs or groups to recount the story using the sequenced images. |

Lesson 5 Resources

* Anchor chart
* Emotion cards with images and words depicting *happy, sad, excited, nervous, brave, scared, proud, surprised, confused, mad* **(**[**basic set available above**](#L1emotionscards)**)**
* Suggested text: *The Kissing Hand* by Audrey Penn
* Color-coded sentences using the verbs *to be* and *to feel*
* Pronoun cards from Lesson 4 **(**[**available above**](#L4pronouncards)**)**
* Images from the text and/or images of characters from the text
* Chart paper

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| Lesson 6  **Day 6** | **Learning to Elaborate** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will learn about elaborating, the word *because*, and how they can be use it to elaborate. Then they will use it to elaborate on why they feel a certain way. Students will also revisit the text from Lesson 5 to recall key events, state how characters feel, and elaborate about why they think a character felt a certain way using *because.* This lesson will help students learn how to expand on ideas and provide evidence to support their opinions or statements. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Ability to use previously introduced vocabulary and language (emotion words, pronouns, *to be*).

Ability to listen quietly and take turns.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly.  CCSS.ELA-Literacy.W.K.3—Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and provide a reaction to what happened. | |
| **Language Objective** | | **Essential Questions** Addressed in the lesson | |
| Students will be able to state how a character feels and elaborate about why the character feels this way using the word *because*. | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ application of learned language to elaborate on their own emotions, the emotions of a peer, and the emotions of characters during oral discussions. * Formative: Assess students’ application of learned language to label images. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; reading grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally retelling/recounting events from previously read narratives; orally stating characters’ emotions and elaborating with limited detail. | Simple sentences in the past and present tense, such as: *\_\_\_ feels/is \_\_\_*; complex sentences with *because* (*\_\_\_ feels/is \_\_\_ because \_\_\_\_*). | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling, surprised, nervous*); topic-related verbs (*to be* and *to feel*); pronouns (*he, she, I*); *because*. |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| * Students may think they need to include every detail when retelling a story. * Students may think that elaborating just means to talk more. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to state how a character feels and elaborate about why the character feels this way using the word *because*.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the lesson. For example, say: “Today we are going to practice using language to elaborate on how we are feeling and how characters in a story are feeling. We are going to start by telling each other how we are feeling.”      1. Model for students how to explain how they feel. For example, say: “I am happy.”      2. Have students practice telling a peer how they feel. Do not provide sentence frames to see what students have learned and can apply independently.      3. Tell students that often people want to give more details about how they are feeling, like why they feel a certain way. Introduce the conjunction *because* as a word that can be used to provide elaboration.      4. Practice elaborating by modeling how to use *because* to give more details about why you feel a certain way. For example, say: “Now we will practice telling each other how we are feeling and why. I am happy because we are together.” |
| During the Lesson |
| Provide opportunities for students to practice elaborating with a partner using a sentence frame, such as: “I am \_\_\_\_ because \_\_\_\_.”   * + 1. Have students take turns stating how they feel and why. By sharing with a peer, students are able to begin to empathize with others and cultivate the building blocks of an academic conversation.     2. Ask students to share how their partner is feeling. This provides an opportunity to check pronoun use, use of the word *because,* and emotion vocabulary. Remove the scaffold of sentence frames and word banks to see what has transferred, if appropriate.     3. **Optional activity:** Ask students to draw and or write how they are feeling and why.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as use of a computer, drawing, or describing. Note that having students discuss how they are feeling and why they are feeling a certain way first helps to personalize the learning for students.   * 1. Reread *The Kissing Hand.*      1. Before reading, ask students to focus on why Chester feels the way he does.      2. Read, pausing to ask questions such as: “How does Chester feel? Why is Chester scared? Why does Chester feel loved?” Model how to answer the first question using a sentence frame, such as: “He feels \_\_\_\_\_ because \_\_\_\_\_\_.”      3. Keep reading, and pause again to ask a new question. Have students first think about each question independently, then turn and talk with a partner using the sentence frame provided, and then share with the whole class. This provides a formative assessment of students’ ability to use pronouns, emotions vocabulary, *to be* and *to feel*, and *because*. Using turn-and-talks during the rereading of the story provides an additional method of formative assessment. |
| Lesson Closing |
| Have students look at sequenced images they created in Lesson 5.   * + 1. Have pairs or small groups orally discuss what emotion Chester feels in each scene and why, using sentence frames such as: ”He is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_” or “He feels \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_.” Then invite students to share with the whole class.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using [emotion cards](#L1emotionscards), pointing to the right emotion on the emotion anchor chart, and/or gesturing.   * + 1. As a class, discuss how Chester’s emotions changed over time and why.     2. **Optional activity:** Have students work individually with an additional image from the story, such as an image of Chester’s mother. Ask them to describe how the character feels and why using previously introduced sentence frames.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as orally describing how she is feeling, labeling with an emotion card, or writing. |

Lesson 6 Resources

* Anchor chart
* Emotion cards with images and words depicting *happy, sad, excited, nervous, brave, scared, proud, surprised, confused, mad* **(sample** [**available above**](#L1emotionscards)**)**
* The text that was read during the previous lesson, such as “The Kissing Hand” by Audrey Penn
* Chart paper
* Color-coded sentences using the verbs *to be* and *to feel*
* Pronoun cards from Lesson 4 **(**[**available above**](#L4pronouncards)**)**
* Images from the text and/or images of characters from the text

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| Lesson 7  **Day 7** | **Gathering Information by Asking Questions (Language Checkpoint, Part 1)** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will begin learning about questions with *who* and *where*. Students will read a new story and practice asking and answering *who* and *where* questions about it. Finally, students begin reviewing language learned throughout the unit in centers. This lesson will help students develop building blocks needed to discuss by inquiring. It is part of a series of three lessons that serve as the unit’s language checkpoint. The lesson’s individual center work will help teachers assess student progress in relation to the unit’s Focus Language Goals. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of language introduced so far (emotions, pronouns, *to be, to feel*, etc.).
* Basic understanding of what it means to elaborate and how to use *because* to elaborate.

Ability to describe how a character feels based on information and images from text.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.L.K.1.d—Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).  CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. | |
| **Language Objectives** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to answer *who* and/or *where* questions about a text.  Students will be able to explain and discuss emotions and characters from previously read stories using academic language learned so far in the unit (e.g., verbs, pronouns, and content-specific language). | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ application of learned language to answer who and/or where questions during whole class and pair/small group work. * Formative: Assess students’ application of all language learned in the unit (e.g., identifying and describing emotions, recounting key information from a story, pronouns, the verbs *to be* and *to feel*)during center work. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; reading grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally retelling/recounting events from previously read narratives; orally stating characters’ emotions and elaborating with limited detail; asking and answering questions with limited elaboration. | Simple sentences in the past and present tense, such as: *\_\_\_ feels/is \_\_\_*; complex sentences with *because* (*\_\_\_ feels/is \_\_\_ because \_\_\_\_*); questions. | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling, surprised, nervous*); topic-related verbs (*to be* and *to feel*); pronouns (*he, she, I*); *because*; *wh-* question words (*who, where*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * The use of centers in this lesson gives the opportunity to assess students’ learning up to this point. This lesson and the following two lessons serve as the language checkpoint for the unit, measuring student progress in relation to the Focus Language Goals. * Instruction about question words is divided over three days to provide ample language practice. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

