



Can't Stop the Feelings!

by Genitia Johnson, 2021 CTI Fellow
Huntingtowne Farms Elementary

This curriculum unit is recommended for:
1st Grade

Keywords: (Social Emotional Learning (SEL), feelings, emotions, social skills, emotional development, read alouds, movement, motion, music)

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: In this unit students will learn feelings/emotions vocabulary words and actions. They will learn how to identify their feelings and character feelings. Students will learn how to write about their feelings and explain why they are expressing those feelings. They will learn how to determine character's feelings while reading fiction stories by looking at the illustration and text. The lessons will also include movement, music and gestures.

I plan to teach this unit during the coming year to 48 students in a first grade Dual Language literacy and Social Emotions Learning Curriculum in the Winter of 2021. This unit will be shared with other grade level appropriated teachers at my school.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Can't Stop the Feelings!

By: Genitia Johnson

Introduction

Rationale: I selected this unit because I have noticed that my students have a hard time sitting while learning in the classroom. They would be very fidgety while learning. I have noticed that they need to develop social and emotional strategies while integrating motions and movement. I think incorporating movement throughout the school day makes students less fidgety and more focused on learning. Emotional development and social skill are essential for students. It helps them to transition easily from one activity to the next, paying attention, and cooperating with others. Student's overall social and emotional health affects their overall development and learning.

Demographics:

I work as a first grade Dual Language teacher at Huntingtowne Farms Elementary School in Charlotte, North Carolina. Huntingtowne Farms Elementary is in the Charlotte-Mecklenburg School (CMS) System. CMS is one of the largest school systems in North Carolina, serving approximately 146,000 students. Huntingtowne Farms Elementary, is located in the district's Southwest Learning Community. According the NC Star Lighting the Path of Student Success (Indistar), Huntingtowne Farms serves approximately 824 students in grades Pre-K through Fifth. Approximately 60% Hispanic/Latino, 3.00% Asian, 29.00 % Black or African American, 8.00% Caucasian or White. We have approximately 91% free/reduced lunch and 33% Limited English Proficient.

I currently teach first grade Dual Language with 48 students. I teach literacy in English to the students. I also teach Social Emotional Lessons (SEL), Science, and Social Studies. We are currently using the "Caring School Community" Curriculum provided by CMS. However, sometimes I modify the lessons to meet the needs of my students. I also work with the two school counselors to create the SEL pacing guides. I am also on the school SEL committee. The Dual Language program is a 50/50 program in English and Spanish. The students switch in the middle of the day for Math in Spanish. Science and Social Studies are taught in English and Spanish. There are 24 students in each of my classes. Huntingtowne Farms is also an International Baccalaureate Primary Years Programme (IB/PYP) School. I am in my seventeenth year at Huntingtowne Farms. This is my 4th year teaching Dual Language at my school. Spanish is the first language for 90% of my class. Most of the students are learning English. There are several novice English as a Second Language learners. I am still learning Spanish however; my students help me translate in class and I use an online translating app. I use music, songs, movements, motion, and picture cards. I am also supported by my Spanish coach and Spanish co-teacher.

My students are excited to learn how to read in English. They are increasing their vocabulary by learning new words. I try to teach a motion or movement with vocabulary words if possible, to help them remember words. My students love to help each other. The English-speaking students

help their Spanish speaking classmates by translating for them. They love to dance, exercise, draw, read, and write. My students always try to motivate each other to try their best. They love to work in centers with a partner. Overall, they are learning to become a class family.

The Social Emotion Lessons (SEL) are taught first in class. I like to start my day with these lessons. This allows the students to learn strategies and apply them all thought-out the day. I use google slides to create visuals for students. The slides also include links for songs, videos, stories, and anchor charts. In my class we call SEL “Morning Meeting.” It is time that we share and learn from each other like a family. Some students call it “Our Family Time.” The students like to share their feelings and reflect on themselves. I try to incorporate a story with each lesson that relates to feels, character education, or any topic related to the lesson. Most of my students knows basic feeling words; happy, sad, and mad. I use feelings posters with pictures to teach them other synonyms for feeling words. I also teach motions or movements to help them remember the words. I also use read alouds in SEL and literacy. Read alouds are used to help students make connection to SEL lesson and to teach first grade literacy standards.

Objectives: This unit is integrated into literacy and morning meetings. Standards are based on the North Carolina English Language Arts Standards and North Carolina Social Learning Standards. This unit will teach students how to reflect on literature critically. They will also learn how to develop social and emotional strategies while integrating motions and movement. Read-louds will be incorporated in the literacy lessons. The lessons and activities will include motions and movement.

Content Research:

Embodied Teaching and Learning

Embodied teaching and learning connect to the mind and body. It works together to allow learning to happen. Embodiment offers a compelling way to re-think how children learn, teachers teach, and schools are organized. Embodied teaching and learning assume a teacher’s relation with teaching and learning situations. According to Macintyre and Bunk (2008, 317), “Embodied teaching and learning is about building relationships between self, others, and subject matter.” Macintyre and Buck (2008, 318), acknowledges that “teachers must seek out a working relationship between inner understanding and mindlessness.”

Macintyre and Buck (2008, 322), emphasizes that embodiment, is the “flesh” of learning, bringing thinking, feeling, seeing, and acting into a vital relationship. I agree with them because I believe students learn using their five senses. The five senses are essential to learning especially since students learn differently. Teachers must have intimate experiences with embodied practices to foster experiences in their students (Macintyre and Buck, 2013). Teachers must provide students with experiences to foster their learning. For example, providing students with group activities, assignments, projects, hands-on activities, and differentiated instruction. Teachers should provide lessons and activities that allows students to make connections to their interests and academic needs. This will help to foster their learning.

Multiple sensory learning encourages students to use all or some of their senses to gather information. In first grade students are encouraged to use their five sense to gather information. Students describe things by explaining how it looks, sounds, feels, tastes, and smells like. Even when students are reading, they use reading strategies that incorporate using their senses to determine unknown words. For example, they are asking themselves if the word they are using sounds right in the sentence. They are thinking, “does it look right according to illustrations or photographs?” Students also use their senses when they are writing. This also helps them to add adjectives to their writing.

Students experiences should be intentional and need to be deliberately fostered through prospective teacher involvement in concrete teaching and learning situations (Macintyre and Buck, 2013). Anchor charts with visuals are a great resource to use in the classroom to foster’s students’ learning. It is important for teachers to create a welcoming and inviting environment that allows students to feel comfortable to ask questions, where instruction is challenging, and students are expected to do their best. Incorporating music, movement, and dance is a great way for teachers to create learning situations.

Kinesthetic Classrooms

Kinesthetic learners learn best by doing rather than reading or listening. Kinesthetic classrooms can promote active learning. Students involved in an active learning classroom are encouraged to think critically, construct knowledge, and explore their own attitudes and values (Culp, Oberlton, and Porter, 2020). Students are encouraged to participate in “active” activities such as small-group discussions, class discussions, think-pair-share activities, demonstrations, quick writes from prompts, polling, turn and talk, debates and concept mapping (Culp, Oberlton, and Porter, 2020).

