**Emotions**

**Today’s Date and Implemented**

Today’s date: 3/28/11

Implementation date: 3/28/11

**Details**

**Title of Lesson**

ECE 232-03, Anchor Text, *When Sophie Gets Angry… Really, Really, Angry*

**Age Level and Number**

Age Level: 7 year olds (1st Grade)

Number of children participating at one time: whole group lesson

**Curriculum Areas**

Language Arts

**Directions for Standards Searching**

I went google to look up the PA SAS website. I typed in the criteria and found the standards.

**Standards**

P.A.R. **1.1.1.D**

Demonstrate listening and reading comprehension / understanding before reading, during reading, and after reading through strategies such as think aloud, retelling, summarizing, connecting to prior knowledge and non-linguistic representations.

P.A.R. **1.5.1.A**

Identify and write about one specific topic.

P.A.R. **1.6.1.A**

Listen actively and respond to others in small and large group situations with appropriate questions and ideas

**Purpose**

The purpose of this lesson is to allow the student(s) to understand how they are feeling and what different types of emotions are.

**Behavioral Objectives**

With some discussion about feelings before and after reading the book, the students will be able to understand how they feel and what different emotions are.

**Materials**

*When Sophie Gets Angry… Really, Really, Angry*by Molly Bang

Paper

Pencil

Crayons

Emotion chart

**Motivation/Anticipatory Set**

1. Anticipatory Set- We will ask the students how they are feeling today and put a tally on the smartboard. We will show how people have different emotions and they are shown in different ways.

2. Motivation- The students will be motivated to pay attention during the lesson because they will be able to show their emotions through drawling and coloring which is their favorite thing to do.

**Procedures**

1. The students will be called to the rug by the colors that they are wearing.

2. Then the students will be asked how they are feeling. There will be a tally up on the smartboard.

3. Explain to them that people have different emotions and different emotions can have a similar or opposite meaning.

4. The teacher will read the book *When Sophie Gets Angry… Really, Really, Angry* and ask questions throughout the book.

5. The students will then discuss about the book to partners and then the teacher will ask them follow-up questions about emotions and how they liked the book.

6. The students will be called up one at a time to pick an emotion from a hat and go back to their seat.

7. The students will then draw the emotion on the paper they picked and write the word down to complete the sentence “I am \_\_\_.”

8. The students will then present their emotions drawn to the whole class.

**Assessment**

The students will be assessed for their understanding of emotions by answering questions posed by the teacher. In addition, they will be assessed by the discussions they have with each other. Lastly, the concrete way they will be assessed is by their drawling and presentation to the class.

**I am** .