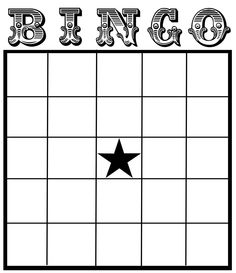
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Some students may be uncomfortable asking and answering questions. * Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| * Students may think that question words are interchangeable. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objectives: “Students will be able to answer *who* and/or *where* questions about a text” and “Students will be able to explain and discuss emotions and characters from previously read stories using academic language learned so far in the unit.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Begin with a quick review of emotion vocabulary using a game, such as bingo. Prepare bingo cards with images, words, or a combination of the two. When calling out an emotion, hold up an [emotion card](#L1emotionscards). |
| During the Lesson |
| Introduce the lesson. For example, say: “Today we are going to learn more language to help us discuss how someone is feeling. We are going to learn question words to help us get more information. Today we will work with two question words: *who* and *where.*”   * 1. Teach the question words *who* and *where*. Depending upon students’ familiarity with question words, you may wish to focus on only one question word.      1. Explain what a question is and give examples of questions used already in the unit, such as: “How does Chester feel?” Begin a question anchor chart.   Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as asking students to think about and share what they know about the question word. This may include a definition, an example of the question word, and/or an example of how to answer a question with a specific question word.   * + 1. Explain what the word *who* means in a question. For example, say: “If we ask *who,* we are asking what person. We answer a *who* question by saying the name of a person. For example, if I say, ‘Who feels happy?’ I could answer, ‘*I* feel happy.’” Add the definition and examples of *who* questions and answers to the anchor chart.     2. Explain what the word *where* means in a question. For example, say: “When we ask *where,* we are asking what location. The answer to a *where* question is a place. For example, if I say, ‘Where are we?’ you can say ‘We are in *school.*’” Add the definition and examples of *who* questions and answers to the anchor chart.   1. Practice the words *who* and/or *where* by holding up books previously read in class. Ask questions, such as: “Who was the main character in this book? Who is this story about? Where did \_\_\_\_ happen? Where did this story take place?”   2. Read a new story, such as *Chester the Brave* by Audrey Penn.      1. Preview the story by flipping through the pages. Ask students prediction questions such as: “How do you think Chester feels in this picture? Why do you think Chester feels \_\_\_\_\_\_\_?”      2. Read the story. Consider adapting the story based on students’ language proficiency levels. While reading, pause and ask *who* and/or *wher*e questions about the text, such as: “Who is too scared? Who is telling the story? Where is Chester? Where is the owl?” Ask other related questions, such as: “How is Chester feeling? Why is Chester scared?”After each question, have students share their answers with a partner before sharing as a class.      3. **Optional activity:** Have students practice asking and answering *who* and/or *where* questions about Chester with a partner. |
| Lesson Closing |
| Have students work through centers independently. Make sure to allow for sufficient time to complete center work. Note that the centers can be adapted to meet the needs of various classroom settings. Consider using multiple centers, or select a single center to focus on. If using only one center, it is recommended that you use a different center each day for Lessons 7–9. The lesson’s individual center work helps you assess students’ progress in relation to the unit’s Focus Language Goals.   * 1. Suggested centers and descriptions are provided below:      1. Matching characters/images and emotion words: Students are provided with images of characters from the stories they have read in class. They are to match the character with the proper emotion he or she is displaying. This is a formative assessment of students’ ability to properly identify and use unit vocabulary. **Optional activity:** Have students label images by writing or pasting in the appropriate question word.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as matching the character with an [emotion card](#L1emotionscards) with only an image, an emotion card with an image and a word, or an emotion card with a word only.   * + 1. Listening center: Students listen to an audio version of a previously read text while looking at the book. Sample audio of the stories introduced in the unit are: “[Kindergarten Read Aloud Chester the Brave](https://www.youtube.com/watch?v=cUR0XMLT58E)”; “[Mouse Was Mad](https://www.youtube.com/watch?v=sdajTCRw8Ao)”; and “[NOOK Online Storytime: The Kissing Hand](https://www.youtube.com/watch?v=0URlsHiPy10).”     2. [Emotion graphic organizer](#L7emotiongraphorg): Students use a graphic organizer to illustrate each emotion. They draw something that makes them feel the specified emotion, write an example, or orally dictate an example.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer with a text-to-speech reader if appropriate.   * + 1. Pronoun match: Students match characters from previously read texts to the proper pronoun using [pronoun cards](#L4pronouncards) from previous lessons.     2. Complete the sentence: Students fill in a sentence starter blank, circle the proper verb or pronoun, or rearrange scrambled sentences.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as completing the sentences orally. |

Lesson 7 Resources

* Questions anchor chart
* Text dealing with emotions, such as *Chester the Brave* by Audrey Penn
* Center materials:
* Center 1: images/characters from previously read texts and emotion cards (sample [**available above**](#L1emotionscards))
* Center 2: audio of stories previously introduced, equipment for listening (headphones, computer, etc.)
* Center 3: emotion graphic organizer ([**available below**](#L7emotiongraphorg)), paper, crayons, or coloring pencils
* Center 4: characters/images from previously read texts and pronoun cards from Lesson 4 ([**available above**](#L4pronouncards))
* Center 5: scrambled sentences or sentence starters with blanks and word bank
* Emotion word bingo cards **(template** [**available below**](#L7bingo)**; online bingo card generator available at** [**ESLActivities.com**](http://www.eslactivities.com/bingo.php)**)**

Bingo Card Template



<https://s-media-cache-ak0.pinimg.com/236x/6f/4c/ab/6f4cab8cbf31c6e28323dcd69d050efd.jpg>

Emotion Graphic Organizer

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| **Happy** | **Sad** |
| **Mad** | **Scared** |
| **Excited** | **Surprised** |
| **Nervous** |  |

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| Lesson 8  **Day 8** | **Gathering Information by Asking Questions (Language Checkpoint, Part 2)** | **Estimated Time:** 60 Minutes |

**Brief overview of lesson:** Students will continue learning about questions. They will practice answering *what* and *when* questions about the story introduced in Lesson 7. This lesson will help students develop the building blocks needed to discuss by inquiring. Additionally, the lesson serves as part of the language checkpoint (Lessons 7–9), giving teachers an opportunity to assess student progress in relation to unit Focus Language Goals as students work independently through centers. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of language introduced so far (emotions, pronouns, *to be, to feel*, etc.).
* Basic understanding of what it means to elaborate and how to use *because* to elaborate.