In order for the classroom to be successful using activity-based learning it must have a teacher who is caring, creative, and knowledgeable of how students learn. Teachers should listen to the students and provide feedback on activities irrespective of the outcome of the presentation and constantly reflect for improvement (Culp, Oberlton, and Porter, 2020). For example, teachers can provide students with “virtual nature breaks” or “brain breaks” in class. These breaks involve playing a video on a screen in front of the class of hikes, walks, or bike rides filmed by individuals using action cameras (Culp, Oberlton, and Porter, 2020). The students will perform the action. In fact, “brain breaks” should be provided though out the day. Brain breaks can include dancing, yoga, music, or any type of movement. It allows students to reduce stress, anxiety, and frustrations. Actually, brain breaks can help students focus and be productive.

Another way to implement physical activity in the classroom is by providing gallery walks and visual survey questions (Gravett, 2018). In younger grades a quick visual survey can be a thumbs up or thumbs down. This allows the teacher to quickly survey the class. All of these strategies involve movement, whether it be changing seats or standing in different parts of the room. According to Gravette (2018, 211), embedding a “Quick Fix” and other movement techniques, can energize a classroom with physically active learning. These “Quick Fix” activities allow students to quickly move in the classroom to demonstrate their knowledge. Gallery walks are about 10-30 minutes. Instead of having students talk to those around them or

forming groups. It allows the students to move around the room from question to question, discussing answers with others at a timed pace, or at their leisure. Visual survey questions are 5-10 minutes. Instead of a show of hands or answering with clickers. It allows the students to stand in a particular area of the room based on their answer to level of agreement with a statement. Movement and motion can also be used to teach vocabulary words. Allowing students to help create motions or gestures for the vocabulary words is a great way to get students involved in their learning. This also helps them to be engaged in their learning.

A wealth of research demonstrates that exercise is good for the brain at every age (Parker, 2018). According to Parker (2018, 1), evidence has shown that the part of the brain associated with “body learning” is linked with cognitive processes, exercise, play, and activity that are natural stimulated to our circulatory and neurovascular systems. Students can benefit from quick exercises between transitions. It allows students to get their wiggles out and reset their body to focus on the what will be taught next. Workouts can also be integrated into lessons being taught.

In first grade students actively participate in learning centers. Centers are created based on what students need and are differentiated. Students learning how to work together and learn from each other. They practice grade level learning standards by exploring centers. The classroom also encourages movement through music and songs. Students learn motions and gestures for poems and other grade level standards. They also learn letters and sounds using motions and songs.

Incorporating Movement Into Read-Aloud

Krider (2018, 64), emphasizes that literacy is the foundation of education, and so modern education devotes significant school time to promoting and developing literacy. Teachers also need to ensure that young bodies and minds are ready to absorb their literacy lessons. According to Krider (2018, 65), “integrating physical exercise with reading activities in unique ways can be a great benefit to young learners” (Krider, 2018). For example, instead of sitting on the floor while the teacher reads a story aloud, students can perform corresponding movement with the read aloud. This will allow the lesson to be more engaged and energized. Students will be able to retain more of the information from the reading (Krider, 2018). Movement enhances brain development and improves reading skills. Research shows that elementary students are less active today than ever before. Elementary teachers are encouraged to integrate movement into the classroom time to enhance brain development, as well as provide student opportunities for more physical activity (Krider, 2018).

One strategy to incorporate is movement. Instead of having the students sit still while listening to a story is being read, students can participate in directed movement that correlates to what is being read in the story. For example, if students are learning about “action verbs,” they perform the relevant action every time they hear the action verb in the story (Krider, 2018). Younger students can act out stories to show character feelings and emotions. As the teacher reads, they can pretend to be the characters. The teacher should stop while reading to have students answer story comprehension questions using movement and actions.

Movement can also help to improve academics and behavior. As a result, students are less likely to misbehave if they are moving through out the lesson. It gives them a quick brain break to re-energize the brain to begin focusing again. Research shows a positive correlation between classroom based physical activity and indicators of academic performance and behavior (Krider, 2018). Studies have found that adding time to be active in the classroom does not decrease academic performance; in fact, movement actually increases academic performance. According to Krider (2018, 66), there is a link between memory and movement, or what is often termed “gesture to remember.” Gestures have helped students remember letters, sounds, and words. Students are able to make connections with the gestures to remember words, literacy skills, and math concepts.

Strategies for Incorporating Movement

Teachers should start in the beginning of the year to introduce movement into read-alouds. It allows the teacher to incorporate it into the regular classroom routine. Teachers should start with a simple read-aloud. For example, “From Head to Toe” by Eric Carle, explains how animals move and students can follow along with the animal movements (Krider, 2018). When reading a book about feelings, students can act out the motions to show feelings. Teachers should select movements that are appropriate for their grade level. The Society of Health and Physical Educators of America (SHAPE America) has developed a chart called “Grade-Level Outcomes for K-12 Physical Education,” which lists the research-based, age appropriate movements that students should be learning in physical education by grade level (Krider, 2018). It is also important that teachers manage the movements to make sure students are safe. Teachers should set clear expectations and practice the movements. For example, ask students to “find your personal bubble space” (Krider, 2018). Planning is also important. Teachers should plan the best time of the day to read and move. One suggestion is to prepare the story ahead of time. Write yourself simple directions on post it notes and place them in the book. Teachers may also want to use drawings or a key to help students follow the movement (Krider, 2018). Anchor charts or other visuals would be a great tool to use because they would provide students with visual reminders. Krider (2018, 70), acknowledges that teachers should also show enthusiasm and participate in all the movements with students when possible.

Social Emotional Learning (SEL)

Emotional processes are skills children need to manage their emotions effectively and recognize the emotions of others. This is the ability for a child to recognize and label emotions. Social/interpersonal skills are behaviors that help children and adults interact positively and effectively with others. This includes recognizing and understanding social cues effectively interpreting others’ behaviors and having positive interactions with others. Cognitive regulation focuses on cognitive flexibility, working memory and inhibitory control. These skills are mental processes that help children focus and transition from one task to another. Listening and remembering instructions are also a part of this skill (McClland, Tominey, Schmitt, and Duncan, 2017). SEL involves the process by which people acquire and effectively apply the knowledge, attitudes, and skills to understand and manage their emotions, to feel and show empathy for

others, to establish and achieve positive goals, to develop and maintain positive relationships, and to make responsible decisions (Schonert-Reichl 139, 2017).

Caring School Community

The Collaborative for Academic Social, and Emotional Learning (CASEL) has identified five interrelated competencies that are the important to SEL. This include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Schonert-Reichl, 2017). Caring School Community is a comprehensive, research-based social and emotional SEL program. This program builds school-wide community, develops students' social skills and SEL competencies, and enables a transformative stance to discipline. Teachers play an essential role in SEL. Their social-emotional competence and wellbeing strongly influence the learning content of SEL (Schonert-Reichl, 2017). The Caring School Community program is designed to help children become caring, responsible members of their school communities and to grow into human, principled, and skilled citizens of democratic society (Center for the Collaborative Classroom, 2018). The program's curriculum does this by building caring relationships with and among students, directly reaching social skills, creating calm, orderly learning environment through the use of effective classroom management practices, and helping students acquire self-discipline throughout a caring and effective approach to discipline (Center for the Collaborative Classroom, 2018).

Instructional Implementation

Teaching Strategies

I use several teaching strategies in my classroom. In this curriculum unit I highlight the most used strategies. Some of those strategies will be focusing on cooperative leaning, visual arts, turn and talk, read alouds, anchor charts, inquiry-based instruction, technology, music and movement.

