

TEACHING PRIMARY AGED STUDENTS IMPACTED BY TRAUMA THROUGH
INTERACTIVE READ ALOUDS

By

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CAPSTONE PROJECT

Project Summary

This project was created to answer the following question: *How can Read-Alouds support the learning of primary aged students who have been affected by early childhood trauma.* As a teacher, I realize the importance of teaching social emotional skills to students, especially at the primary ages, in order for students to be successful in their learning. The research conducted in Chapter Two, has shown the importance of SEL as well as some of the barriers of teaching it consistently. Combining SEL strategies in interactive read aloud lessons should provide a literacy connection that will allow teachers to teach these SEL skills during literacy time. My project goal is to implement a set of interactive read aloud lessons that will introduce key social emotional learning skills in Kindergarten and primary aged classrooms.

This project is designed for aged K-2 students. The unit is planned for 5 weeks, and two lessons will be completed each week. There are a total of 10 lessons. Each lesson will take approximately 25-30 minutes to complete. These lessons will focus on two of the five The Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies: self-awareness and self-management. There are six subskills under these two CASEL competencies which are: identifying emotions, recognizing strengths, self confidence, impulse control, stress management, and self motivation. Each week one subskill will be focused on with two different interactive read aloud lessons. The next section will provide a description of the lesson plan template used in this curriculum.

Lesson Plan Description

The curriculum framework that best supports this project is the Backwards Design framework, meaning that all the objectives and assessment evidence are discussed first. There are many different lesson plan templates that use this framework but I chose to make my own to best support the use of interactive read alouds. Figure 1 below is a template of the lesson plan that I used when writing my curriculum. The lesson plan is split into three parts which aligns with the Backwards Design framework: Stage 1-Desired Results, Stage 2-Assessment Evidence, and Stage 3-Interactive Read Aloud Plan.

Figure 1

Modified UbD Lesson Plan Template

	Stage 1 – Desired Results
SEL skill:	
Student objectives (outcomes):	
Materials Needed:	
Duration of Time	
Vocabulary:	
	Stage 2 – Assessment Evidence
	Stage 3 – Interactive Read Aloud Plan
Before Reading	
Preview Book	

During Reading:	
After Reading:	

Stage 1-Desired Results. The first stage of the lesson is identifying the SEL skill which is one of the CASEL competencies and one sub skill that will be taught in each lesson. The student objectives, length of lesson, and the book and materials needed are also addressed in this stage. Another part of this stage is identifying the vocabulary that will be used in the books. Each lesson suggests writing the vocabulary words on index cards as well as showing the definition in written or picture form, depending on the grade level, which can be put on an anchor chart while conducting the lessons. This visual of vocabulary words can help students better understand the text which will lead to better understanding of the SEL skill. Each vocabulary word will be introduced to the students when previewing the book and can be referred to during reading as well.

Stage 2-Assessment Evidence. In this stage the evidence of learning through assessment will be stated. In all of the interactive read aloud lessons, ongoing observations of students' conversations when discussing the text is a key factor in determining the students' understanding of each SEL skill. Another assessment type used in these lessons are through writing responses with post-it notes or writing in a student journal. These lessons are designed for students in grades K-2 and it is noted that writing evidence could also be done through drawings.

Stage 3-Interactive Read Aloud Plan. Stage 3 is separated into four parts; before reading, preview book, during reading, and after reading. Before reading is to

activate students' prior knowledge. Previewing the book is important to show students the vocabulary that will be used in the story as well as previewing the content of the book. Throughout the during reading section, multiple techniques are used to engage students in the text. Some of these strategies include: turn and talking with a partner, making personal connections, visualizing, predicting, and writing quick responses. The after reading section serves as an important step in checking students' understanding as well as allowing students to think deeper about a text. During this time, there are many writing or drawing opportunities. I utilize post-it notes often in these lessons to allow students to quickly jot down ideas and stick them onto an anchor chart or white board that allows the teacher and class to easily see each student's ideas. The following are the 10 lesson plans created for this project.

Lesson Plan 1
The Color Monster

Stage 1 – Desired Results	
SEL skill:	Self Awareness Sub skill: Identifying emotions
Student objectives (outcomes):	<ul style="list-style-type: none"> ● Students will be able to identify several emotions through facial expressions. ● Students will be able to write about an example of a time they felt a certain emotion and what they did when they felt that way.
Materials Needed:	<ul style="list-style-type: none"> ● The Color Monster by Anna Llenas ● Blank Anchor chart ● Cards or paper with solid colors (example: red, blue, yellow, etc.) ● Post-It notes ● Individual whiteboards or student journals
Duration of Time	25 minutes
Vocabulary Write vocabulary words on cards with definitions For Kindergarten print images as descriptions instead of written descriptions.	Jumbled: mixed up Sadness: upset, feeling down Anger: mad, furious Calm: peaceful, self-control Fear: worried, scared Courage: brave, not afraid Swaying: moving back and forth slowly
Stage 2 – Assessment Evidence	
<ol style="list-style-type: none"> 1. Teacher will review students' writing or illustrations to determine if students can determine a specific emotion they have felt and what they have done when they have felt that emotion. 2. Teacher will listen to students' ability to share with their partners about different emotions and what somebody would physically look like if they felt a certain feeling. 	