Ability to describe how a character feels based on information and images from text.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.RL.K.2—With prompting and support, retell familiar stories, including key details.  CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. | |
| **Language Objectives** | | **Essential Questions** **Addressed in the Lesson** | |
| Students will be able to answer *what* and/or *when* questions about a text.  Students will be able to explain and discuss emotions and characters from previously read stories using academic language learned so far in the unit (e.g., verbs, pronouns, and content-specific language). | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ application of learned language to answer *what* and/or *when* questions. * Formative: Assess students’ application of all language learned in the unit (e.g., identifying and describing emotions, recounting key information from a story, pronouns, verbs such as *to be* and *to feel*)during center work. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; reading grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally retelling/recounting events from previously read narratives; orally stating characters’ emotions and elaborating with limited detail; asking and answering questions with limited elaboration. | Simple sentences in the past and present tense, such as: *\_\_\_ feels/is \_\_\_*; complex sentences with *because* (*\_\_\_ feels/is \_\_\_ because \_\_\_\_*); questions. | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling, surprised, nervous*); topic-related verbs (*to be* and *to feel*); pronouns (*he, she, I*); *because*; *wh-* question words (*who, where, what, when*). |
| **Instructional Tips/Strategies/Suggestions** **for Teacher** | | | |
| * The use of centers in this lesson gives the opportunity to assess students’ learning up to this point. This lesson, the previous lesson, and the following lesson serve as the language checkpoint for the unit, measuring student progress in relation to the Focus Language Goals. * Instruction about question words is divided over three days to provide ample language practice. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. * Some students may be uncomfortable asking and answering questions. |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| * Students may think that question words are interchangeable. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objectives: “Students will be able to answer *what* and/or *when* questions about a text” and “Students will be able to explain and discuss emotions and characters from previously read stories using academic language learned so far in the unit.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Begin with a quick review of emotion vocabulary with a game, such as bingo. Prepare bingo cards with images, words, or a combination of the two. If bingo cards with images were used in Lesson 7, use bingo cards with words. An alternative could be verb bingo or pronoun bingo. When calling out an emotion, hold up an [emotion card.](#L1emotionscards)   2. **Alternate lesson opening activities:**      1. Play pronoun bingo or bingo with *to be* and *to feel.*      2. Play music, stop at different times, and say an emotion when the music stops. Tell students to act out, make facial expressions for, point to, or hold up the appropriate [emotion card](#L1emotionscards). Continue to play and pause music until all emotions have been reviewed. |
| During the Lesson |
| Introduce the lesson. For example, say: “Today we are going to learn more language to help us discuss how someone is feeling. We are going to learn question words to help us get more information. Today we will work with two question words: *when* and *what.*”   * 1. Teach the question words *who* and *where* with a question anchor chart that contains each question word and an image illustrating it. Depending upon students’ familiarity with question words, consider focusing on only one question word.      1. Review what a question is and give examples of questions. Revisit the question anchor chart started in Lesson 7.   Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as asking students to think about and share what they know about the question word. This can include a definition, an example of the question word, and/or an example of how to answer a question with a specific question word.   * + 1. Introduce *when*. For example, say:“If I ask *when,* I ask what time. We answer a *when* question by saying a time. For example, if I ask ‘When do we have gym?’ you can answer, ‘We have gym *after lunch*.” Add the definition and examples of *when* questions and answers to the anchor chart.     2. Introduce *what*. For example, say: “When we ask *what,* we ask someone to describe something. The answer to a *what* question is a description. For example, if I say, ‘What are we learning today?’ you can answer, ‘We are learning question words.’ If I ask, ‘What color is the book?’ you can answer, ‘The book is blue.’” Add the definition and examples of *what* questions and answers to the anchor chart.   1. Practice questions with *when* and *what* by reviewing stories previously read in class.      1. Hold up each book and ask questions, such as: “When did Chester feel loved in this book? When did the story take place? What did Chester’s mother do to make Chester feel better? What did Chester do before going to school?”      2. Reread *Chester the Brave.* Modify and/or adapt the text while reading, if needed, or use another text. While reading, pause to ask students *when* and *what* questions to review the text, such as: “When was Chester afraid? When did Chester feel brave? What was Chester afraid of?” Give students sentence frames, visuals, and/or word banks to respond, and allow them to share with a partner before sharing with the class.      3. **Optional activity:** Have students practice asking and answering *when* and *what* questions about *Chester the Brave* with a partner.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as a read aloud video of *Chester the Brave* (see “[Kindergarten Read Aloud Chester the Brave](https://www.youtube.com/watch?v=cUR0XMLT58E)”). Students could watch the video in a video viewing station where they can pause and ask clarifying questions as needed.   * 1. Have students practice identifying emotions and elaborating.      1. Give each pair three or four images from the text, and ask them to discuss how Chester is feeling in each image using sentence frames, such as: “Chester feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” or “He is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” As students are discussing, check for student use of *to be*, *to feel,* and emotions vocabulary.      2. Have students label the images with the proper emotions using emotion cards, phrases, and/or simple sentences in the present tense. Alternatively, have students circle the proper emotion or rearrange scrambled sentences.      3. Ask students to sequence labeled images in the proper order, pasting them onto a piece of paper. While students are working, circulate and offer process-based feedback.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer, working individually, or working with a partner.   * + 1. Have students report out to the class. To expand students’ thinking, consider asking them to explain why they think Chester felt each emotion. |
| Lesson Closing |
| Have students work through centers independently. Make sure to allow for sufficient time to complete center work. Please note that the centers can be adapted to meet the needs of various classroom settings. Consider using multiple centers, or select a single center to focus on. If using only one center, it is recommended that you use a different center each day for Lessons 7–9. The lesson’s individual center work helps you assess students’ progress in relation to the unit’s Focus Language Goals.   * 1. Suggested centers and descriptions are provided below:      1. Matching characters/images and emotion words: Students are provided with images of characters from the stories they have read in class. They are to match the character with the proper emotion he or she is displaying. This is a formative assessment of students’ ability to properly identify and use unit vocabulary. **Optional activity:** Have students label images by writing or pasting in the appropriate question word.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as matching the character with an [emotion card](#L1emotionscards) with only an image, an emotion card with an image and a word, or an emotion card with a word only.   * + 1. Listening center: Students listen to an audio version of a previously read text while looking at the book. Sample audio of the stories introduced in the unit are: “[Kindergarten Read Aloud Chester the Brave](https://www.youtube.com/watch?v=cUR0XMLT58E)”; “[Mouse Was Mad](https://www.youtube.com/watch?v=sdajTCRw8Ao)”; and “[NOOK Online Storytime: The Kissing Hand](https://www.youtube.com/watch?v=0URlsHiPy10).”     2. [Emotion graphic organizer](#L7emotiongraphorg): Students use a graphic organizer to illustrate each emotion. They draw something that makes them feel the specified emotion, write an example, or orally dictate an example.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer with a text-to-speech reader if appropriate.   * + 1. Pronoun match: Students match characters from previously read texts to the proper pronoun using [pronoun cards](#L4pronouncards) from previous lessons.     2. Complete the sentence: Students fill in a sentence starter blank, circle the proper verb or pronoun, or rearrange scrambled sentences.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as completing the sentences orally.   * + 1. Questions: The teacher can work individually with students, asking *who, what, where,* and *when* questions about stories read in class. Students can answer the questions orally. |

Lesson 8 Resources

* Questions anchor chart
* Text dealing with emotions, such as *Chester the Brave* by Audrey Penn
* Center materials:
* Center 1: images/characters from previously read texts and emotion cards **(sample** [**available above**](#L1emotionscards)**)**
* Center 2: audio of stories previously introduced, equipment for listening (headphones, computer, etc.)
* Center 3: emotion graphic organizer **(**[**available above**](#L7emotiongraphorg)**)**, paper, crayons, or coloring pencils
* Center 4: characters/images from previously read texts and pronoun cards from Lesson 4 **(**[**available above**](#L4pronouncards)**)**
* Center 5: scrambled sentences or sentence starters with blanks and word bank
* Center 6: list of *who, what, where,* and *when* questions about stories read in class
* Emotion word bingo cards **(template** [**available above**](#L7bingo)**; online bingo card generator available at** [**ESLActivities.com**](http://www.eslactivities.com/bingo.php)**)**

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| Lesson 9  **Day 9** | **Gathering Information by Asking Questions (Language Checkpoint, Part 3)** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will continue learning about questions. They will practice answering *why* questions about a new story. This lesson will help students develop the building blocks needed to discuss by inquiring. Additionally, the lesson serves as part of the language checkpoint (Lessons 7–9), giving teachers an opportunity to assess student progress in relation to unit Focus Language Goals as students work independently through centers. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of language introduced so far (emotions, pronouns, *to be, to feel,* question words).
* Basic understanding of what it means to elaborate and how to use *because* to elaborate.

