

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

Lesson Title: Connecting - The Colour Monster **Lesson #** 2 of 2 **Date:** Nov 29, 2024
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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 second of two lessons to complete a book about feelings and emotions. This lesson will expand on the knowledge from the previous lesson with partner discussions about their Colour Monster feelings booklet.

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. (last three emotions will be done in this 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 (already prepped for previous lesson)
 Colour Monster Feelings Booklets with remaining pages added and extra copies for students that were away last week
 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 – reactivate learning from previous lesson by talking about emotions and re-reading the Colour Monster book. • Re-read story – The Colour Monster <ol style="list-style-type: none"> a) Teacher to share how she is feeling today. b) For the three emotions in this lesson, ask students to raise hand if they feel this way today. Remind students no calling out and it is just silent hand raising if they agree. • Have coloured emotion jars visible for students to connect and reactivate prior knowledge visually. • Ask students to return to their desks so we can finish up our Colour Monster booklets and let 	<ul style="list-style-type: none"> • Listen to the story • Raise hands if they are feeling that emotion when prompted 	8

<p>them know students will have an opportunity to share with a friend something from their book when we have finished writing in our booklets.</p>		
<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 last 3 emotions to complete our feelings booklet. • 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 sharing with a friend something from our book. 	<ul style="list-style-type: none"> • Raise hand and share some ideas about emotions • Work on last 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"> • Pair students up with someone beside them or front/behind to do a partner share. • Remind students that we want to do this activity in a way that our friends can hear us talking, we do not to be loud or talk when they are sharing. • Ask students to pick one thing they want to share with their friend. After a friend has shared, the other friend needs to give feedback/say something about what the friend shared. Remind students to be respectful when listening and sharing especially when we are talking about feelings and emotions. 	<ul style="list-style-type: none"> • Students do partner share activity. • When table grouping is called, students walk quietly to the hand-in bin to put booklet in for marking 	7

- Ask students to put their work in the hand in bin when they are called.

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 could 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):