Cooperative learning allows students to demonstrate a learned skill to each other. Students can discover a new concept together and help each other learning. It promotes discussion and collaboration, creating an environment that supports the retention of newly learned skills.

Creative Arts engage a student's mind, body, and senses. This unit will incorporate arts that will invite students to listen, observe, discuss, move, dance, problem-solve, and imagine using multiple modes of thought and self-expression.

Turn and talk is an instructional routine that allows students to use content knowledge during a brief conversation with their peers. Students are provided with a short prompt to discuss content or a skill. Students will turn to their predetermined partner to answer the prompt while the other student will listen.

Mentor Text/Read Alouds are used to model teaching standards and lessons. Mentor text are also used for explicit teaching. Mentor texts are rigorous texts intentionally chosen for a specific reason for the purpose of teaching multiple content areas. Pictures books are often used

as mentor texts in my class. These texts are usually read multiple times examining different parts of the text each time. Mentor texts are also brought back at different times of the year to focus on different aspects of the text for different subject areas.

Anchor Charts are used to support instruction. It is a poster created to record and display important points about the lesson. The anchor charts in my class also provide students with pictures that also relate to the lesson. The students are also involved in creating the charts which help them to understand the charts. This allows students to use charts as a reference. Anchor charts can also help to keep students accountable for their work.

Inquiry-based instruction will be used in my classroom. Students will be encouraged to explore, ask questions, and share ideas. Inquiry-based instruction is providing student with thought provoking questions are asked which lead and inspire students to think for themselves and to become independent learners always wanting to know more.

Technology is used daily in the lessons. I use google slides daily to teach lessons. The slides include links, video, stories, music, and visuals. The students also have access to their iPads in the classroom.

Movement and music are incorporated in the class daily. The students use kid's yoga, stretching, mindful breathing, and relaxation exercises. Music is used for transitions, meditation, relaxing, and brain breaks.

Classroom Lessons/Activities

Begin with the End in Mind: Goals and Outcomes

While teaching this unit, students will

- Increase their vocabulary by learning feelings/emotions words.
- Use motions, gestures, and movements to demonstrate feelings/emotions.
- Read books and incorporate actions to demonstrate how characters are feeling.
- Use music to act out emotions and learn how to deal with emotions

After teaching this unit, students should be able to:

- Explain their feelings by using words and actions
- Explain character's feelings by using illustrations and the text
- Create a dance to show emotions
- Draw and write about their feelings/emotions

Pre-Post Test

Before and after the unit, students will take a "Feeling" Pre and Post Test. Students will assess how they are feeling and why they are feeling that emotion. This pre-test will allow students to show the feeling words that they know. Most of the time first graders will only know feeling

words happy, sad, and mad. In addition, the teacher can use the pre-assessment to determine what feeling words are needed to be taught throughout the unit to increase student vocabulary.

Lesson Plans

Day 1: Introduction to Unit

Standard/Objective: 1.MEH.1 Understand the relationships among healthy expression of emotions, mental health, and healthy behavior

Materials:

- “Feelings” Pre-Test (see appendix 2)
- “Feeling” Anchor Chart (example, see appendix 2)
- Chart Paper
- Markers
- Story *The Color Monster*, a story about emotions by Anna Llenas or any other book about feelings/emotions

Teaching Point: Today we are going to learn about our feelings. Ask students “How are you feeling today?”

The teacher will have students complete the feelings pre-test (see appendix 2). Teacher will explain to students that they will be learning about feelings. The teacher will explain feelings/emotions. Feelings are something that we feel from within or inside ourselves. Our feelings never remain the same for a long time, they keep changing. You can experience several different kinds of feelings.

Make an anchor chart with the title “Feelings.” This anchor chart will be used throughout the unit. Use the story *The Color Monster*, a story about feelings/emotions by Anna Llenas or any other book about feelings/emotions. Use the familiar text to create an anchor chart about feelings. On the anchor chart include a picture with the feeling. The students will add feeling words to the chart as they learn them. As the teacher reads the story the students will create a movement or gesture for the emotion. For example, on 1 page the monster feels confused. Model feeling confused by turning around in a circle to show the you are mixed up. The teacher will use the suggested colors from the story to demonstrate the emotions on the anchor start. For example, the story explains that happiness shines yellow like the sun. Use a yellow marker to create a picture of the feeling/emotion “happy.”

Active Engagement: The students will listen to the story *The Color Monster*. As they listen to the story, they will create a motion or gesture with their bodies. Stop while reading the story to invite students to stand up to demonstrate the emotion. They will complete the “Feelings” pre-assessment (see appendix 2). They will draw and write about their feelings.

Closing:

Remember, today we learned about our feelings. Using a gesture or motion show me how are you feeling today.

Day 2 Learning Synonyms for Feeling Words

Standard/Objective: NC RI.1.7 Use illustrations and details in a text to describe its key ideas.
NC RL.1.3 Describe characters, setting, and major events in a story using key details.
NC RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Materials:

- Exit Ticket (see appendix 2)
- “Feeling” Anchor Chart (example, see appendix 2)
- Chart Paper
- Markers
- Story *The Buddy Bench* by Patty Brozo (on Epic)

Teaching Point: Today, we will learn other feeling words for happy, sad, and mad. Revisit your definition of feeling/emotions. The teacher will teach synonyms for feeling words. Create or add to the anchor chart from day 1, to show the synonyms for the feeling words. The student will also make face motions to show the feeling words. Example: if they are feeling blue, they will show feeling blue.
Using the book, [The Buddy Bench by Patty Brozo, 2019](#) (on Epic). The teacher will stop while reading the book to ask students how the characters are feeling. The teacher will encourage students to use other synonyms for happy, sad, mad.

Model: After reading pages 1-2 the teacher will model looking at the illustrations and words to determine how the characters are feeling. Explain other words for happy (examples: jolly, joyful, glad, delighted, elated, cheerful). Add these words to chart to show that there are other words students can use for “happy.”

Active Engagement: The students will listen to the story. The teacher will add other words to the chart for sad (glum, blue, low, miserable down) and mad (grumpy, furious, irritated, angry, crabby, frustrated). Teacher will also invite students use or create a gesture or movement for the feelings. Teacher will remind students that characters are people, animals, and things. To incorporate movement for determining the characters in the story. For example, people students will point at themselves, animals- make puppy ears, and things- pretend to be a thing.

Key Questions:

- Who are the characters?
- How are the characters feeling? How do you know? Using a gesture or movement show how the characters are feeling.
- What are other words we can use for happy, sad, and mad?

Closing:

Remember, today we learned other feeling words for happy sad, and mad. Can you name another feelings word for “happy?”
Exit ticket Day 2 (see appendix 2)

Day 3 Feelings Change

Standard/Objective: NC RI.1.7 Use illustrations and details in a text to describe its key ideas.

NC RL.1.3 Describe characters, setting, and major events in a story using key details.
NC RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Materials:

- “Feeling” Anchor Chart
- Exit Ticket Day 3
- Chart Paper
- Markers
- Story *Madeline Finn and the Library Dog* by Lisa Papp (on Epic)
- *Emotions Grow ‘N’ Shrink* by Blazer Fresh (on Gonoodle)

Teaching Point: Today, we will learn how feelings change.

Using the song [Emotions Grow ‘N’ Shrink from Blazer Fresh](#) by Blazer Fresh on Gonoodle. The students will make motions with their body as they are explained on the song.