Ability to describe how a character feels based on information and images from text.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.L.K.1.d—Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).  CCSS.ELA-Literacy.RL.K.2—With prompting and support, retell familiar stories, including key details.  CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. | |
| **Language Objectives** | | **Essential Questions** **Addressed in the Lesson** | |
| Students will be able to answer *why* questions about a text using *because*.  Students will be able to explain and discuss emotions and characters from previously read stories using academic language learned so far in the unit (e.g., verbs, pronouns, and content-specific language). | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ application of learned language to answer *why* questions with the conjunction *because.* * Formative: Assess students’ application of all language learned in the unit (e.g., identifying and describing emotions, recounting key information from a story, pronouns, verbs such as *to be and to feel)* during center work. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; reading grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally retelling/recounting events from previously read narratives; orally stating characters’ emotions and elaborating with limited detail; asking and answering questions with limited elaboration. | Simple sentences in the past and present tense, such as: *\_\_\_ feels/is \_\_\_*; complex sentences with *because* (*\_\_\_ feels/is \_\_\_ because \_\_\_\_*); questions. | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling, surprised, nervous*); topic-related verbs (*to be* and *to feel*); pronouns (*he, she, I*); *because*; *wh-* question words (*who, where, what, when, why*). |
| **Instructional Tips/Strategies/Suggestions** **for Teacher** | | | |
| * Depending upon students’ familiarity with question words, you may wish to include *why* in a previous lesson and use today as additional practice with all of the question words. * The use of centers in this lesson gives the opportunity to assess students’ learning to this point. This lesson and the previous two lessons serve as the language checkpoint for the unit, measuring student progress in relation to the Focus Language Goals. * Instruction about question words is divided over three days to provide ample language practice. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| Students may think that question words are interchangeable. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objectives: “Students will be able to answer *why* questions about a text using *because*.” and “Students will be able to explain and discuss emotions and characters from previously read stories using academic language learned so far in the unit.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Begin with a quick review of emotion vocabulary with a game, such as bingo. Prepare bingo cards with images, words, or a combination of the two. If bingo cards with images were used in Lessons 7 or 8, use bingo cards with words. An alternative could be verb bingo or pronoun bingo. When calling out an emotion, hold up an [emotion card.](#L1emotionscards)   2. **Alternative opening activity:** Review question words with an online game such as: “[Question Words – What, where, who, why, when, which, how, Grammar Activity](http://www.eslgamesplus.com/question-words-what-where-who-why-when-which-how-grammar-activity/).**”** |
| During the Lesson |
| Introduce the lesson. For example, say: “Today we are going to learn more language to help us discuss how someone is feeling. We are going to learn question words to help us get more information. Today we will work with the question word *why.*”   * 1. Teach the word *why* with a question anchor chart that contains each question word and an image illustrating it.      1. Review what a question is and give examples of questions. Revisit the question anchor charts from Lessons 7 and 8.   Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as asking students to think about and share what they know about the question word. This can include a definition, an example of the question word, and/or an example of how to answer a question with a specific question word   * + 1. Introduce *why*. For example, say: “If we ask *why,* we are asking the reason something happened or the reason someone feels a certain way. We answer a *why* question by stating a reason for something. For example, if I ask, ‘Why are you excited?’ you can answer, ‘I am excited because we are reading a new book.’” Add the definition and examples of *why* questions and answers to the anchor chart.   1. Practice answering *why* questions by holding up the book from Lesson 8 and asking: “Why is \_\_\_\_(character) \_\_\_\_(emotion)?”Alternatively, ask questions about other previously read stories.   2. Read a new book about emotions such as *Bernice Gets Carried Away* by Hannah E Harrison.      1. Preview the book by flipping through the book and asking prediction questions, such as: “How do you think Bernice feels? Why do you think Bernice is mad?”      2. Read the story, pausing periodically to ask students to discuss with a partner how Bernice is feeling and why.      3. Stop and have the students turn and talk. Students can discuss how Bernice is feeling and why. Alternatively, finish the story, and then give students an image from the story and have them describe how Bernice is feeling and why.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as having students respond orally, in writing, or by labeling the image with a word or [emotion card](#L1emotionscards). |
| Lesson Closing |
| Have students work through centers independently. Make sure to allow for sufficient time to complete center work. Please note that the centers can be adapted to meet the needs of various classroom settings. Consider using multiple centers, or select a single center to focus on. If using only one center, it is recommended that you use a different center each day for Lessons 7–9. The lesson’s individual center work helps you assess students’ progress in relation to the unit’s Focus Language Goals.   * 1. Suggested centers and descriptions are provided below:      1. Matching characters/images and emotion words: Students are provided with images of characters from the stories they have read in class. They are to match the character with the proper emotion he or she is displaying. This is a formative assessment of students’ ability to properly identify and use unit vocabulary. **Optional activity:** Have students label images by writing or pasting in the appropriate question word.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as matching the character with an [emotion card](#L1emotionscards) with only an image, an emotion card with an image and a word, or an emotion card with a word only.   * + 1. Listening center: Students listen to an audio version of a previously read text while looking at the book. Sample audio of the stories introduced in the unit are: “[Kindergarten Read Aloud Chester the Brave](https://www.youtube.com/watch?v=cUR0XMLT58E)”; “[Mouse was Mad](https://www.youtube.com/watch?v=sdajTCRw8Ao)”; and “[NOOK Online Storytime: The Kissing Hand](https://www.youtube.com/watch?v=0URlsHiPy10).”     2. [Emotion graphic organizer](#L7emotiongraphorg): Students use a graphic organizer to illustrate each emotion. They draw something that makes them feel the specified emotion, write an example, or orally dictate an example.   Provide [options for physical action,](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/) such as using a computer with a text-to-speech reader if appropriate.   * + 1. Pronoun match: Students match characters from previously read texts to the proper pronoun using [pronoun cards](#L4pronouncards) from previous lessons.     2. Complete the sentence: Students fill in a sentence starter blank, circle the proper verb or pronoun, or rearrange scrambled sentences.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as completing the sentences orally.   * + 1. Questions: The teacher can work individually with students, asking *who, what, where,* and *when* questions about stories read in class. Students can answer the questions orally. |

Lesson 9 Resources

* Questions anchor chart
* Text dealing with emotions, such as *Chester the Brave* by Audrey Penn
* Center materials:
* Center 1: images/characters from previously read texts and emotion cards **(sample** [**available above**](#L1emotionscards)**)**
* Center 2: audio of stories previously introduced, equipment for listening (headphones, computer, etc.)
* Center 3: emotion graphic organizer **(**[**available above**](#L7emotiongraphorg)**)**, paper, crayons, or coloring pencils
* Center 4: characters/images from previously read texts and pronoun cards from Lesson 4 **(**[**available above**](#L4pronouncards)**)**
* Center 5: scrambled sentences or sentence starters with blanks and word bank
* Center 6: list of *who, what, where,* and *when* questions about stories read in class
* Emotion word bingo cards **(template** [**available above**](#L7bingo)**; online bingo card generator available at** [**ESLActivities.com**](http://www.eslactivities.com/bingo.php)**)**

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| Lesson 10  **Day 10** | **Sequencing Events Using *First, Next, Then,* and *Finally* (Part 1)** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will begin to develop an understanding of sequencing. They will learn about sequencing words such as *first, next,* and *finally.* Students will first practice sequencing events of a familiar activity, then work collaboratively to sequence a previously read text. This lesson helps students develop essential skills needed to recount a story in their CEPA. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of language introduced so far (emotions, pronouns, *to be, to feel,* question words).
* Basic understanding of what it means to elaborate and how to use *because* to elaborate.