Stage 3 – Interactive Read Aloud Plan	
Before Reading	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students to name a feeling they know. 2. While students are naming feelings, write feelings on an anchor chart or whiteboard. 3. Tell students they will see one color and they should make a face of the feeling they think of when they see that color. 4. Use yellow as an example. Make a happy face and say “yellow makes me feel happy because it reminds me of the sun.” 5. Hold up a red card and watch students’ faces. Call on a student who is showing a strong facial expression to explain what feeling they are thinking of.
Preview Book	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Show students “The Color Monster” explain to them that this book is about a Color Monster. One day, the Color Monster wakes up feeling very confused. He has lots of different feelings! He feels angry, happy, calm, sad, and scared all at once! To help him, a little girl shows him what each feeling means through color. 2. Identify vocabulary words, read the vocabulary words and their definitions. Put the vocabulary words on the anchor chart after reading each one.

<p>During Reading:</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Pg 3-4, ask students: what does she mean by his emotions were all jumbled up? Point at the vocabulary card to remind students about the word. 2. Pg. 9-10 Happy: make your body and face look happy. Turn and look at someone next to you and tell them how you know that they are happy. 3. Pg. 13-16 Sadness: make your body and face look sad. Turn and look at someone next to you and tell them how you know that they are happy. 4. Pg. 17-18 Anger: make your body and face look angry. Turn and look at someone next to you and tell them how you know that they are happy. 5. Pg. 19-20: Turn and talk to a partner and tell them if you would rather have space when you are angry or if you would rather have a hug when you are angry. 6. Pg. 21-22 Fear: Remind students of the vocabulary card for fear. Ask the whole class, what would make somebody feel scared? 7. Pg. 25-26 Calm: Practice deep breathing with the class. Say “sometimes when I want to feel calm, I take 3 deep breaths. First, I pretend to smell a flower and then I pretend I am blowing out a candle.” Guide students in taking deep breaths through their noses and out through their mouths. Ask students to share how they feel after taking 3 deep breaths. 8. Pg. 30-31 Love: Ask the students to write or draw on a post-it note what feeling the color monster is feeling now. When they are done have them stick their post-it on the anchor chart and read them together.
<p>After Reading:</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Use whiteboards or student’s journals to have students reflect on one of the feelings from the book. They should pick one feeling and describe when they have felt that feeling and what they do when they feel that feeling. Remind students of the

	<p>vocabulary they learned in this lesson by rereading the vocabulary cards.</p> <ol style="list-style-type: none">2. Allowing a few students to share their writing or illustration in front of the class.3. Ask students how they knew they were feeling a certain emotion. How did their body feel, what did their body or face look like when they felt that emotion.4. Allow time for 3-4 students to share their writing.
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Lesson Plan 2
The Boy with Big, Big Feelings

Stage 1 – Desired Results	
SEL skill:	Self Awareness Sub skill: Identifying emotions
Student objectives (outcomes):	<ul style="list-style-type: none"> ● Students will be able to identify emotions through body language like crying, clenching fists, heart beating quickly. ● Students will be able to identify other people’s emotions by drawing or writing about a time when they have seen another person having an emotion.
Materials Needed:	<ul style="list-style-type: none"> ● The Boy with Big, Big Feelings by Britney Winn Lee ● Post It notes ● Student Journals ● Cardstock cards for vocabulary words ● Blank Anchor Chart Paper
Duration of Time	25 minutes
Vocabulary Write vocabulary words on cards with definitions For Kindergarten print images as descriptions instead of written descriptions.	Emotions -feelings Reeling -confused or dizzy Clench -closed into a tight ball Over-equipped -having too many things Quiver -shiver Weak -not having enough strength Dramatic -sudden, striking
Stage 2 – Assessment Evidence	
<ol style="list-style-type: none"> 1. Teacher will review students' writing or illustrations to determine if students can identify a time when they have seen another person having a “big emotion” and how they knew they were feeling that emotion. 2. Teacher will listen to students’ ability to share with their partners about different emotions and make predictions about text. · 	

Stage 3 – Interactive Read Aloud Plan	
Before Reading	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Introduce Vocabulary cards to students. Say the word and have students repeat the word out loud. Read the definition of each word to the students. 2. Ask students to think of a time that they had a big feeling. Write on an anchor chart the feelings students give as examples (mad, sad, happy, etc.)
Preview Book	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Introduce the book to students. Preview the cover and do a picture walk through the book. Say <i>“Meet a boy with feelings so big they glow from his cheeks, spill out of his eyes, and jump up and down on his chest.”</i> 2. Ask students to look at the boys body and face, have the students turn and talk to a partner about what the boy might be feeling in this book.