Model: Using the book [Madeline Finn and the Library Dog by Lisa Papp](#) (on Epic). The teacher will help students determine how the character is feeling at the beginning of the story.

Active Engagement: The students will listen to the story. The teacher will add other words to the chart for sad (glum, blue, low, miserable down) and mad (grumpy, furious, irritated, angry, crabby, frustrated).

Key Questions:

- Who are the characters?
- How are the characters feeling? How do you know? Using a gesture or movement show how the characters are feeling.
- Who is the main character?
- How is Madeline feeling in the middle of the story?

Closing: *Remember, today we learned how feelings change.*

Exit ticket Day 3 (see appendix 2)

Day 4 Acting Out a Read Aloud

Standard/Objective: NC RI.1.7 Use illustrations and details in a text to describe its key ideas.

NC RL.1.3 Describe characters, setting, and major events in a story using key details.

NC RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Materials:

- Story *The Most Magnificent Thing* by Ashley Spires

Teaching Point: Today, we will act out feelings.

Model: Using the book *The Most Magnificent Thing* by Ashley Spires. The teacher will help students determine how the character is feeling at the beginning of the story.

Active Engagement: The students will listen to the story. The teacher will have students act out the characters feelings as the book is read.

Feelings to act out:

- Shocked page 7 Discussed how we know she is shocked (her eyes are wide, her month is open, and her hands are out) Have the students acted out “shocked.”
- Disappointed page 9 Ask, “How does the girl feel when her magnificent thing doesn’t work?” How do you know? Have students look at the illustrations. (She has a frown on her face, her hand is up in the air. Her eyes are looking up.) Have students acted out “disappointed.”
- Mad page 15-17 How do we know she is mad?
- Furious page 18-19 How does she feel when she explodes? How do you know? (her face is red, she is kicking her leg, both hands in the air, eyes closed, month open)
- How does she feel when she gets a cookie form the bakery?
- How does she feel when she sees the man with the balloons? How do you know?

Key Questions:

- Who are the characters?
- How does she feel at the beginning of the story? Using a gesture or movement show how the characters are feeling.
- How does she feel at the end of the story?

Closing: Remember, today we acted out our feelings while listen to the story *The Most Magnificent Thing*.

Day 5 Feelings Journal “My Feelings and Me”

Standard/Objective: NC W.1.6 With guidance and support from adults, recall information from experience information from provided sources to answers a question.

1.MEH.1 Understand the relationships among healthy expression of emotions, mental health, and healthy behavior.

Materials:

- Feelings Journal “My Feelings and Me”
- Feelings Chart
- Story *The Day The Crayons Quiet*” by Drew Daywait

Teaching Point: Today, we will write about our feelings.

Model: The teacher will read *The Day The Crayons Quiet*” by Drew Daywait. Invite students to show feelings using movement and gestures. Have students to discuss the crayon’s feelings. After the story the teacher will review the feelings chart. For example, the teacher will explain what excited means (very enthusiastic and eager). Journal Writing example: I feel excited when I play with my cousins. Using the Feelings Journal the teacher will model completed a journal page. Students can complete 2-3 pages at a time, or it can be completed throughout the unit.

Active Engagement: The students will write and draw about their feelings. They will complete the starter “I feel _____ when _____.” Feeling Journal “My Feelings and Me” (see appendix 2)

Key Questions:

- How do you feel when you are excited?
- How do you feel when you are embarrassed?
- How do you feel when you are surprised?

Closing: Remember, today we wrote about our feelings. Ask students to share their journal page. “I feel _____ when _____.” Have students show a motion or gesture to show their feeling.

Day 6 Feelings Journal “My Feelings and Me”

Standard/Objective: NC W.1.6 With guidance and support from adults, recall information from experience information from provided sources to answers a question.

1.MEH.1 Understand the relationships among healthy expression of emotions, mental health, and healthy behavior.

Materials:

- Feelings Journal “My Feelings and Me”
- Feelings Chart
- “Emotions” Brain Pop Jr

Teaching Point: Today, we will write about our feelings.

Model: The students will listen to the “Emotions” Brain Pop Jr video. After the video discuss feelings. The teacher will review the feelings chart. For example, the teacher will explain what excited means (very enthusiastic and eager). Journal Writing example: I feel excited when I play with my cousins. Using the Feelings Journal the teacher will model completed a journal page. Students can complete 2-3 pages at a time, or it can be completed throughout the unit.

Active Engagement: The students will write and draw about their feelings. They will complete the starter “I feel _____ when _____.” Feeling Journal “My Feelings and Me” (see appendix 2)

Key Questions:

- How do you feel when you are excited?
- How do you feel when you are embarrassed?
- How do you feel when you are surprised?

Closing: Remember, today we wrote about our feelings. Ask students to share their journal page. “I feel _____ when _____.” Have students show a motion or gesture to show their feeling.

Day 7 Feelings Dance

Standard/Objective: NC W.1.6 With guidance and support from adults, recall information from experience information from provided sources to answers a question.

1.MEH.1 Understand the relationships among healthy expression of emotions, mental health, and healthy behavior.

Materials:

- Feelings Word Cards (1 set for each pair of students) (see appendix 2)

Teaching Point: Today, we will dance to express a feeling.

Model: The teacher will need to assign partners. Distribute the Feelings Word Cards to the partners. Have students sit with their partner. Partners will ask each other “How are you feeling today?” Explain to the students that they will dance to show the feelings on their card. The teacher will model the feelings dance with student.

Active Engagement: Remind students to move responsibly.

Key Question:

- What will you do to move responsibly?

Students will look at their cards. They will select a card. The teacher will signal (examples: hand clap, ring a bell, etc.) students to stand up. Students will stand up and dance. Optional: Play music to have students dance. After about a minute, signal for student’s attention. Students will repeat the dance by selecting a different card.

Closing:

- Which feelings word card did you select?
- What did you do to show your feeling in your dance?
- How did you move responsibly?

Day 8: End of Unit Post-Assessment

Standard/Objective: 1.MEH.1 Understand the relationships among healthy expression of emotions, mental health, and healthy behavior

Materials:

- “Feelings” Pre-Post (see appendix 2)
- “Feeling” Anchor Chart (example, see appendix 2)

Teaching Point: Today we write and draw about our feelings. Ask students “How are you feeling today?”

Model: The teacher will remind students that the have been learning about feelings. They have created motions and gestures for motions. Remind students that they have learned several feeling words besides happy, sad, and mad.

Active Engagement: The students will complete the feelings post-assessment (see appendix 2). The goal that students will select other feelings words besides happy, sad, and mad to describe how they are feeling.

Closing:

Remember, today we learned about our feelings. Using a gesture or motion show me how are you feeling today.

Appendix 1 Implementing Teaching Standards

NC RI.1.1 Ask and answer questions about key detail in the text.

NC RI.1.7 Use illustrations and details in a text to describe its key ideas.

NC RL.1.3 Describe characters, setting, and major events in a story using key details.

NC RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7 Use illustrations and details in a story to describe it, characters, setting or events.

NC SL.1.1 Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.

NC W.1.6 With guidance and support from adults, recall information from experience information from provided sources to answers a question.

Health Education Standard

1.MEH.1 Understand the relationships among healthy expression of emotions, mental health, and healthy behavior.