Ability to describe how a character feels based on information and images from text.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to sequence events in a story using *first, next, then,* and *finally*. | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ application of learned language during participation in sequencing activities. * Formative: Assess students’ application of learned language to sequence events from texts introduced in previous lessons and to recount the story. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; reading grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally retelling/recounting events using sequencing words; orally stating characters’ emotions and elaborating with limited detail; asking and answering questions with limited elaboration. | Simple sentences in the past and present tense, such as: *\_\_\_ feels/is \_\_\_*; complex sentences with *because* (*\_\_\_ feels/is \_\_\_ because \_\_\_\_*); questions. | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling, surprised, nervous*); topic-related verbs (*to be* and *to feel*); pronouns (*he, she, I*); *because*; *wh-* question words (*who, where, what, when*); sequencing words (*first, next, then, finally*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| Students may think that there is no particular order to stories and that they can start retelling a story with any event, not necessarily the first one. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to sequence events in a story using *first, next, then,* and *finally*.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the lesson. For example, say: “Today we are going to continue to learn language that can help us to discuss how someone is feeling and that can help us to tell our stories. Let’s begin by looking at some pictures and putting them in the proper order.”      1. Project four images of an everyday activity, such as [baking a cake](#L10everydayactv), to be sequenced. Starting with images of common activities helps students learn about sequencing with a known topic.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as having students view the images on a computer or giving students printed versions of the images.   * + 1. Ask students to put the images in order individually or with a partner or small group. While students are working, circulate and offer specific feedback on student sequencing.     2. Debrief the activity by asking students to help you sequence the images together as a class. Prompt student thinking by asking questions related to the images such as: “Could we eat the cookies before we mixed the batter?” Depending upon student familiarity with sequencing, consider having students repeat this process with an additional set of images.   1. Teach sequencing words. For example, say: “We can use language to help us tell the order of events.”      1. Teach the meaning of *first, next, then*, and *finally*. Consider introducing only three sequencing words (*first, next, then*).      2. Revisit the images sequenced earlier, and use sequencing language to recount the events. For example: “First, we get the ingredients. Next, we mix the batter. Then, we bake the cookies. Finally, we eat the cookies.”      3. Create a sequencing anchor chart with the words and an example of how to use them to sequence a story. |
| During the Lesson |
| Introduce additional practice with retelling a story using sequencing words. For example, say: “Today we are going to use the words *first, next, then,* and *finally* to help us retell the story *Bernice Gets Carried Away.* We will reread the story, and then we will retell the story in order.”   * + 1. Reread *Bernice Gets Carried Away.*   Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as having students act out the story.   * + 1. Give students four images of the story to sequence individually or with a partner. Have students order the images and then paste them onto a piece of paper. You can label this paper with previously introduced sequencing words or have students label the sequence with the words afterwards. Teacher tip: Use color-coding as a reminder of the order of events and sequencing words. Have students color-code the sequenced images after pasting them. For an example of color-coding, see this [sequencing graphic organizer.](#L11sequencinggraphorg)     2. Discuss the sequence as a class.     3. **Optional activity:** Have students sequence the images and then create phrases and/or sentences about Bernice’s emotions using sentence frames, such as: “Bernice is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”; “She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”; “Bernice feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”; “She feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”   1. Discuss how and why Bernice’s emotions changed throughout the story. During the discussion, watch for students’ use of pronouns, sequencing language, emotions vocabulary, *to be* and *to feel*, and the conjunction *because*. Have students quietly reflect before discussing with a partner, then share as a whole class.   2. **Optional activity:** For students who are more comfortable with sequencing, have them begin the lesson by brainstorming what happened in *Bernice Gets Carried Away* with a partner. Then ask pairs to share with the whole class, and write down what students say on separate strips of paper. Next, ask students to help you arrange the strips in order and add sequencing words. Color-code the sentence strips to visually reinforce the sequence. |
| Lesson Closing |
| Students can orally retell *Bernice Gets Carried Away* with a partner. As an extension, students could take turns asking and answering questions about *Bernice Gets Carried Away.*  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using images to support the retelling.   * 1. An alternative closing is to have students to draw one or more scenes from *Bernice Gets Carried Away.* While students are working, circulate and ask *wh-* questions about the scene. |

Lesson 10 Resources

* Sequencing words anchor chart
* Images from previously read texts
* Sentence frames
* Color-coded sentences using the verb *to be* and the verb *to feel*
* Images of common activities to sequence **(**[**available below**](#L10everydayactv)**)**

Sample Images of Everyday Activities for Sequencing



**http://images.clipartpanda.com/baking-clipart-baking-clipart---stock-illustration---istock-ddzc6r4t.jpg**



[**http://classroomclipart.com/images/gallery/Clipart/Kitchen/girl-making-mixing-baking-ingredients-clipart.jpg**](http://classroomclipart.com/images/gallery/Clipart/Kitchen/girl-making-mixing-baking-ingredients-clipart.jpg)



[**http://www.picturesof.net/\_images/Mother\_Baking\_Pie\_with\_Her\_Little\_One\_Royalty\_Free\_Clipart\_Picture\_081105-211263-210050.jpg**](http://www.picturesof.net/_images/Mother_Baking_Pie_with_Her_Little_One_Royalty_Free_Clipart_Picture_081105-211263-210050.jpg)



[**http://cdn.toonvectors.com/images/40/14048/toonvectors-14048-140.jpg**](http://cdn.toonvectors.com/images/40/14048/toonvectors-14048-140.jpg)

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| Lesson 11  **Day 11** | **Sequencing Events Using *First, Next, Then,* and *Finally* (Part 2)** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will continue to practice sequencing events from a story read in class. They will listen to a new story read aloud and sequence the events. Then they will label them with sequencing words (*first, next, then*, and *finally*), and describe characters’ emotions using other words, phrases, or sentences. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of language introduced so far (emotions, pronouns, *to be, to feel,* question words).
* Basic understanding of what it means to elaborate and how to use *because* to elaborate.

Ability to describe how a character feels based on information and images from text.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.RL.K.2—With prompting and support, retell familiar stories, including key details.  CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. | |
| **Language Objective** | | **Essential Questions** **Addressed in the Lesson** | |
| Students will be able to sequence images representing events from a text using sequencing words (*first, next, then,* and *finally*). | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ application of learned language to sequence and label images representing events from a text. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; reading grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally retelling/recounting events using sequencing words; orally stating characters’ emotions and elaborating with limited detail; asking and answering questions with limited elaboration. | Simple sentences in the past and present tense, such as: *\_\_\_ feels/is \_\_\_*; complex sentences with *because* (*\_\_\_ feels/is \_\_\_ because \_\_\_\_*); questions. | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling, surprised, nervous*); topic-related verbs (*to be* and *to feel*); pronouns (*he, she, I*); *because*; *wh-* question words (*who, where, what, when*); sequencing words (*first, next, then, finally*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Purposefully pair students to differentiate the support provided. For example, consider removing some of the sentence frames for some students to gauge students’ ability to transfer learning. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| Students may think that there is no particular order to stories and that they can start retelling a story with any event, not necessarily the first one. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to sequence images representing events from a text using sequencing words (*first, next, then,* and *finally*).” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Begin by pre-teaching vocabulary for the story. Suggested text: *The Selfish Crocodile* by Faustin Charles and Michael Terry. Prior to reading, preview the text with the students by flipping through the pages. While previewing the text, ask students questions about how they think the characters feel and why. |
| During the Lesson |
| Read a new story about emotions, such as *The Selfish Crocodile* by Faustin Charles and Michael Terry. Pause to ask questions about the characters’ emotions such as: “How do you think the other animals feel? Why? How do you think the crocodile feels? Why? How would you feel? Why?” Give students sentence frames to respond, such as: “The crocodile is \_\_\_\_\_\_ because \_\_\_\_\_\_”; “I think the other animals feel \_\_\_\_\_ because \_\_\_\_\_”; “I would feel \_\_\_\_\_”; and “I would feel \_\_\_\_\_ because \_\_\_\_\_.” Alternatively, have students hold up labeled [emotion cards](#L1emotionscards) or point to the appropriate emotion on the emotions anchor chart, and have them say the emotion word they are holding up or pointing to. This activity provides a formative assessment of students’ ability to use *to be, to feel,* emotion words, pronouns, and *because,* as well as their ability to recall events.   * 1. Have students sequence four images related to the text into a color-coded graphic organizer with a partner or small group. Then have them label images to describe characters’ emotions with emotion cards and other words, phrases, and/or sentences. Circulate while students are working to assess students’ use of previously introduced language.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer or orally dictating labels. |
| Lesson Closing |
| Have groups orally retell the story using images and labels. Alternatively, have students illustrate one part of the book and orally discuss, label, write, or dictate how the character in the image is feeling and why in small groups. While students are working, circulate and ask *wh-* questions about their illustrations. |