<p>During Reading:</p>	<ol style="list-style-type: none"> 3. Pg 5-6, remind students of the vocabulary on this page. Repeat the definition for reeling. 4. Pg. 7-8 Focus on the phrase: push emotions right out of his eyes. Ask students to turn and talk to their partner about what that means. 5. Pg. 9-10 Ask students to stand and jump up and down. Then have them put their hand on their chest over their heart. Say <i>“When you’re scared, your heart might do the same thing it’s doing right now. It’s beating fast!”</i> 6. Pg. 11-12: Remind students of the vocabulary “clench” then have students physically clench their fist. Ask them <i>“when you clench your fist, what feeling might you be feeling?”</i> 7. Pg. 15-16: Have students quickly use a post-it note to draw or write a happy memory that “sticks in their brain” like the boy in the book. When they finish, have them stick the post-it on the anchor chart. Read a few. 8. Pg. 21-22: Ask students to predict: Do you think stuffing his emotions down is a good idea? What might happen? 9. Finish reading the story. Reflect with the students about the predictions they made. Did stuffing his emotions down help him? How did he make a new friend?
<p>After Reading:</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students to reflect on a time they have noticed someone else having a big feeling. Ask: <i>What feeling were they having? How did they know that person was having a big feeling? What was their body doing?</i> Ask students to discuss. Listen for examples of different types of feelings, mad and sad may be the most obvious feelings that other students have observed. If you are hearing similar examples ask students if they can name a time they have seen someone having a specific feeling (happy, excited, etc.)

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| | <ol style="list-style-type: none">2. Ask students to write or draw about a time when they have seen another student have a big feeling in a writing journal.3. Collect journals from students. |
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Lesson Plan 3
I Like Myself

Stage 1 – Desired Results	
SEL skill:	Self Awareness Sub Skill: Recognizing Strengths
Student objectives (outcomes):	<ol style="list-style-type: none"> 1. Students will be able to differentiate between qualities that come from your outside or physical appearance vs. your inside or personality 2. Students will be able to identify two qualities about themselves that they like.
Materials Needed:	<ul style="list-style-type: none"> ● Book: I Like Myself by Karen Beaumont ● Cardstock for vocabulary cards ● Blank Anchor chart paper ● Silly Hat or Wig ● Post-It notes
Duration of Time	25 minutes
Vocabulary Write vocabulary words on cards with definitions For Kindergarten print images as descriptions instead of written descriptions.	<p>Tame-not wild or crazy</p> <p>Flea-a small bug</p> <p>Knobby-lumps that stick out</p> <p>Protruding-sticking out</p> <p>Porcupine-an animal with spikes on its body</p>
Stage 2 – Assessment Evidence	
<ol style="list-style-type: none"> 1. Teacher will review students' writing or illustrations to determine if students can differentiate between inside and outside qualities that they like about themselves. 2. Teacher will listen to students' ability to share with their partners or contribute to class discussions during the read aloud lesson. 	
Stage 3 – Interactive Read Aloud Plan	

<p>Before Reading</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Show students the vocabulary cards for this book. Read the words and have the students repeat the word back to you, then read the definition or show the picture to the students.
<p>Preview Book</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Review the cover and title of the book with students. Reflect out loud: I wonder what this story is about, I wonder what this girl is like? Give time for students to look at the cover and reflect. Then have them discuss with someone by them about the cover.
<p>During Reading:</p>	<ol style="list-style-type: none"> 1. Pg 6-7: Have students point to their eyes, ears, nose, fingers, and toes. Ask: <i>Are these things on the outside of your body or the inside of your body?</i> 2. Pg. 8-9: Ask students, what does it look like when you're wild? Call on one student to stand up and act wild. Then remind students of the definition of tame. Ask one student to show how they would act tame. 3. Pg. 12-13: Ask students to think about what is on their inside? Point at the picture and ask; there are bones in our body but what else is in our inside? Guide students to realize that their emotions and thoughts come from their inside. 4. Pg. 21-22: Ask students: What is this boy doing in this picture? Then ask: Is she bothered by it? Let students discuss. 5. Pg. 25-26: Ask students: Does she look a little silly here? Does that change who she is? 6. Pause reading after page 36. Put on a silly hat or wig. Say to students: <i>I look so silly, but does that change who I am? Am I still your teacher? Am I still (adjective about yourself)?</i> If time, use another student as an example and ask the class the same questions about that student with a hat or wig on.