Appendix 2 Implementing the Unit
Day 1 Pre-Assessment and Day 8 Post-Assessment

Name _____ Date _____



Students will draw and write to tell about their feelings.

Today I feel _____ because

Day 2 Exit Ticket

Name _____ **Date** _____

Draw and write your feelings

How would you feel if your classmates wouldn't let you play on the playground?



Day 3 Exit Ticket

Name _____ Date _____

Draw and write

How did Madeline feel at the beginning of story? How did Madeline's feelings change at the end of the story?

	Beginning
--	------------------

My Feelings and Me Journal


by _____

Name _____ Date _____

My Feelings and Me!

I feel excited when...

Students will draw and write to tell about their feelings.



I feel excited when...

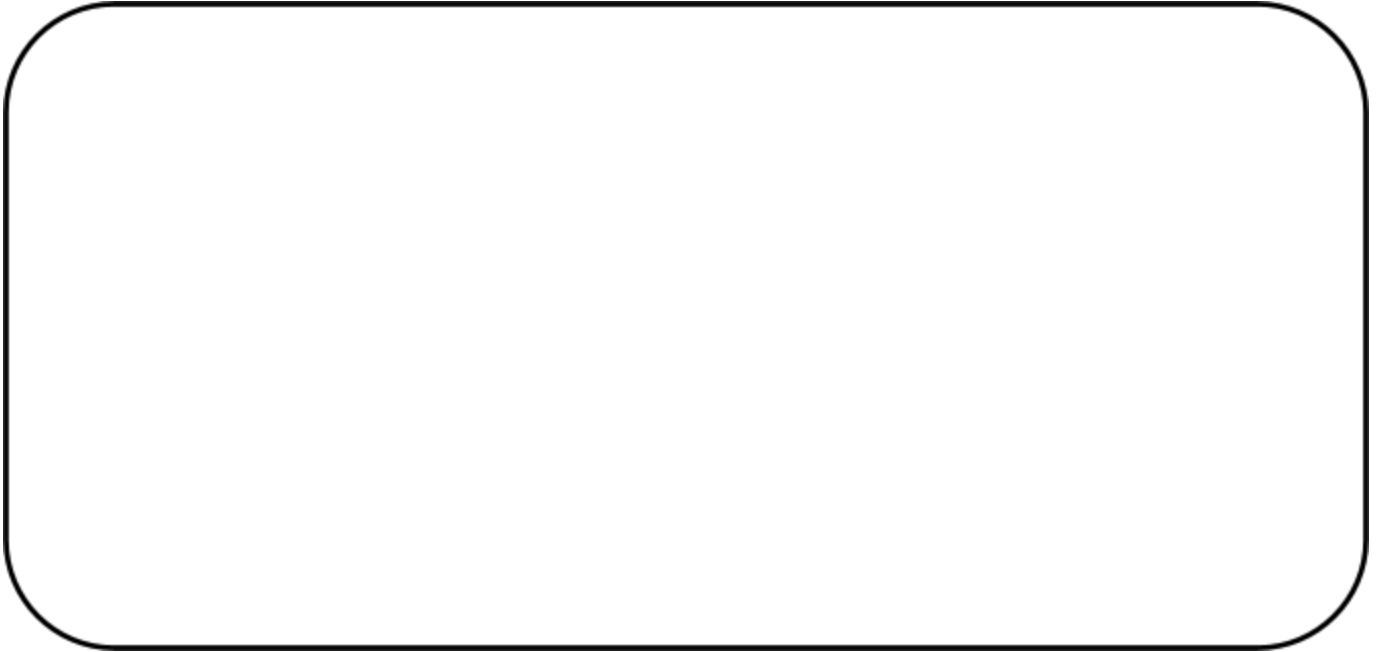
Four sets of primary-ruled lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name _____ Date _____

My Feelings and Me!

I feel embarrassed when...

Students will draw and write to tell about their feelings.



I feel embarrassed when...

Name _____ Date _____

My Feelings and Me!

I feel scared when...

Students will draw and write to tell about their feelings.



I feel scared when...

Name _____ Date _____

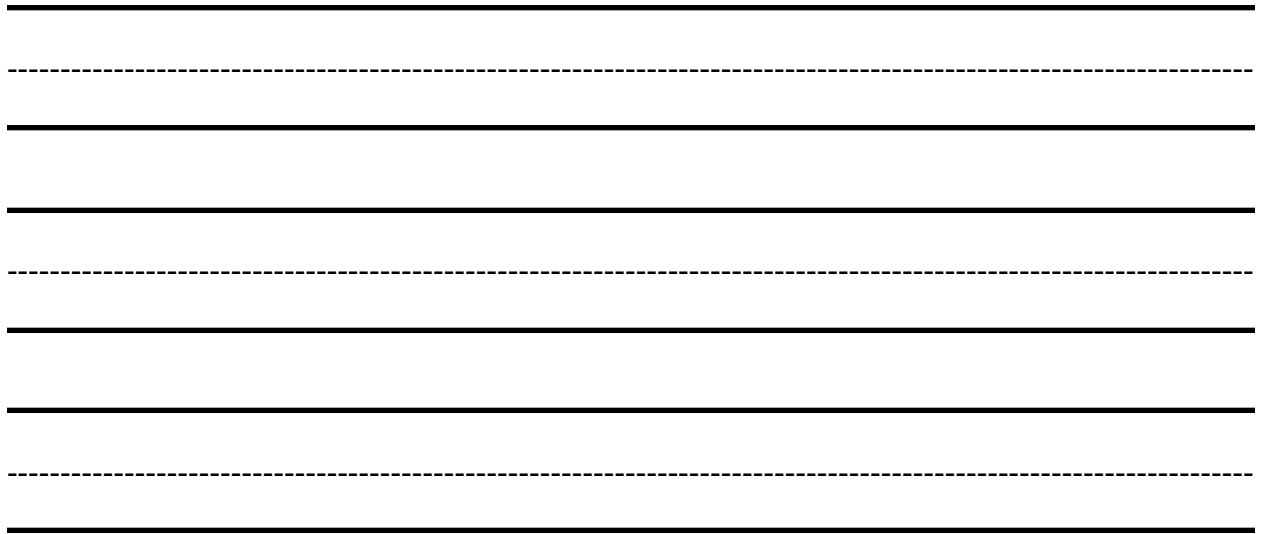
My Feelings and Me!

I feel confused when...

Students will draw and write to tell about their feelings.



I feel confused when...