Lesson 11 Resources

* Sequencing graphic organizer ([**available below**](#L11sequencinggraphorg))
* Sequencing words anchor chart
* Emotion cards from Lesson 1 ([**available above**](#L1emotionscards))
* Suggested text on emotions: *The Selfish Crocodile* by Faustin Charles and Michael Terry
* Images from previously read texts
* Sequencing cards

Sequencing Graphic Organizer

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| First | Next |
| Then | Finally |

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| Lesson 12  **Day 12** | **Introducing the CEPA (Part 1)** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will learn about the final unit assessment, the CEPA. The teacher will review CEPA expectations and components, as well as provide a sequence of steps for completing the task. The teacher will also model how to create a narrative like the one students will be expected to produce. Then students will have an opportunity to ask questions about the CEPA. This information will be useful for students as they prepare to complete the CEPA. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of language introduced so far (emotions, pronouns, *to be, to feel,* question words).
* Basic understanding of what it means to elaborate and how to use *because* to elaborate.

Ability to describe how a character feels based on information and images from text.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.W.K.3—Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and provide a reaction to what happened. | |
| **Language Objective** | | **Essential Questions** **Addressed in the Lesson** | |
| Students will be able to ask questions about the model CEPA narrative using *wh-* question words. | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ application of learned language to ask questions about the teacher’s narrative. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; reading grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally retelling/recounting events using sequencing words; orally stating characters’ emotions and elaborating with limited detail; asking and answering questions with limited elaboration. | Simple sentences in the past and present tense, such as: *\_\_\_ feels/is \_\_\_*; complex sentences with *because* (*\_\_\_ feels/is \_\_\_ because \_\_\_\_*); questions. | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling, surprised, nervous*); topic-related verbs (*to be* and *to feel*); pronouns (*he, she, I*); *because*; *wh-* question words (*who, where, what, when*); sequencing words (*first, next, then, finally*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| Students may think that there is no particular order to stories and that they can start retelling a story with any event, not necessarily the first one. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to ask questions about the model CEPA narrative using *wh-* question words.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Review what has happened in the unit so far and what students will be learning and doing next. For example, say: “In this unit, we have learned a lot of language. We learned words to help us describe how we are feeling and how characters are feeling. We have read a number of stories and talked about how the characters felt. We also talked about why they felt that way. We learned pronouns and verbs. We also learned question words to ask and answer questions about peers and characters in the stories. Today we are going to start creating our own stories about a time we felt a strong emotion.” |
| During the Lesson |
| Review some of the prior texts using the class-created anchor charts. Reinforce the idea of the sequence of events in the story by going over main events and sequencing them with *first, next, then,* and *finally.* Consider labeling the events with color-coded sequence words as a visual reinforcement of *first, next, then,* and *finally.*   * 1. Explain how students can create their own narratives about a time when they experienced a strong emotion using the [CEPA Rubric](#CEPARubric).      1. Highlight the key pieces that will be included in each narrative, such as: an image depicting a time the student felt a strong emotion; what happened first, next, and finally; and a description of how the student felt.      2. Explain the steps they will take to create their own narratives. For example, say: “First, we will think about a time we felt a strong emotion. Next, we will create our images. We want to be very detailed with our images. Then, we will create our stories. You will write, type, or dictate your story to me. Finally, we will share our stories with a partner or a small group.” Give students a personal checklist with the steps or post them in an anchor chart for future reference.   2. Model a sample narrative.      1. Begin by modeling how to brainstorm ideas for creating a narrative.      2. Then model the process of creating images using a think-aloud to orally describe the image as you are creating it with the [CEPA graphic organizer](#L12CEPAgraphorg). As you draw, remind students that in their images, they should include as many details as possible to give classmates context clues about what happens in the story. Instructional tips for CEPA model design: * Focus on using *first, next*, and *finally*, unless students are fairly comfortable with sequencing language. If so, include *then.* * You may wish to have students create one image or three images for their CEPA. Design the model CEPA based on how many images you want the students to use in their narratives.   + 1. Give time to ask questions about the model CEPA using question frames as needed. |
| Lesson Closing |
| As an exit ticket, have students orally discuss with a partner the steps needed to create their CEPA. Use this as a formative assessment of students’ understanding of the expectations for the CEPA. |

Lesson 12 Resources

* CEPA graphic organizers **(**[**available below**](#L12CEPAgraphorg)**)**
* Resources from previous lessons (anchor charts, [**emotions**](#L1emotionscards) and [**pronoun**](#L4pronouncards) cards, texts, etc.)

CEPA Graphic Organizers

1. **Three-Image Organizer**

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

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| Picture:  First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Picture:  Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Picture:  Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**I felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. **One-Image Organizer**

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

**Draw a time when you felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Lesson 13  **Day 13** | **Introducing the CEPA (Part 2)** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** The teacher will model how to write a narrative like the one students will create for their CEPA. Then students will brainstorm sample situations when someone might feel particular emotions before brainstorming their own ideas for the CEPA. They will end the lesson by sharing CEPA ideas with a partner. This information will be useful for students as they begin drafting their CEPA. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of language introduced so far (emotions, pronouns, *to be, to feel,* question words, sequencing words).
* Basic understanding of what it means to elaborate and how to use *because* to elaborate.
* Ability to describe how a character feels based on information and images from text.

Familiarity with sequencing stories.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.L.K.1.d—Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).  CCSS.ELA-Literacy.RL.K.2—With prompting and support, retell familiar stories, including key details.  CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. | |
| **Language Objectives** | | **Essential Questions** **Addressed in the Lesson** | |
| Students will be able to state ideas for an event and emotion for their CEPA using emotion vocabulary. | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Formative: Assess students’ application of learned language during class discussion. * Formative: Assess students’ application of learned language and student understanding of the CEPA during the brainstorming. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; listening to grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally retelling/recounting events using sequencing words; asking and answering questions with limited elaboration. | Simple sentences in the past and present tense, such as: *\_\_\_ feels/is \_\_\_*; complex sentences with *because* (\_*\_\_ feels/is \_\_\_ because \_\_\_\_*); questions. | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling, surprised, nervous*); topic-related verbs (*to be* and *to feel*); pronouns (*he, she, I*); *because*; *wh-* question words (*who, where, what, when*); sequencing words (*first, next, then, finally*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** | | | |
| * Instructional tips for CEPA model design: * Focus on using *first, next*, and *finally*, unless students are fairly comfortable with sequencing language. If so, include *then.* * You may wish to have students create one image or three images for their CEPA. Design the model CEPA based on how many images you want the students to use in their narratives. * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. * Some students may be uncomfortable discussing their personal experiences. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may think that there is no particular order to stories and that they can start retelling a story with any event, not necessarily the first one. * Students may that they need to include all details when retelling a story. * Students may think that only adults can write stories. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to state ideas for an event and emotion for their CEPA using emotion vocabulary.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Ask students to recall details about the teacher-created images from the day before. Ask questions about the images, focusing on emotions the teacher felt and why. |
| During the Lesson |
| Review how students will create their own narratives about a time when they experienced a strong emotion.   * + 1. Highlight the key pieces that will be included in each narrative, such as an image depicting a time the student felt a strong emotion; what happened first, next, and finally; and a description of how the student felt.     2. Explain the steps they will take to create their own narratives. For example, say: “First, we will think about a time we felt a strong emotion. Next, we will create our images. We want to be very detailed with our images. Then, we will create our stories. You will write, type, or dictate your story to me. Finally, we will share our stories with a partner or a small group.” Give students a personal checklist with the steps or post them in an anchor chart for future reference.   1. Model how to create a narrative related to the picture drawn in [Lesson 12](#L12) using a think-aloud and the [CEPA graphic organizer.](#L12CEPAgraphorg)      1. For example, as you write, say: “First, I put on my dance costume. Next, I took the stage. Finally, I danced my recital. I felt proud.” OR “First, I put on my school clothes. Next, I took the bus to school. Finally, I got to school for my first day of kindergarten. I was excited.” OR “First, I put on my soccer clothes. Next, I played my soccer game. Finally, we won the game. I was happy.” Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as the use of images.      2. Consider acting out your narrative for students or having students help you act it out.      3. Do a choral reading/repeat after me reading of the narrative.      4. Review key narrative components that students will need to include in their own stories, such what happened first, next, and finally and the emotion they felt.      5. Provide time for students to ask questions about your own narrative and about the CEPA assignment. |
| Lesson Closing |
| Model how to brainstorm possible stories reflecting emotions for the CEPA.   * + 1. Review previously introduced emotion words that students will need to reference when writing their CEPAs, such as: *happy, sad, scared, excited, proud,* and *mad*. Have a piece of chart paper prepared with each of these emotions listed.   Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using images to support understanding.   * + 1. Ask students to do a think-pair-share of examples of a time when one might be happy, sad, scared, excited, proud, mad, etc.     2. Afterwards, have pairs report out and add each situation to the anchor charts.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as acting out or gesturing.   * 1. Give students time to brainstorm events and emotions, then have students select one they want to focus on for their own narrative. Have them share their ideas with a partner. |