	<p>7. Reread the last sentence on page 36 and finish book</p>
<p>After Reading:</p>	<p>Teacher will...</p> <ol style="list-style-type: none">1. Model to students the writing activity they will do.<ol style="list-style-type: none">a. On an anchor chart write Inside and Outside on the top, draw a line down the middle.b. Use two post it notes, tell students that on one post it note they will identify one thing that they like about themselves that is on their <i>outside</i>.c. Give them an example and draw or write it quickly on the post it note.d. Then tell students that they need to think of one thing that is on their <i>inside</i> that they like about themselves. This may be more difficult so go back in the book if needed to show examples.e. Allow students to take a few minutes to think in their heads what they will write or draw.f. When they are finished writing or drawing have them stick their post-it note on the anchor chart.g. Review the anchor chart with the student, ask: <i>did we all write the same things? Is that okay?</i>h. If time, allow a few students to share what they wrote.

Lesson Plan 4
The Skin That You Live In

	Stage 1 – Desired Results
SEL skill:	Self Awareness Sub Skill: Recognizing Strengths
Student objectives (outcomes):	1. Students will understand acceptance of different appearances by experimenting and discovering the shade of their own unique skin by using paint.
Materials Needed:	<ul style="list-style-type: none"> ● Book: The Skin You Live In by Michael Tyler ● Blank Anchor chart ● Vocabulary cards ● Index cards cut into squares (3 squares per student) ● Water-based paint (red, yellow, blue, black, brown, white). ● Paper plate or palettes to mix paint
Duration of Time	25 minutes
Vocabulary Write vocabulary words on cards with definitions For Kindergarten print images as descriptions instead of written descriptions.	Beam -shine brightly Trembling -shaking Shades -different types of darkness and lightness Creation -when someone makes or creates something Desire -a strong feeling of wanting
	Stage 2 – Assessment Evidence
<ol style="list-style-type: none"> 1. Teacher will review students ability to match their skin tone and compare with others in the class. 2. Teacher will listen to students’ ability to share with their partners or contribute to class discussions during the read aloud lesson. 	
	Stage 3 – Interactive Read Aloud Plan

Before Reading	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students to look at their skin. What words would they use to describe the color of their skin? 2. Write down some of the words on an anchor chart.
Preview Book	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Introduce the book to the students. Show them the cover and read the title. 2. Go over vocabulary words for this book. Have students repeat the words and then put the vocabulary cards and definition on the anchor chart.
During Reading:	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Read pages 1-6 2. Read page 7: Stop and look at the picture, ask students what do you notice about this family's skin? Is it all the same? 3. Read to Page 11: Review the vocabulary word “shade” then look at the picture. Say <i>“I see a lot of different shades of skin in this picture, do you see different shades of skin in our classroom?”</i> 4. Read to Page 16: Ask students to think about how the author is comparing skin shades, ask them to talk to their partner about how they would describe their skin color. Share some ideas with the whole group. 5. Read Pages 17-18: Pause and have students look at the picture. Then ask them to look at the people around them. Ask them what they notice. 6. Read to the last page: Repeat the last sentence on the page. Say <i>“we all have differences like our skin shades but we also are similar in some ways too!”</i> Give an example of how we are similar: give me a thumbs up if you like ____, etc. Show students that we might look different but we still dislike or like similar things.
After Reading:	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Model to students the after reading activity.

	<ol style="list-style-type: none">a. Show students that they have 3 square index cards, two are for testing colors. They will be mixing paint to try to best match their skin color.b. Model how to mix different shades of paint. Say out loud what colors you are using to best match your skin color “<i>I think I will use _____ because I want to make my color darker or lighter or more red/yellow/blue etc.</i>”c. Show students that there are many colors that are a part of your skin shade by adding colors like red, yellow, and blue. <ol style="list-style-type: none">2. Dismiss students to their tables to mix their paints. Circulate around the students, helping as needed.3. Once their squares are completed arrange them into one big square or rectangle. Have students come back to the carpet.4. Ask students to discuss what they notice about the different shades they have created.5. Optional: hang your students' shades in your classroom.
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Jabari Jumps