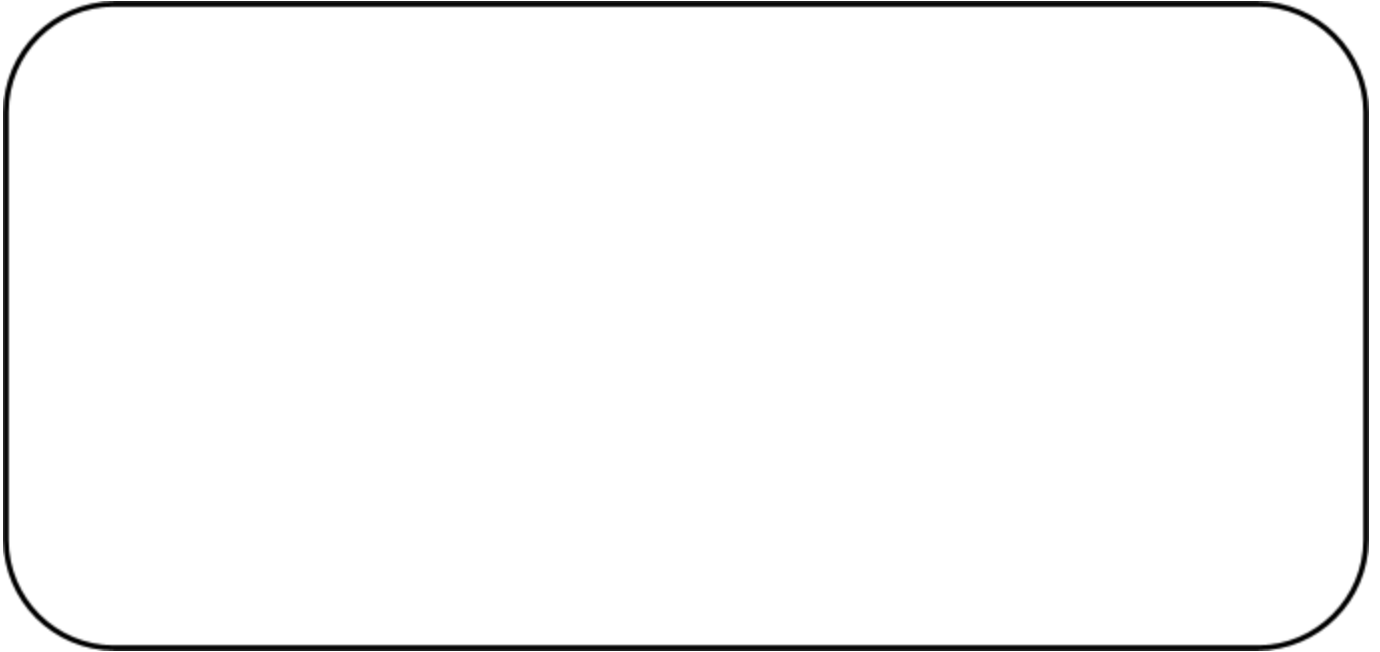


Name _____ Date _____

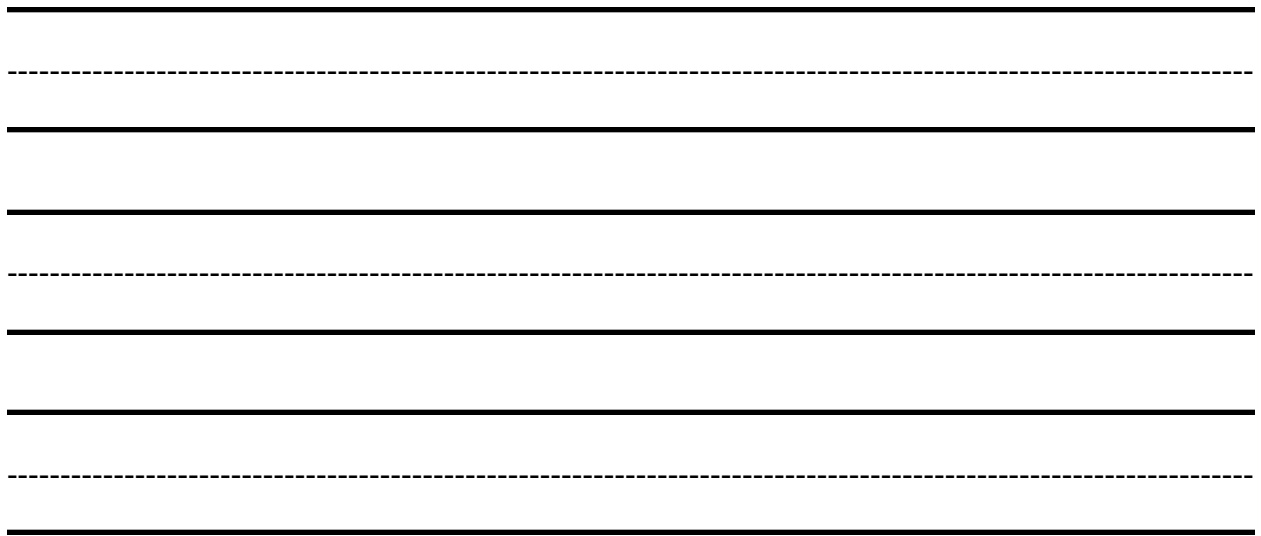
My Feelings and Me!

I feel surprised when...

Students will draw and write to tell about their feelings.



I feel surprised when ...

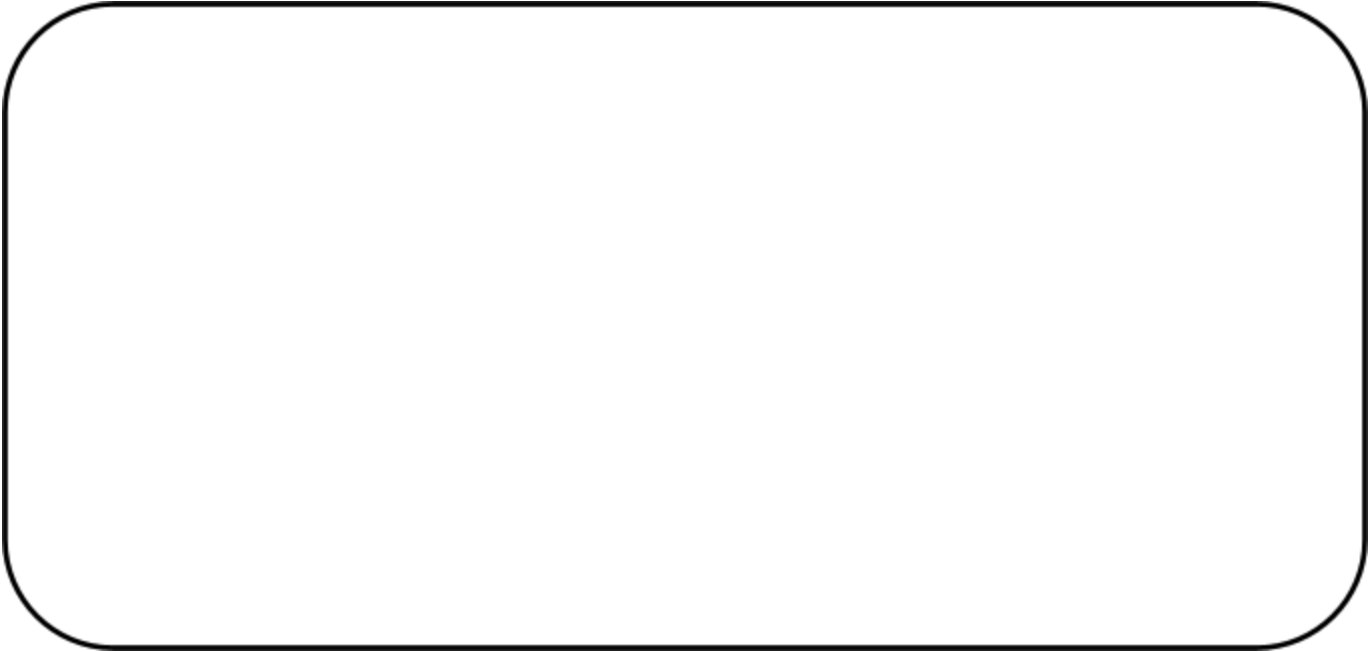


Name _____ Date _____

My Feelings and Me!