Lesson 13 Resources

* Teacher-created narrative
* CEPA graphic organizers **(**[**available above**](#L12CEPAgraphorg)**)**
* Chart paper
* Resources from previous lessons ([**emotions**](#L1emotionscards) and [**pronoun**](#L4pronouncards) cards, sequencing graphic organizer, etc.)

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| Lesson 14  **Days 14 and 15** | **Writing a Personal Narrative (CEPA, Part 1)** | **Estimated Time:** two 60-minute sessions |

**Brief overview of lesson:** Students will illustrate and write their CEPA, demonstrating what they have learned throughout the unit. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of language introduced so far (emotions, pronouns, *to be, to feel,* question words, sequencing words).
* Basic understanding of what it means to elaborate and how to use *because* to elaborate.
* Ability to describe how a character feels based on information and images from text.

Familiarity with sequencing stories.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.RL.K.2—With prompting and support, retell familiar stories, including key details.  CCSS.ELA-Literacy.W.K.3—Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and provide a reaction to what happened. | |
| **Language Objective** | | **Essential Questions Addressed in the Lesson** | |
| Students will be able to recount a personal narrative about a time they felt a strong emotion using language learned throughout the unit (emotion vocabulary, pronouns, *to be, to feel,* sequencing words). | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| Summative assessment: Use the completed CEPA to assess students’ application of all learned language. | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; illustrating grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; stating ideas and some supporting details. | Simple sentences in the past and present tense, such as: *\_\_\_ feels/is \_\_\_*; complex sentences with *because* (\_*\_\_ feels/is \_\_\_ because \_\_\_\_*); questions. | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling, surprised, nervous*); topic-related verbs (*to be* and *to feel*); pronouns (*he, she, I*); *because*; *wh-* question words (*who, where, what, when*); sequencing words (*first, next, then, finally*). |
| **Instructional Tips/Strategies/Suggestions** **for Teacher** | | | |
| * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. * Students may feel uncomfortable discussing their own personal experiences. |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| * Students may think that there is no particular order to stories and that they can start retelling a story with any event, not necessarily the first one. * Students may think that they need to include every detail when retelling a story. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to recount a personal narrative about a time they felt a strong emotion using language learned throughout the unit (emotion vocabulary, pronouns, *to be, to feel,* sequencing words).” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Review with students the steps they need to take in creating their own personal narratives.      1. Post the narrative created in Lesson 13 and review the steps you took to create it, as well as its components.      2. Have students orally discuss with a partner what they are going to draw. This is preplanning, a critical step in the writing process. |
| During the Lesson |
| Give students time to draw an image or images to illustrate their personal narrative using the [CEPA graphic organizer](#L12CEPAgraphorg). Please note that you may choose to have students draw one image or three images for their personal narrative. As students are working, circulate and offer process-based feedback. You may wish to refer students to your own narrative.  Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as drawing, selecting images from a printed set, or using Microsoft Paint to create an image.   * 1. Give students an opportunity to write and/or dictate their narrative using words, phrases, and/or sentences. Consider using the language experience approach, transcribing what students orally dictate, to help students draft their narratives.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, typing, using a computer, and/or dictating ideas. |
| Lesson Closing |
| Review CEPA components with students, such as image(s); what happened first, next, and finally; and the emotion students felt. Then have students assemble CEPA using the [CEPA graphic organizer](#L12CEPAgraphorg). |

Lesson 14 Resources

* Teacher-created CEPA
* CEPA graphic organizer **(**[**available above**](#L12CEPAgraphorg)**)**
* Resources from previous lessons

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| Lesson 15  **Day 16** | **Recounting a Personal Narrative (CEPA, Part 2)** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will orally recount their personal narrative using completed CEPA graphic organizers from Lesson 14. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## What students should know and be able to do to engage in this lesson:

* Basic understanding of language introduced so far (emotions, pronouns, *to be, to feel,* question words, sequencing words).
* Basic understanding of what it means to elaborate and how to use *because* to elaborate.
* Ability to describe how a character feels based on information and images from text.

Familiarity with sequencing stories.

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| **LESSON FOUNDATION** | | | |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** | |
| G.1 Recount by describing events of a story to produce a clear and coherent narrative.  G.2 Discuss by inquiring about others’ ideas and experiences.  G.3 Explain by elaborating to describe the relationship between actions/events and emotions. | | CCSS.ELA-Literacy.L.K.1.d—Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).  CCSS.ELA-Literacy.RL.K.2—With prompting and support, retell familiar stories, including key details.  CCSS.ELA-Literacy.SL.K.1.a—Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  CCSS.ELA-Literacy.SL.K.6—Speak audibly and express thoughts, feelings, and details clearly. CCSS.ELA-Literacy.W.K.3—Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and provide a reaction to what happened. | |
| **Language Objectives** | | **Essential Questions Addressed in the Lesson** | |
| * Students will be able to orally recount their personal narrative to a partner or small group using language learned throughout the unit (emotion vocabulary, pronouns, *to be, to feel,* sequencing words). * Students will be able to ask and answer questions about each other’s presentations. | | Q.1 How can you use language to help you share your story?  Q.2 How can we use language to learn more about how someone is feeling?  Q.3 How can we use language to express how we are feeling? | |
| **Assessment** | | | |
| * Summative assessment: Assess students’ application of all learned language during CEPA presentations. * Formative: Assess students’ application of all learned language to ask questions after presentations. * Formative: Assess students’ application of all learned language to answer audience questions. * Self-assessment Students will self-assess using the [self-assessment rubric](#CEPASelfAssessRubric). | | | |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** | | | |
| **Discourse Dimension** | **Sentence Dimension** | | **Word Dimension** |
| Social instructional language; listening to grade-appropriate narrative texts composed of simple or predictable phrases/sentences with limited cohesion between sentences; orally retelling/recounting events using sequencing words; asking and answering questions with limited elaboration. | Simple sentences in the past and present tense, such as: *\_\_\_ feels/is \_\_\_*; complex sentences with *because* (\_*\_\_ feels/is \_\_\_ because \_\_\_\_*); questions. | | Emotion vocabulary (*emotion, happy, sad, mad, excited, scared, feeling, surprised, nervous*); topic-related verbs (*to be* and *to feel*); pronouns (*he, she, I*); *because*; *wh-* question words (*who, where, what, when*); sequencing words (*first, next, then, finally*). |
| **Instructional Tips/Strategies/Suggestions** **for Teacher** | | | |
| * Use the results of formative assessments to inform instruction and make adjustments to the instructional sequence as needed. | | | |

