

**UNDERSTANDING: Lesson 1B (3-5)****Understanding: Know Yourself:**

Increase Self-Awareness  
 Know Your Strengths and Weaknesses  
 Develop Critical Thinking Skills

**Example Practices That Address Self-Awareness:**

- Clearly state classroom rules
- Provide students with specific feedback regarding academics and behavior
- Offer different ways to demonstrate understanding
- Create opportunities for students to self-advocate
- Check for student understanding / feelings about performance
- Check for emotional well-being
- Facilitate understanding of student strengths and challenges

**The Goals:**

As an Arkansas graduate, I am:

- Able to clearly articulate information I want to share
- Growth-minded, curious, and inquisitive
- Reflective
- Resourceful

**Personal Competency Addressed: In late elementary (3-5), I am learning to:**

- ✓ Identify my emotions and use constructive language to express my feelings
- ❑ Practice responsibility for personal hygiene and describe its impact on social relationships
- ❑ Describe my own personal qualities (e.g., personal strengths, weaknesses, interests, and abilities)
- ❑ Describe and prioritize personal skills and interests that I want to develop
- ❑ Identify my own emotions and recognize how they can be linked to behavior
- ❑ Identify reliable self-help strategies (e.g., positive self-talk, problem solving, time management, self-monitoring)
- ❑ Recognize qualities of positive role models and distinguish between negative/inappropriate influences
- ❑ Recognize how to avoid, prevent, and cope with stress or difficult situations in a positive manner

**Learning Objectives:**

I can identify personal emotions.

I am able to use accurate emotional vocabulary to express personal feelings.

**Materials and Preparation:**

- [Emotions dice charades](#) (pre-made or pre-printed)
- [Word Bank Emotion Charades](#)
- Glue and Scissors (if having students assemble dice)
- Device and internet access for digital materials

**Key Vocabulary:**

**Emotion:** a feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in

**Synonym:** a word or phrase that means exactly or nearly the same as another word or phrase in the same

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language, for example *shut* is a synonym of *close*

### **Introduction (5 mins):**

Emotion introduction game:

- Students will respond by demonstrating emotions with facial expressions.
- Teacher calls out emotions (use the words introduced in the word chart from the previous lesson) and students will respond with facial expressions.
  - Word Bank Emotion: Bright- Excited, Animated, Enthusiastic, Worried, Concerned, Distressed
- This is designed to review previous lesson's learning.

### **Explicit Instruction/Teacher Modeling (5 mins):**

Introduce the use of the "Emotion Dice."

Emotion Dice game: Teacher models each round to the whole group.

The game will have three rounds:

- Round 1: Students will roll the dice and act out the emotion.
- Round 2: Students will roll the dice and think of a synonym of the emotion.
- Round 3: Students will roll the dice and talk about a time they experienced the emotion.

### **Lesson Activities:**

Dice Game

### **Guided Practice (5-8 mins):**

Students work in groups of 3 or 4 to go through all 3 rounds with the dice. Teacher moves about the room to guide students and to give examples when necessary.

### **Independent Work Time (5-8 mins):**

Student groups will trade cubes and go through the 3 rounds with their new cubes.

### **Differentiation:**

Cubes can be modified by adding pictures or using different levels of words based on students' needs and levels.

### **Assessment (5 mins):**

**Thumbs up/Thumbs down:** Use word bank to ask students if a word is a synonym with another word.

### **Review and Close (5 mins):**

Emotional Parking lot- Teachers can create an emotional parking lot with chart paper for students to add to/check in with sticky notes as they learn more emotional vocabulary throughout the unit.

### **Optional Activities:**

- [ASL • American Sign Language](#) ( Resource for teachers to incorporate ASL.)

### **Intervention/Support-**

Teachers can pair ELL students with a buddy for language support during the game. Teachers will also circulate during the game to support students as needed.

**Enrichment/Extension:**

Each student can assemble and keep their own copy of an Emotional Dice. There are three different variations of the dice. Students can have a copy of all three or just one.

**Teacher Self-Care:**

Color. It is one of the most fashionable and therapeutic self-care ideas these days. Find an awesome adult coloring book and enjoy! Check these out: [Mandala Coloring Books](#)     [Free Adult Coloring Pages](#)

**Sources:**

Education.com. (2019, September 19). Emotion Charades: Lesson Plan: Education.com: Lesson plan. Retrieved July 28, 2020, from <https://www.education.com/lesson-plan/el-support-lesson-emotion-charades/>

University, W. (n.d.). Retrieved July 28, 2020, from <https://www.lifeprint.com/index.htm>

**Teacher Reflection:****To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

**Classroom Culture:**

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

**Curriculum and Instruction - Assessment and Grading Practices:**

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

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**Collaboration - Professional Learning Community:**

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

**Mental Health – Maintain a Healthy Outlook:**

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?