

Lesson Topic:

Emotional Literacy

Title and Author: A Bad Case of Stripes By David Shannon

SEL Core Area(s) Addressed:

Self-Awareness, Self-Management

Book Summary:

Camilla Cream loved eating lima beans but did not because her friends disliked them; she was worried about what others thought of her. As a result, she turned striped like a rainbow and had to miss the first day of school. Camilla was able to return to school the next day but was teased by her classmates, so she turned into a flag during the Pledge of Allegiance. With each slight and suggestion, Camilla became its persona until an elderly lady arrived with lima beans and fed them to her. Once Camilla ate the beans and enjoyed them, she became herself again.

Lesson Objectives:

Students will apply the lesson from the story to their own lives that instead of worrying about what others think of us that we need to celebrate our uniqueness as well as our differences.

Materials:

SMART Board, social narratives, pencils, paper, crayons, markers, glue, feelings inventory materials from pp. 31-32, magazines, role-playing scenarios cards, Internet access, index cards, Feelings Inventory word wall, All About Me bulletin board, Dragon app on the iPad, computer, books on feelings/emotions from the school library.

Procedures/Tools/Strategies:

Tool: Visual Representation Strategy #2: VisualiWord Walls

Begin the lesson by asking the students about a time when they liked something but stopped because they wanted to impress their peers. If the students are stuck, then the teacher will provide an example from her life. Teacher will write their responses on the SMART Board. Teacher will read the social narratives about being ourselves and then read A Bad Case of Stripes story. Students will create a collage about themselves using pictures from the classroom magazines or from the Internet. Once they are finished, each student will share his picture with the rest of the class. Teacher will display their work on the All About Me bulletin board. Using the Feelings Inventory lists, students will choose words that either describe how they felt during the social narratives and the story or how they would describe their collage, write each one onto an index card, and display them on the Feelings Inventory Word Wall section. Teacher and students will role play different emotions scenarios using role-playing cards. When finished with the activities, teacher will ask the students to reflect upon the lesson using their writing journals. For those students that dislike writing, they may use the Dragon app or the talk-to-text feature in Google docs to dictate.

Student Reflection/Assessment:

Since the students completed their work independently, teacher would have them reflect upon the activities instead of discuss how they worked together as a group.

Suggested Extension Activities and/or Additional References or Web Links:

Have my students read books on feelings and emotions from the library. Teacher will create a Blendspace on emotions that the students will access. Teacher would allow students to use the various feelings and emotions