Stage 1 – Desired Results	
SEL skill:	Self Awareness Sub Skill: Self Confidence
Student objectives (outcomes):	<ul style="list-style-type: none"> ● Students will understand that everybody has times when they feel nervous or scared by listening and sharing stories related to the book. ● Students will be able to reflect on an experience where they overcame a fear by writing in their student journals.
Materials Needed:	<ul style="list-style-type: none"> ● Book: Jabari Jumps by Gaia Cornwall ● Blank Anchor chart ● Vocabulary cards ● Student Writing Journals
Duration of Time	25 minutes
Vocabulary Write vocabulary words on cards with definitions For Kindergarten print images as descriptions instead of written descriptions.	<p>Diving board-a board above a swimming pool that you jump off of</p> <p>Ladder-bars or steps that you climb up</p> <p>Sprang-jumping suddenly</p> <p>Confidence-believing in yourself and your abilities</p>
Stage 2 – Assessment Evidence	
<ol style="list-style-type: none"> 1. Teacher will review students’ writing to see if they are able to identify a time they felt nervous or scared and how they were able to overcome a fear. 2. Teacher will listen to students’ ability to share with their partners or contribute to class discussions during the read aloud lesson. 	
Stage 3 – Interactive Read Aloud Plan	

Before Reading	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students to describe a time they felt nervous for something. Have them turn and talk to a partner, ask a few students to share their example.
Preview Book	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Introduce the book to the students. Show them the cover and read the title. Have them look at Jabari's face and make predictions about how he is feeling. Go over vocabulary words for this book. Have students repeat the words and then put the vocabulary cards and definition on the anchor chart. (Save Confidence for after reading).
During Reading:	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Page 5-6: Look at Jabari's body language. Tell the students to copy what Jabari is doing in the picture. What feelings may Jabari be feeling in this picture? Have students discuss 2. Page 9-10: Reread the last sentence, say to students "<i>Jabari says it looks easy, do you think his feelings are changing at all?</i>" 3. Page 13-14: Ask students to discuss how they think Jabari is feeling about going off the diving board now. 4. Page 15-16: Pause and look at Jabari and his dad's faces. 5. Page 17-19: Pause and have students practice taking a deep breath like Jabari. Say "<i>Imagine that your breath is starting at the ends of your hair going all the way down to your toes</i>" 6. Page 21-22: Pause and let the students really look at this page. Ask: Do you think Jabari will jump? Have them turn and talk to their partner. 7. Last Page: Ask students, was Jabari able to overcome his fear? What is a word for how he is feeling now? Write some on the board. Lead students to the word "confidence"
After Reading:	<p>Teacher will...</p>

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| | <ol style="list-style-type: none">1. Add the vocabulary word confidence onto the anchor chart.2. Have students reflect on a time they felt nervous, remind them of the stories they shared before reading. Ask them: <i>How were you able to overcome your nervous or scared feeling? How were you able to feel confident?</i><ol style="list-style-type: none">a. Remind students about how Jabari overcame his fear.3. After students have had time to reflect about their own experiences, have them go back to their writing journal to write or draw about their experience.4. When they are finished have them hand in their writing. |
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Lesson Plan 6
The Name Jar

	Stage 1 – Desired Results
SEL skill:	Self Awareness Sub Skill: Self Confidence
Student objectives (outcomes):	<ul style="list-style-type: none"> ● Students will understand that your name is an important part of your identity. ● Students will be able to write about why their name is special to them.
Materials Needed:	<ul style="list-style-type: none"> ● Book: The Name Jar by Yangsook Choi ● Blank Anchor chart ● Vocabulary cards ● Student Writing Journals
Duration of Time	25 minutes
Vocabulary Write vocabulary words on cards with definitions For Kindergarten print images as descriptions instead of written descriptions.	Korea -A country in Asia Korean Characters -the Korean written language Blush -cheeks turning red from shyness or embarrassment Grace -elegance, good manners. Identity -qualities that make you different from others Pouch -a small bag Signature -your written name
	Stage 2 – Assessment Evidence
<ol style="list-style-type: none"> 1. Teacher will review students’ writing to see if they are able to identify a time they felt nervous or scared and how they were able to overcome a fear. 2. Teacher will listen to students’ ability to share with their partners or contribute to class discussions during the read aloud lesson. 	
	Stage 3 – Interactive Read Aloud Plan

