

Lesson Information and Activities						SI Strand(s)
<b>Lesson Title:</b> <u>Feelings</u>						
<b>Content Area:</b> <u>ELA</u> <b>Grade Level(s):</b> <u>1</u>						
<b>Unit Description:</b> In this lesson, we read <i>The Way I Feel</i> by Janan Cain as a class.						
<b>Length of lesson:</b> <u>1 week</u> <b>Number of ELs:</b> <u>6</u>						
Proficiency Levels	Level 1	Level 2	English Only	English Only		
ELs (numbers and/or names)	██████	██████	██████	██████		
<b>Program Model:</b> _____						
<b>Other relevant student information:</b> _____						
<b>Standards and Objectives</b>						
	Language Objectives	English language proficiency standards				
1	Students will be able to say feeling words (i.e. happy, sad, excited, etc.).	<b>English Language Development Standard 2:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.				
2	Students will be able to write words and sentences that describe how they are feeling.					
	Content Objectives	Content Standards				
1	Students will be able to participate in an interactive read aloud and answer questions that demonstrate comprehension and the ability to make predictions.	<b>1.RL.2.4:</b> Make and confirm predictions about what will happen next in a story.				
2		<b>1.W.2.1.:</b> Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.				
<span style="border: 1px solid black; padding: 5px 15px; background-color: #e8f5e9;">Define</span>						

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<p><b><u>Incorporating all four language domains</u></b></p> <p>Identify how the language demands of the tasks are related to each language domain.</p> <table border="1"> <thead> <tr> <th></th> <th>Written</th> <th>Oral</th> </tr> </thead> <tbody> <tr> <th>Receptive</th> <td> <p>Reading</p> <p>Class will read <i>The Way I Feel</i> by Janan Cain.</p> </td> <td> <p>Listening</p> <p>Students will listen to the questions for each emotion, and listen to the reading of the book aloud.</p> </td> </tr> <tr> <th>Productive</th> <td> <p>Writing</p> <p>Students will complete a writing assignment/ prompt set up on it for them. They will be given different writing assignments based on their English abilities, and they will be given the writing assignment tailored to their English proficiency level.</p> </td> <td> <p>Speaking</p> <p>Students will respond to questions throughout the reading of the book. After completing their writing assignments, students will read them aloud to the class.</p> </td> </tr> </tbody> </table>			Written	Oral	Receptive	<p>Reading</p> <p>Class will read <i>The Way I Feel</i> by Janan Cain.</p>	<p>Listening</p> <p>Students will listen to the questions for each emotion, and listen to the reading of the book aloud.</p>	Productive	<p>Writing</p> <p>Students will complete a writing assignment/ prompt set up on it for them. They will be given different writing assignments based on their English abilities, and they will be given the writing assignment tailored to their English proficiency level.</p>	<p>Speaking</p> <p>Students will respond to questions throughout the reading of the book. After completing their writing assignments, students will read them aloud to the class.</p>	<p>Apply</p>
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<p><b><u>Key language for students</u></b> (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)</p> <table border="1"> <thead> <tr> <th>General academic language</th> <th>Language specific to the content area</th> </tr> </thead> <tbody> <tr> <td> <p>Vocabulary: Feel, scared, disappointed, mood, frown, growl, thankful, frustrated, shy, waving, bored, excited, jealous, proud</p> </td> <td> <p>Grammatical structures using key vocabulary:</p> <p>I feel (She/he feels) _____ when _____ .</p> <p>I felt (She/he feels) _____ when _____ .</p> <p>When I am _____, _____ makes me feel better.</p> <p>When I am _____, I _____.</p> </td> </tr> </tbody> </table>		General academic language	Language specific to the content area	<p>Vocabulary: Feel, scared, disappointed, mood, frown, growl, thankful, frustrated, shy, waving, bored, excited, jealous, proud</p>	<p>Grammatical structures using key vocabulary:</p> <p>I feel (She/he feels) _____ when _____ .</p> <p>I felt (She/he feels) _____ when _____ .</p> <p>When I am _____, _____ makes me feel better.</p> <p>When I am _____, I _____.</p>	<p>Define</p> <p>Modify</p>					
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<p><b><u>Key characteristics of teacher talk</u></b> (ways to make the content comprehensible for all students, ways to model key language, etc.)</p> <ul style="list-style-type: none"> <li>I will make sure to modify my speech to be appropriate for students' proficiency levels in English. I will provide synonyms or definitions for words that appear to be more challenging in the text.</li> <li>I will provide numerous opportunities for interaction and discussion, both among students and on a one-to-one basis with me.</li> <li>I will conduct the lesson at an appropriate pace at which ELs will be able to follow along, using gestures, facial expressions, and pictures in the book as scaffolding through the guided reading.</li> </ul>		<p>Modify</p>									

