

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Connecting - The Colour Monster **Lesson #** 1 of 2 **Date:** Nov 22, 2024
Name: Nicole Trudell **Subject:** ELA **Grade(s):** 2 / 3

Rationale:

This lesson is important to help connects students to their emotions and is part of social emotional learning. Social emotional learning is important to allow students to be able to communicate and understand their own emotions and be more empathetic towards others in their communities. This is the first of two lessons to complete a book about feelings and emotions.

Core Competencies:

Communication	Thinking	Personal & Social
Explain and reflect on ideas presented by text	Students will bring personal experiences (self) to text and text to self (critical thinking)	Personal awareness and responsibility

Big Ideas (Understand)

Stories help us learn about ourselves, our families and our communities

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to use personal experience and knowledge to connect to text and make meaning. 	<ul style="list-style-type: none"> Students are expected to know metacognitive strategies such as reflecting on learning.

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Write a sentence for each emotion in their activity book that connects to the emotions in the book. (first three emotions will be done in first lesson) 	<ul style="list-style-type: none"> Student is able to complete a sentence connecting their feelings to the emotions from the book. (complete/incomplete as assessment)

Prerequisite Concepts and Skills:

- Students need to be able to write a simple sentence or have modifications to be able to express what they want to say orally.
- Students need to be able to sit quietly and listen to the story using whole body listening.
- Students need to be able put their hand up to speak and wait for their turn.

Indigenous Connections/ First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Universal Design for Learning (UDL):

The teacher will read the story slowly and with expression, pausing to tell their connections, ask questions and giving the students ample time to think about connections to their own emotions. The Colour Monster lesson is designed to engage auditory learners through the tradition of oral storytelling as well as visual and kinesthetic learners by having them write and connect their personal feelings to the story.

Differentiate Instruction (DI):

The lesson could be adapted for students with special needs in the following way ways: if they raise their hand to answer a question, they will be called on first, encourage the student to join the class in the circle to hear the story or set up a chair behind the circle where they can sit. The worksheet will be given to the student and encouraged to participate in a way they feel they can at the time. For the students who have strong literacy skills and would like to write more, encourage them to extend their writing when circulating around the room.

Materials and Resources

Book – The Colour Monster
 Pre-Read Book prior to lesson
 7 mason jars with lids, pompoms in colours to match colour emotions and monster labels for each of the emotion jars (prepped prior to lesson day and in classroom)
 Print 20 copies of activity – Colour Monster Feelings Booklet
 Whiteboard for Brainstorming
 Pencils and Erasers
 Student Dictionaries

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): <ul style="list-style-type: none"> • Hook • Read story – The Colour Monster <ol style="list-style-type: none"> a) “Sometimes I wake up feeling all mixed up” prompt students - “show me a connection if you feel that way sometimes too” b) Happy - “Can someone tell me what makes them happy” – ask for one student to answer based on quiet hands c) Fear - “Sometimes we get nervous or scared before a spelling test, but we can be brave and do our best” d) Calm – “feeling calm is a good way to start the day. Can we all take a nice deep slow breathe” “Great job friends, we can do this when we need to be brave or not be mad” • Using the mason jars with coloured pompoms, connect emotions in the 	<ul style="list-style-type: none"> • Listen to the story • Raise hands to answer questions or prompts teacher gives about the story 	8

<p>book visually with the jars to show students as book is read.</p> <ul style="list-style-type: none"> Ask students to return to their desks so we can talk about emotions and work on our activity. 		
<p>Body:</p> <ul style="list-style-type: none"> Brainstorm ideas about what things make us feel emotions we heard about in the story. Ask students to raise hands if they would like to share. Write ideas from students on the board. Activate prior learning by going over spelling rules Remind students if they are unsure how to spell a word, they can sound it out and they can also refer to their spelling dictionaries. Give students the time expectation for the activity booklet – 15 mins Hand out activity booklets and remind students to write their name at the top of the booklet on the front page. Let them know we are going to be doing the first 3 emotions this week and then finishing the book in two Fridays. Walk around classroom and connect with students to engage with them on their writing. Give students a warning that they have a couple more minutes to finish up and let them know we are going to be working on the booklets in a few Fridays. 	<ul style="list-style-type: none"> Raise hand and share some ideas about emotions Work on first 3 pages of the Colour Monster Feelings Booklet by completing the sentence prompt Raise hand when done to have teacher check for edits When edits are done and if there is time, students can draw or colour the pages 	20
<p>Closure:</p> <ul style="list-style-type: none"> Talk about different types of emotions to reactivate learning. Let students know to put work in the hand in bin when they return to their desks. 	<ul style="list-style-type: none"> When table grouping is called, students walk quietly to the hand-in bin to put booklet in for marking 	7

Organizational Strategies:

Ring the bell to get student's attention.
 Before reading the story remind students about whole body listening and that the activity is about emotions which means students need to be working quietly to allow others to think about emotions. Hand out activity booklet once all students are sitting quietly at their desks after brainstorming session.
 Reminders about classroom behaviour expectations – sitting quietly, raising hands, working on the task etc.

Proactive, Positive Classroom Learning Environment Strategies:

During both the story-telling part of the lesson and activity acknowledge thoughts shared in a positive manner (eg. that is a great way to help stay calm) or were staying on task and also verbally address any students who are disruptive or not on task.

Use the bell to ring softly to get class attention.

Use verbal reminders about classroom expectations that are already set in place: listening quietly so our friends can hear, sitting quietly while listening to the story, raising hands to speak.

Extensions:

This lesson will be extended into a second lesson to complete the booklet. It could also be extended into a mini unit about social emotional learning where students are able to connect in different ways with emotions and feelings and could be cross-curricular with art or drama through making posters about emotions or doing a short play.

This would encourage imagination and literacy skills (writing, comprehension and visual output) and completed over multiple lesson blocks.

Reflections (if necessary, continue on separate sheet):

--