Before Reading	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students if they have ever wondered why they were given their name. 2. Allow students to share or give an example of how you were given your name.
Preview Book	<p>Teacher will...</p> <p>Introduce the book to the students. Show them the cover and read the title. Give them the overview of the book from the back cover.</p> <p>Go over vocabulary words for this book. Have students repeat the words and then put the vocabulary cards and definition on the anchor chart.</p>
During Reading:	<p>Teacher will...</p> <p>Page 6: Ask students to remember their first day of school and how they felt.</p> <p>Page 9-10: Ask students to turn and talk about how they think Unhei is feeling.</p> <p>Page 13-14: Ask students to think about what Unhei's mother said, is it good to be different?</p> <p>Page 19-20: Ask students how they feel about other kids giving Unhei name suggestions?</p> <p>Page 23-24: Have students consider what Rosie said. Have students turn and talk to their partner about if they think we should get to choose our names.</p> <p>Page 31-32: Ask students: <i>Why do you think Unhei decided to keep her own name?</i></p> <p>Last page: Ask students to think about how Unhei's feelings changed from the beginning of the story to the end of the story.</p>
After Reading:	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students to think about their own name and how they feel about their name. 2. Have students write in their journal about why their name is special to them. 3. If there is time students could draw a picture of how they would make their name into a stamp.

Lesson Plan 7
Ravi's Roar

	Stage 1 – Desired Results
SEL skill:	Self Management Sub skill: Impulse Control
Student objectives (outcomes):	<ul style="list-style-type: none"> ● Students will be able to think of a time they have felt angry. ● Students will be able to identify and write about a way someone could control their anger without causing an outburst.
Materials Needed:	<ul style="list-style-type: none"> ● Book: Ravi's Roar by Tom Percival ● Vocabulary Cards ● Post-it Notes ● Anchor Chart
Duration of Time	25 minutes
Vocabulary Write vocabulary words on cards with definitions For Kindergarten print images as descriptions instead of written descriptions.	Furious -Very angry Roared -a lion roar Dared -have the courage to do something Cross -mad or angry
	Stage 2 – Assessment Evidence
<ol style="list-style-type: none"> 1. Teacher will review students' writing to see if they are able to identify what Ravi could have done differently. 2. Teacher will listen to students' ability to share with their partners or contribute to class discussions during the read aloud lesson. 	
	Stage 3 – Interactive Read Aloud Plan

Before Reading	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Tell students a time you felt very angry when something did not go your way and how you felt. 2. Ask students if they can think of a time when they felt angry.
Preview Book	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Tell students they will read a book about a boy and things are not going his way so he feels angry. 2. Go over vocabulary words for this book. Have students repeat the words and then put the vocabulary cards and definition on the anchor chart.
During Reading:	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Page 7-8: Ask students to show thumbs up or thumbs down if they have felt angry or frustrated about being last somewhere. 2. Page 9-10: Show students Ravi's face, ask students to turn to their partner and talk about how Ravi is feeling. 3. Page 11-12: Ask students: <i>Do you think ice cream will make Ravi's angry feelings go away?</i> 4. Page 13-14 Predict: Ask students to share how they would feel in Ravi's situation. What would they do? 5. Page 19-20: Show students the faces of the other people that are interacting with Ravi. How do they look? 6. Page 22-23: Ask students: <i>Is Ravi getting what he wanted? How is he making other people feel?</i> 7. Page 24-25: Ask students to think about what Ravi could do now that he has calmed down. How could he fix the situation?
After Reading:	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students: <i>How did Ravi turn back into a boy? What did he have to do?</i>

	<ol style="list-style-type: none">2. Tell students that it is okay to get angry sometimes and that apologizing is an important step in fixing a problem.3. Ask students to think about how Ravi could have handled the situation instead of turning into a tiger. Could he have done something different?4. Give students a post-it note and ask them to draw or write what Ravi could have done instead of turning into a tiger.5. Put post-it notes onto the anchor chart and read some of them. <p>Keep these post-it notes for the next lesson.</p>
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Lesson Plan 8
The Fort

	Stage 1 – Desired Results
SEL skill:	Self Management Sub skill: Impulse Control
Student objectives (outcomes):	<ul style="list-style-type: none"> ● Students will be able to identify how the characters were able to solve a conflict. ● Students will be able to use the framework of Complaint/Feeling/Request to use when solving disagreements.
Materials Needed:	<ul style="list-style-type: none"> ● Book: The Fort by Laura Perdw ● Vocabulary Cards ● Student Writing notebook ● Anchor Chart with Complaint/Feeling/Request written on it vertically.
Duration of Time	25 minutes
Vocabulary Write vocabulary words on cards with definitions For Kindergarten print images as descriptions instead of written descriptions.	Fort -a place with a wall or fence Strutted -standing tall and walking stiffly Invaded -taking control of something that isn't yours Daydream -dreaming or thinking of something while you are awake Paraded -walking or marching confidently
	Stage 2 – Assessment Evidence
	<ol style="list-style-type: none"> 1. Teacher will listen to students' ability to use Complaint/Feeling/Request with their partner. 2. Teacher will listen to students' ability to share with their partners or contribute to class discussions during the read aloud lesson.
	Stage 3 – Interactive Read Aloud Plan