I feel sad when...

Students will draw and write to tell about their feelings.



I feel sad when...

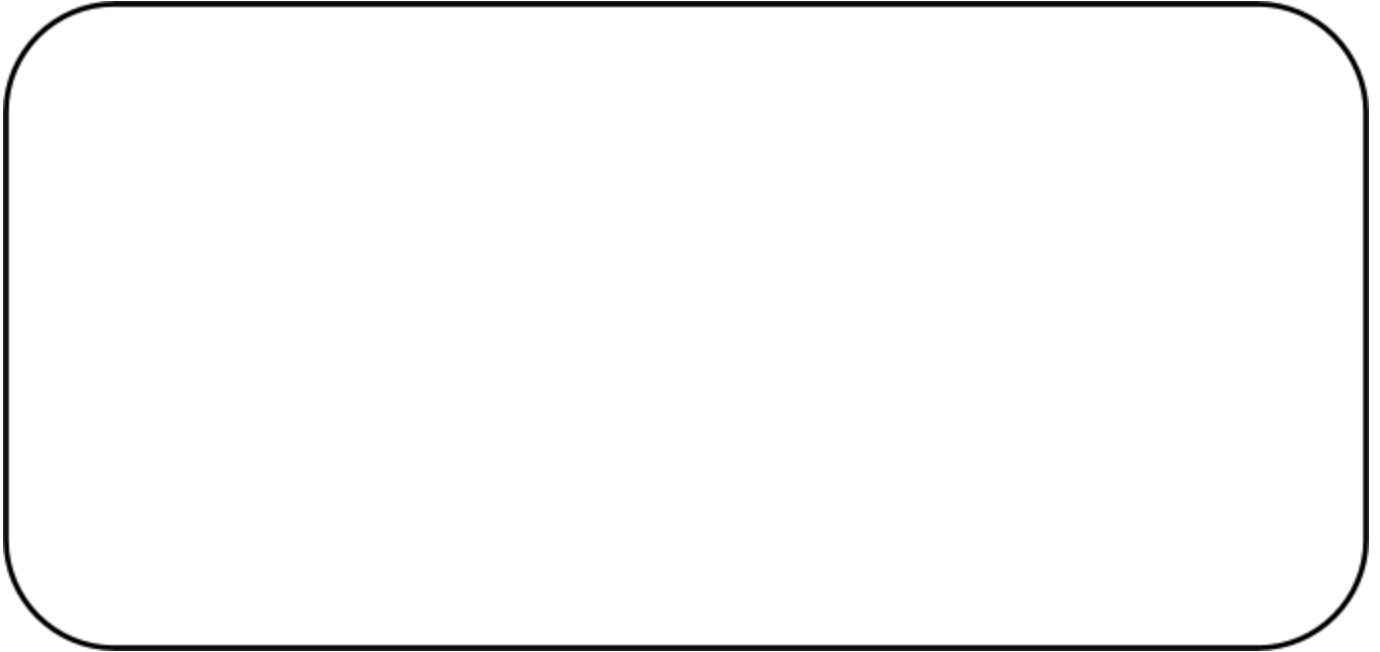
Four sets of primary-ruled lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name _____ Date _____

My Feelings and Me!

I feel proud when...

Students will draw and write to tell about their feelings.



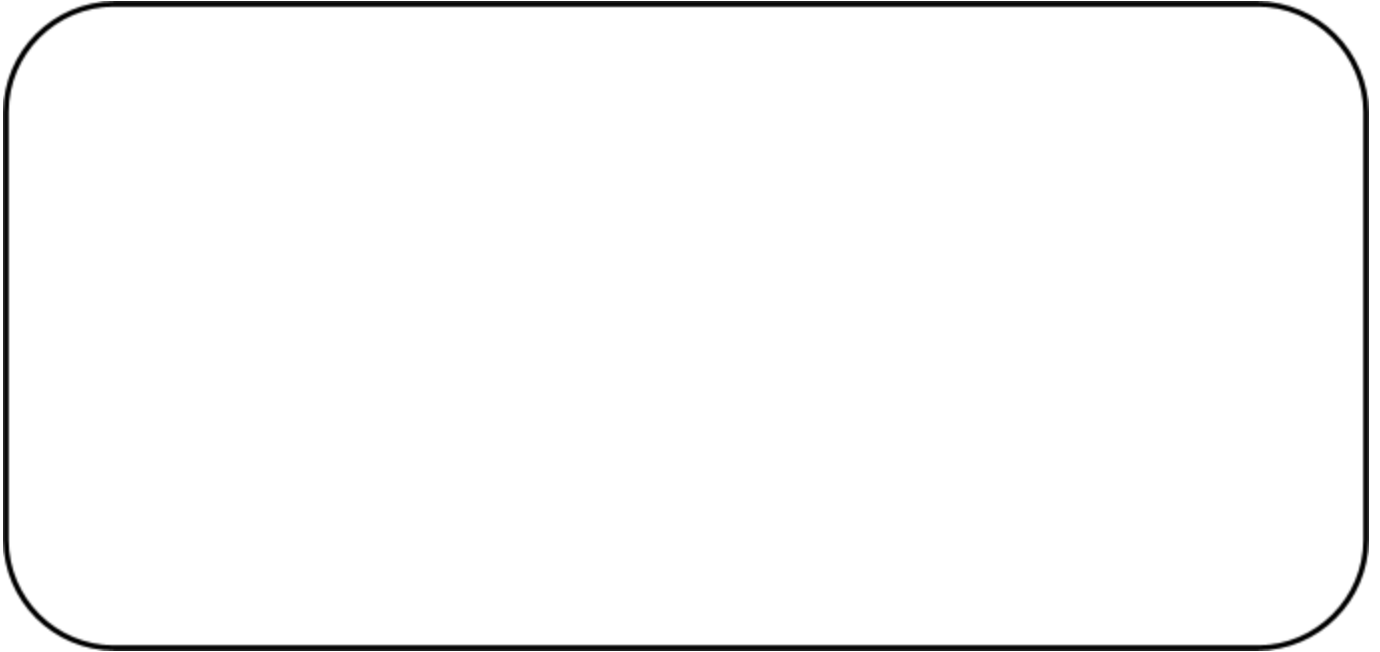
I feel proud when...