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<p><b><u>How the lesson will incorporate bilingualism/students' native languages as resources</u></b></p> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>• Ask students during the guided reading how they would say specific feelings/emotions in their native language.</li> <li>• Invite students to add translations to their own list of feelings with illustrations.</li> </ul>				Cultivate								
<p><b><u>Materials and Texts</u></b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Genre (e.g., narrative)</th> <th>Level</th> <th>Connection to Students (What will this mean to them? How can you make it even more meaningful?)</th> </tr> </thead> <tbody> <tr> <td><i>The Way I Feel</i> by Janan Cain</td> <td>Fiction</td> <td>K-1 (guided reading)</td> <td>This text invites students to reflect on the different emotions they feel and why they feel them. All students will be able to relate to the material and pull from their own experiences. Students of all English proficiency levels will be encouraged to verbally engage with the text, but will also be able to participate through making facial expressions that align with the corresponding feelings.</td> </tr> </tbody> </table>					Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)	<i>The Way I Feel</i> by Janan Cain	Fiction	K-1 (guided reading)	This text invites students to reflect on the different emotions they feel and why they feel them. All students will be able to relate to the material and pull from their own experiences. Students of all English proficiency levels will be encouraged to verbally engage with the text, but will also be able to participate through making facial expressions that align with the corresponding feelings.
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<p><b><u>Supplementary Materials and Realia</u></b></p> <ul style="list-style-type: none"> <li>• Pens and/ or pencils</li> <li>• Feelings chart with faces on it (each face should express one of the feelings mentioned in the book)</li> <li>• Paper with each feeling listed on it which will be matched with the face on the chart</li> <li>• Model performance indicators and prompts for ELs</li> </ul>												

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<p>Estimated Time: _____</p> <p><b>Language Domains:</b> <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking</p> <p><b>Grouping:</b>  <input checked="" type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Whole class</p> <p>Reason for grouping:  <input type="checkbox"/> First language <input type="checkbox"/> English proficiency <input type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other:</p> <p><i>Suggestion:</i> Could also try strategic small grouping of ELs with peers who share a first language, who will help scaffold the lesson for ELs</p> <p><b>Preview:</b> Connections to past learning or the larger unit sequence</p> <p><b>Before Reading:</b></p> <ul style="list-style-type: none"> <li>Ask students, "Have you heard the word 'feeling' before? What does it mean? What are some examples of feelings? What might make you feel that way? Give me an example of a time that you felt angry. Give me an example of a time that you felt sad. Give me an example of a time that you felt happy."</li> </ul> <p><b>Presentation:</b> Primary activity steps associated with lesson implementation            Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students</p> <ul style="list-style-type: none"> <li>Introduce the book to students, saying, "Today, we're going to read a book called <i>The Way I Feel</i> by Janan Cain. The book talks about many different feelings and why you might have some of these feelings. What kind of feelings do you think the book will talk about?"</li> </ul> <p><b>During Reading:</b></p> <ul style="list-style-type: none"> <li>Ask the following questions for each emotion. Each page is a different emotion. Also, for each emotion, ask them which face on the feeling chart matches the feeling in the book and have them match the card with that feeling word on it to the face with that feeling. Encourage students to act out emotions with neighboring students in smaller groups as well as with the whole class.               <ul style="list-style-type: none"> <li>Silly: "What do you do when you feel silly? How can you tell that this girl is feeling silly?"</li> <li>Scared: "How do you think this girl is feeling? Why do you think she might be scared? Do thunderstorms scare you? Can you show me your scared face?"</li> <li>Disappointed: "What makes you disappointed? How can you tell that she is disappointed? Can you show the person to your left your disappointed face?"</li> <li>Happy: Before reading the page, ask students to read the word at the bottom of the page to see if they are able to read the word "happy". "How do you know that she is</li> </ul> </li> </ul>	<p>Modify</p> <p>Define</p> <p>Define</p> <p>Apply</p>