<p>Before Reading</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 3. Tell students a time you felt very angry when something did not go your way and how you felt. 4. Ask students if they can think of a time when they felt angry.
<p>Preview Book</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 3. Tell students they will read a book about a boy and things are not going his way so he feels angry. 4. Go over vocabulary words for this book. Have students repeat the words and then put the vocabulary cards and definition on the anchor chart.
<p>During Reading:</p>	<p>Teacher will.</p> <ol style="list-style-type: none"> 1. Pages 5-6: look at the illustrations in this picture, have students predict who was in the fort. 2. Pages 7-8: Ask students to think about how the boy is feeling. Why is he feeling this way? Have students turn and talk with a partner. 3. Pages 9-10: Ask students to predict what they think will happen when the pirate enters the fort. Have students turn and talk with a partner. 4. Pages 11-12: Ask students to look at the fort on this page and go back to page 5-6 to compare the pictures. Ask students to share what they notice about these pictures. 5. Pages 13-14: Ask students to think about how the girl is feeling. Why is she feeling this way? Have students turn and talk with a partner. 6. Pages 15-18: Ask students to predict what will happen when the prince and the pirate meet. 7. Pages 21-22: Stop and this page and ask students to think about how they might solve this disagreement. Say: <i>The pirate and the prince both want to be in the fort but have ideas for two different things. Instead of fighting or getting upset. How could they resolve this problem?</i> Ask students to write or draw in a student writing

	<p>notebook what they would do to resolve this problem.</p> <p>8. Finish reading book</p>
<p>After Reading:</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Ask students: <i>How did the pirate and the prince solve their disagreement? What did they both agree on in the end?</i> Have students turn and talk and share some ideas with the whole class. 2. Bring out post-it notes from Ravi's Roar and look at some students writing. Compare how Ravi handled his anger vs. how the pirate and the prince handled their feelings. Discuss this, is it okay to feel angry? Are there different ways of dealing with anger or frustration? 3. Tell students you will show them one way to practice solving a disagreement instead of turning into a tiger like Ravi did. The strategy is called Complaint/Feeling/Request (CFR), write this on the white board or anchor chart. <ol style="list-style-type: none"> a. Model to students an example of how to use this by using a common disagreement between students. Example: budging in line. b. Complaint: <i>I don't like when you skipped the line and went in front of me. Feeling: <i>It made me feel angry and frustrated. Request: <i>Next time, can you please go to the end of the line or ask if you can go first.</i></i></i> c. As you say these, write the sentence starters for each stage on the anchor chart for students to reference. (I don't like..., it made me feel..., next time...) d. Give students a different situation, example: somebody said they didn't like your drawing. This time partners students up and have them practice using CFR as a way to communicate their feelings. e. As students are sharing, walk around and listen to students. If students are having a

	<p>hard time give them another example and a new partner to practice with.</p> <p>f. If there is time, have a few student partners model this in front of the class. Remind students that this is a great way to solve disagreements with others.</p>
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The Good Egg

Stage 1 – Desired Results	
SEL skill:	Self Awareness Sub Skill: Stress Management
Student objectives (outcomes):	<ul style="list-style-type: none"> ● Students will be able to write about and recognize how the Good Egg has changed throughout the story and how the Good Egg was able to feel less pressure. ● Students will be able to identify something in their life that makes them feel happy or good.
Materials Needed:	<ul style="list-style-type: none"> ● Book: The Good Egg by Jory John ● Vocabulary Cards ● Post it notes ● Writing journal ● Blank Anchor Chart
Duration of Time	25 minutes
Vocabulary Write vocabulary words on cards with definitions For Kindergarten print images as descriptions instead of written descriptions.	Tantrums -outburst of anger or frustration Behavior -the way that somebody acts Exhausted -very tired Scrambled -jumbled or mixed up Pressure -a feeling of stress or anxiety when you have too much to do
Stage 2 – Assessment Evidence	
<ul style="list-style-type: none"> ● Teacher will review students’ writing to see if they are able to identify something that makes them feel good or happy. ● Teacher will listen to students’ ability to share with their partners or contribute to class discussions during the read aloud lesson. 	
Stage 3 – Interactive Read Aloud Plan	