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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Some cultures may find it socially acceptable to show or talk about certain emotions but not others. In some cultures, not showing or talking about emotions is valued. Similarly, ways of expressing emotion vary from culture to culture. Moreover, discussing emotions may provoke strong emotional responses from students. Therefore, parts of this lesson may be difficult for some students. * Students may feel uncomfortable sharing their personal experiences and/or speaking in public. |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| * Students may think that there is no particular order to stories and that they can start retelling a story with any event, not necessarily the first one. * Students may think that they need to include every detail when retelling a story. |

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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objectives: “Students will be able to orally recount their personal narrative to a partner or small group using language learned throughout the unit (emotion vocabulary, pronouns, *to be, to feel,* sequencing words)” and “Students will be able to ask and answer questions about each other’s presentations.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.   * 1. Introduce the focus of the lesson. For example, say: “We have worked very hard to create our own personal narratives. Today we will share our narratives.”   2. Review the [CEPA Rubric](#CEPARubric) with students, clarifying expectations.   3. Model how to effectively recount a narrative using your own narrative created in Lessons 13 and 14, or model an ineffective and an effective presentation for students so that they can see the differences between the two. As you present, highlight the sequence of events and how you felt. Provide time for students to ask questions about your narrative using question frames, such as: “Why did \_\_\_\_\_?”; “How did \_\_\_\_\_?”; “When was \_\_\_\_\_?”; and “Where was \_\_\_\_\_?”   4. Review listening norms. |
| During the Lesson |
| Give students an opportunity to orally recount their narratives to a partner or small group using their completed [CEPA organizer](#L12CEPAgraphorg) as visual support.   * 1. After each presentation, tell students to ask the presenter questions. Consider asking some questions to model how to do so for students.   2. **Optional activity (CEPA Task 3):** Have students orally retell their partner’s narrative OR report one thing they learned from their partner’s presentation to the whole class.   Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as orally stating, recording, or drawing. |
| Lesson Closing |
| Model how to assess your model recounting from earlier in the lesson with the [CEPA Self-Assessment Rubric](#CEPASelfAssessRubric). Then give students time to self-assess their performance with the rubric. Finally, ask student to state and/or write why they scored themselves the way they did using the conjunction *because*. |

Lesson 15 Resources

* CEPA narratives from [Lesson 14](#L14)
* CEPA Performance Indicators **(**[**available below**](#CEPAPI)**)**
* CEPA Rubric **(**[**available below**](#CEPARubric)**)**
* CEPA Self-Assessment Rubric **(**[**available below**](#CEPASelfAssessRubric)**)**

CEPA Performance Indicators

**Differentiation of the CEPA Using WIDA Performance Indicators**

Teachers may adjust performance indicators as necessary based on student needs.

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| **WIDA Standard: The Language of English Language Arts**  **WIDA MPI Receptive Domain (Listening or Reading)** | | | | |
| ***Level 1—Entering***  Identify sequencing words and basic emotion adjectives from oral discourse using pictures or gestures with a partner. | ***Level 2—Emerging***  Identify sequencing words and basic emotion adjectives from oral discourse using pictures with a partner. | ***Level 3—Developing*** | ***Level 4—Expanding*** | ***Level 5—Reaching*** |
| **WIDA Standard: The Language of English Language Arts**  **WIDA MPI Productive Domain (Speaking or Writing)** | | | | |
| ***Level 1—Entering***  Draw, dictate, and write (label) a narrative using models and illustrated emotion adjective word cards (e.g., “sad”). | ***Level 2—Emerging***  Draw, dictate, and write (label) a narrative using models and illustrated emotion adjective word cards (e.g., “I am \_\_\_\_.”). | ***Level 3—Developing*** | ***Level 4— Expanding*** | ***Level 5— Reaching*** |

CEPA Rubric

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| **When to Assess** | **Meets** | **Developing** | **Emerging** |
| **Task 1: Draw, write, and/or dictate a personal narrative.** | Uses a combination of drawing, dictating, and writing (labeling) to narrate a single event. | Uses drawing and dictating to narrate a single event. | Does not narrate a single event. |
| **Task 2: Orally recount a personal narrative to a partner. Discuss narratives by asking and answering questions.** | Student almost always recounts a narrative using sequencing words and basic emotion adjectives appropriately. | Student occasionally recounts a narrative using sequencing words and basic emotion adjectives appropriately. | Student rarely recounts a narrative using sequencing words and basic emotion adjectives appropriately. |
| **Task 2** | Student almost always uses *wh-* question words to ask questions. | Student occasionally uses *wh-* question words to ask questions. | Student rarely uses *wh-* question words to ask questions. |
| **Task 2** | Student almost always answers *wh-* questions with words and phrases. | Student occasionally answers *wh-* questions appropriately using words and phrases. | Student rarely answers *wh-* questions appropriately using words and phrases. |
| **Task 2 (and, if included, Task 3: Orally retell a partner’s narrative to the class.)** | Student almost always uses frequently occurring pronouns appropriately. | Student occasionally uses frequently occurring pronouns appropriately. | Student rarely uses frequently occurring pronouns appropriately. |
| **Task 2 (and, if included, Task 3)** | Student almost always uses the conjunction *because* appropriately. | Student occasionally uses the conjunction *because* appropriately. | Student rarely uses the conjunction *because* appropriately. |
| **Task 2 (and, if included, Task 3)** | Student almost always uses present verb tenses appropriately. | Student occasionally uses present verb tenses appropriately. | Student rarely uses present verb tenses appropriately. |
| **Task 3 (Optional)** | Student almost always explains a narrative using sequencing words and basic emotion adjectives appropriately. | Student occasionally explains a narrative using sequencing words and basic emotion adjectives appropriately. | Student rarely explains a narrative using sequencing words and basic emotion adjectives appropriately. |

Sample Student Self-Assessment Rubric

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| **I made a narrative about a time I felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Happy face Sad face** |
| **I shared my narrative with a partner.**  **Woman speaking** | **Happy face Sad face** |
| **I listened to my partner’s narrative.**  **Ear** | **Happy face Sad face** |
| **My narrative has a picture.**  Man painting | **Happy face Sad face** |

**List of Unit Resources**

Suggested texts about emotions:

*The Way I Feel* by Janan Cain

*Lots of Feelings* by Shelley Rotner

*Glad Monster, Sad Monster* by Ed Emberley and Anne Miranda

*The Kissing Hand* by Audrey Penn

*If You're Angry and You Know It!* by Cecily Kaiser

*Scaredy Mouse* by Alan Macdonald

*I Was So Mad* by Mercer Mayer

*Mouse Was Mad* by Linda Urban

*The Selfish Crocodile* by Faustin Charles and Michael Terry

*The Very Cranky Bear* by Nick Bland

*The Very Brave Bear* by Nick Bland

*Chester the Brave* by Audrey Penn

*Have You Filled a Bucket Today?* by Carol McCloud

*Bucket Filling from A to Z* by Carol McCloud and Caryn Butzke

*Sumi's First Day of School Ever* by Joung Un Kim and Soyung Pak

*Fireflies* by Julie Brinckloe

*Owl Moon* by Jane Yolen

*Bernice Gets Carried Away* by Hannah E. Harrison

*What is Veterans Day?* by Elaine Landau

*It’s Thanksgiving Day* by Mary Packard

*My First Thanksgiving* by Tomie dePaola

*Thanksgiving is for Giving Thanks* by Margaret Sutherland

*The Story of Thanksgiving* by Nancy Skarmeas

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