Name _____ Date _____

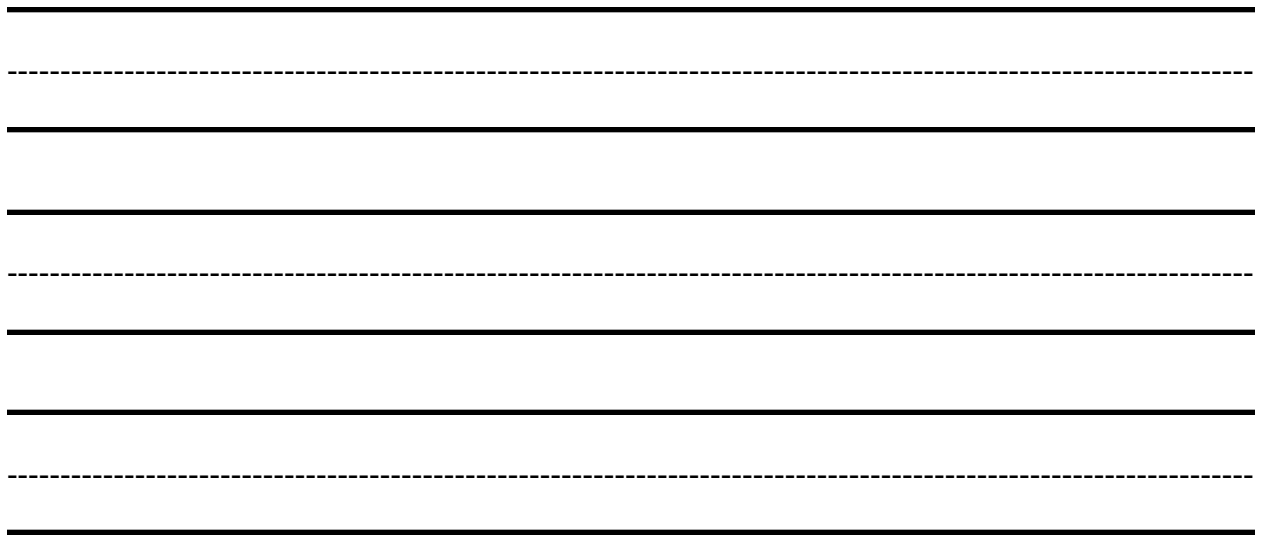
My Feelings and Me!

I feel mad when...

Students will draw and write to tell about their feelings.



I feel mad when...




Name _____ Date _____

My Feelings and Me!

I feel happy when...

Students will draw and write to tell about their feelings.

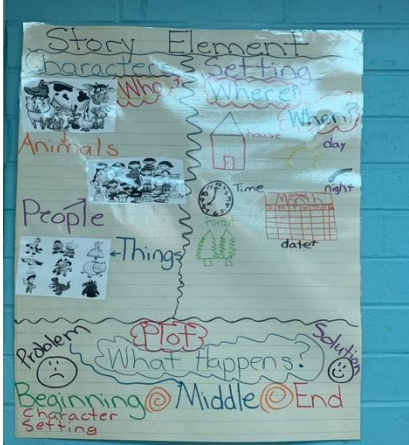


I feel happy when...

Excited	Surprised
Sad	Happy
Angry	Afraid

Examples of Anchor Charts from my classroom

Feelings Anchor Chart (Synonyms) Story Element Anchor Chart



Appendix 3: Annotated Teacher Resources

Epic (Text available for free to educators on Epic! Online Library) Teachers will need to create a free “Educator” account to view the book.

getepic.com Book: [The Buddy Bench by Patty Brozo, 2019](#). This book is about buddy benches that are popping up all around a school playground. When a child sits on the bench it signals to the other children that the child needs someone to play with on the playground.

Epic (Text available for free to educators on Epic! Online Library) Teachers will need to create a free “Educator” account to view the book.

getepic.com Book: [Madeline Finn and the Library Dog by Lisa Papp, 2016](#). This book is about a little girl named Madeline Finn. She does not like to, but Madeline wants a gold star from her teacher.

Epic (Text available for free to educators on Epic! Online Library) Teachers will need to create a free “Educator” account to view the book.

getepic.com Book: [The Most Magnificent Thing by Ashley Spires, 2016](#). This book is about a girl who had a wonderful idea. She is going to make the most magnificent thing!

Gonoodle (Free online songs, videos and mindfulness practices)

gonoodle.com Song: [Emotions Grow ‘N’ Shrink from Blazer Fresh](#) This video will teach students how emotions can grow and change. It also describes the emotions using movement and gestures.

Brain Pop Jr (Video available for free on Brain Pop Jr) jr.brainpop.com Video: [Emotions](#)

This video explains emotions and gives examples. It teaches students strategies of how to calm down in a positive way. This video also provides movement and gestures for emotions.

Caring School Community Second Edition Teacher’s Manual Grade 1 Center for the Collaborative Classroom, this book is for teachers. It provides resources for SEL lessons.

Bibliography

- Brozo, Patty. "The Buddy Bench." Epic!. Last modified November 24, 2021.
<https://www.getepic.com/app/read/70531>.
- Center of Collaborative Classroom (2018) *Caring Schools Second Edition* (Kit) Canada: Social and Emotional Learning
- Clark, Caroline T., Alyssa Chrisman, and Suzanne G. Lewis. "Using Picture books to Teach with and Against Social and Emotional Learning." *Language Arts* 98, no. 5 (05, 2021): 246-259.
<https://librarylink.uncc.edu/login?url=https://www.proquest.com/scholarly-journals/using-picturebooks-teach-with-against-social/docview/2526905401/se-2?accountid=14605>.
- Culp, Brian, Mia Oberlton, and Kandice Porter. "Developing Kinesthetic Classrooms to Promote Active Learning." *Journal of physical education, recreation & dance* 91, no. 6 (2020): 10–15.
- Daywalt, Drew. *The Day the Crayons Quit*. London: HarperCollins Children's Books, 2016.
- Emotions - brainpop jr.. Accessed November 24, 2021.
<https://jr.brainpop.com/health/feelings/emotions/>.
- "Emotions Grow and Shrink Page." GoNoodle. Accessed November 23, 2021.
<https://app.gonoodle.com/activities/emotions-grow-and-shrink?sp=search&sn=search&st=video+versions&sid=1059>.
- Gravett, Emily O. 2018. "Response to 'Quick Fix: Get Up! Five Ways to Energize a Classroom with Physically Active Learning.'" *College Teaching* 66 (4): 211–12.
doi:10.1080/87567555.2018.1495608.
- Kreider, Carri S. "Read and Move: A New Approach to Read-Aloud Time in Primary Grades." *Childhood education* 94, no. 2 (2018): 64–71.
- Macintyre Latta, Margaret, and Gayle Buck. 2008. "Enfleshing Embodiment: 'Falling into Trust' with the Body's Role in Teaching and Learning." *Educational Philosophy & Theory* 40 (2): 315–29. doi:10.1111/j.1469-5812.2007.00333.x.
- McClelland, Megan M., Shauna L. Tominey, Sara A. Schmitt, and Robert Duncan. "SEL Interventions in Early Childhood." *The Future of Children* 27, no. 1 (Spring, 2017): 33-47.
<https://librarylink.uncc.edu/login?url=https://www.proquest.com/scholarly-journals/sel-interventions-early-childhood/docview/2434476279/se-2>.
- Papp, Lisa. "Madeline Finn and the Library Dog." Epic!. Last modified November 24, 2021.
<https://www.getepic.com/app/read/40643>.
- Parker, Sara. 2018. "Get Up! Five Ways To Energize A Classroom With Physically Active Learning." *College Teaching* 66 (1): 1–2. doi:10.1080/87567555.2016.1232694.
- Schonert-Reichl, Kimberly. "Social and Emotional Learning and Teachers." *The Future of Children* 27, no. 1 (Spring, 2017): 137-155.

<https://librarylink.uncc.edu/login?url=https://www.proquest.com/scholarly-journals/social-emotional-learning-teachers/docview/2434476657/se-2>.

Spires, Ashley. *The Most Magnificent Thing*. Media Changbi, 2016.

Spires, Ashley “The Most Magnificent Thing.” Epic!. Last modified November 24, 2021.

<https://www.getepic.com/app/read/10685>.