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<p>happy? Can you show me your happy face?”</p> <ul style="list-style-type: none"> <li>○ Sad: Before reading the page, ask students to read the word at the bottom of the page to see if they are able to read the word “sad”. “What makes you feel better when you are feeling sad? Can you show the person to your right your sad face?”</li> <li>○ Before reading the emotion, ask students, “How do you think that he feels?” “What are some reasons he might be angry? Can you show me your angry face?”</li> <li>○ Thankful: “What does it mean to be thankful? What word is ‘thankful’ that could have helped us figure that out? What is one thing that you are thankful for?”</li> <li>○ Shy: “Do you ever get shy? Do you know anyone who is shy? What does someone who is shy do?”</li> <li>○ Bored: “Do you ever get bored? What do you do to stop being bored? How can you tell that he is bored?”</li> <li>○ Excited: “What makes you excited? Do you jump up and down when you’re excited?”</li> <li>○ Jealous: “What does it mean when someone is jealous? Have you ever been jealous?”</li> <li>○ Proud: “Does being proud make you feel good? What does it mean to be proud? What have you done that you are proud of?”</li> </ul> <p><i>Suggestions for further scaffolding:</i></p> <ul style="list-style-type: none"> <li>• Pairing the book with a learning log pre-made for the ELs by chapter, event, and/or characters in the book so ELs are keeping a personal log of the story as they read it.</li> <li>• Orally providing sentence stems for ELs when asking questions about emotions. Example: “What is one thing that you are thankful for?” → “I am thankful for ____.” Example: “How can you tell she is disappointed?” → “She is disappointed because ____.”</li> </ul> <p><b>After Reading:</b></p> <p>Students will be given a paper with their writing assignment/ prompt set up on it for them. They will be given different writing assignments based on their English abilities, and they will be given the writing assignment assigned to them and detailed on the model performance indicator chart. Depending on their proficiency level, ELs will be provided with sentence stems that will allow them to describe what is going on in the story without over-reliance on English language proficiency.</p> <p><b>Assessment:</b> Activities for formative and summative assessment during and after primary lesson activities. How does assessment account for the language demands embedded in core content for ELs?</p> <ul style="list-style-type: none"> <li>• I will ask each student to share what they wrote, and I will observe their speaking abilities while they present.</li> <li>• I will also use students’ writing samples to assess how well they wrote and expressed feeling words. I will make this a dialogic activity through responding to students’ writing samples through providing both oral and written commentary. With ELs who may struggle with writing more complex English sentences, I will invite them to share their responses to the story through other</li> </ul>	<div style="text-align: center; margin-top: 100px;">Modify</div> <div style="text-align: center; margin-top: 100px;">Modify</div> <div style="text-align: center; margin-top: 100px;">Apply</div> <div style="text-align: center; margin-top: 100px;">Modify</div>

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<p>ways along with their writing, such as inviting students' invented spelling and use of pictures to share their reflections on the story, or giving students the space to translanguage in their journals.</p>	<p>Cultivate</p>
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p><i>Suggestion:</i> Extension: Students could be given a take-home assignment to ask a family member questions about their feelings and experiences. Students are encouraged to use their first languages.</p>	<p>Cultivate</p>

## Education Connections' Four Strands of Sheltered Instruction

Sheltered Instruction is an approach that makes academic content, as well as language development, more accessible for EL students. The Education Connections activities are based on **Four Strands** of Sheltered Instruction. They are: Define, Modify, Cultivate, Apply.

### Define

- Develop, define, refine, communicate, and assess **content objectives** for every lesson
- Develop, define, refine, communicate, and assess **language objectives** for every lesson
- Ensure objectives derive from, and are aligned with, English language proficiency (ELP), as well as content standards

### Modify

- Differentiate instruction through lesson adaptation and instructional modifications
- Scaffold instruction in response to students' individualized language and content learning needs
- Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning

### Cultivate

- Explicitly identify and acknowledge the **cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom**
- Invite parental and/or familial involvement in the school and classroom and make connections that extend beyond the core curriculum
- **Support native language** maintenance, additive bilingualism, and biliteracy development

### Apply

- **Directly promote language use through interaction with peers, teachers, as well as the core content**
- Encourage and facilitate language use in both English, as well as students' home languages
- Develop and implement activities that require use of all four language domains