<p>Before Reading</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Model to students what stress sometimes looks like. 2. Act flustered by holding a few books and pretend like you're late to the read aloud. Accidentally knock something over or trip on something. 3. Ask students what they noticed about your actions and what feeling word they would use to describe your behavior.
<p>Preview Book</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Introduce the book to the students. Show them the cover and read the title. Give them the overview of the book from the back cover. 2. Go over vocabulary words for this book. Have students repeat the words and then put the vocabulary cards and definition on the anchor chart.
<p>During Reading:</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Page 3-4: Turn and talk to your partner about how the good egg has been helpful to others. 2. Page 7-8: Ask students "<i>how have the other eggs been acting, have they been helpful?</i>" 3. Page 11 Reread: "I felt exhausted, my head felt scrambled" review vocabulary words and ask students if they have ever felt like the good egg does on this page. 4. Page 13-14 Predict: The good egg is feeling a lot of pressure, what do you think has to change if the good egg wants to feel better? 5. Page 17-18 Reflect: I wonder if the good egg will feel less pressure being alone for a while. 6. Page 19-20 Write and reflect: The good egg does different activities to make himself feel better. Ask students to write or draw about something that makes them feel good either in their journal or on a post it note.

	<p>7. Page 24-25 Reflect: Ask students “<i>what has the good egg decided to do to help him feel less pressure?</i>”</p>
After Reading:	<p>Teacher will...</p> <ol style="list-style-type: none">1. On Anchor chart or white board draw a Venn Diagram.2. Give students two post-it notes3. Ask students to think about how the Good Egg was at the beginning of the story vs. the end of the story.4. Students will draw or write on one post-it note about the Good Egg and the beginning of the story and draw or write on the other post-it note about how the Good Egg changed by the end of the story.5. Review post-it notes as a whole class. If time, have some students read what they wrote.

Lesson Plan 10
Ruby Finds A Worry

Stage 1 – Desired Results	
SEL skill:	Self Awareness Sub Skill: Stress Management
Student objectives (outcomes):	<ul style="list-style-type: none"> • Students will be able to identify and write about a person they would talk to if they feel worried.
Materials Needed:	<ul style="list-style-type: none"> • Book: Ruby Finds A Worry by Tom Percival • Vocabulary Cards • Post it notes • Writing journal • Blank Anchor Chart
Duration of Time	25 minutes
Vocabulary Write vocabulary words on cards with definitions For Kindergarten print images as descriptions instead of written descriptions.	Discovered -to find something Enormous -super big Hovering -floating in the air Shrink -something getting smaller
Stage 2 – Assessment Evidence	
<ul style="list-style-type: none"> • Teacher will review students’ writing to see if they are able to identify someone they would talk to if they felt worried. • Teacher will listen to students’ ability to share with their partners or contribute to class discussions during the read aloud lesson. 	
Stage 3 – Interactive Read Aloud Plan	
Before Reading	Teacher will... <ul style="list-style-type: none"> • Model to students an example of a small worry that may be applicable to them. Examples: “I really hope it doesn’t rain at recess today” or “I

	<p>really hope that I have something yummy for dinner tonight”</p> <ul style="list-style-type: none"> ● Explain to students that this is a small worry, it might be something you think about for a little bit but usually it doesn’t last all day. But sometimes there are big worries that people have that might last all day long. ● Tell students that they will learn a strategy to help if they have a worry.
<p>Preview Book</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Introduce the book to the students. Show them the cover and read the title. Give them the overview of the book from the back cover. 2. Go over vocabulary words for this book. Have students repeat the words and then put the vocabulary cards and definition on the anchor chart.
<p>During Reading:</p>	<p>Teacher will...</p> <ol style="list-style-type: none"> 1. Page 7-8: How do you think Ruby feels about her worry? How can you tell? 2. Page 9-10 Reflect: It looks like as the worry is getting bigger, Ruby is starting to notice it now. 3. Page 13-14 Turn and Talk: Ask students <i>“do you think if Ruby pretends her worry isn’t there, it will go away? Why or why not?”</i> 4. Page 15-16 Connect and Reflect: Remind students of how Ruby loved to swing at the beginning of the story and notice how she is looking on this page now. 5. Page 19-20 Predict and Connect: Ask students to think about how they think Ruby could get rid of her worry. How have they stopped worrying about something in the past? 6. Page 23: Let students observe the next page before reading it out loud. Ask what they notice about the picture.

	<p>7. Page 25-26: Ask students “do all of these people have the same worries, do their worries look the same?” then ask “do their faces look the same?”</p>
After Reading:	<p>Teacher will...</p> <ol style="list-style-type: none">1. Ask students “What happened when Ruby met the boy? How did they help each other?”2. Give students a post-it note and ask them to think of a person they would talk to if they had a worry. They will draw or write the person or people they would talk to.3. Have students put their post-it notes on a whiteboard or anchor chart.4. If time, ask students if they would like to read theirs.

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