

Unit Title: Communication Builds Relationships

INSTRUCTIONAL UNIT AUTHORS

East Grand School District

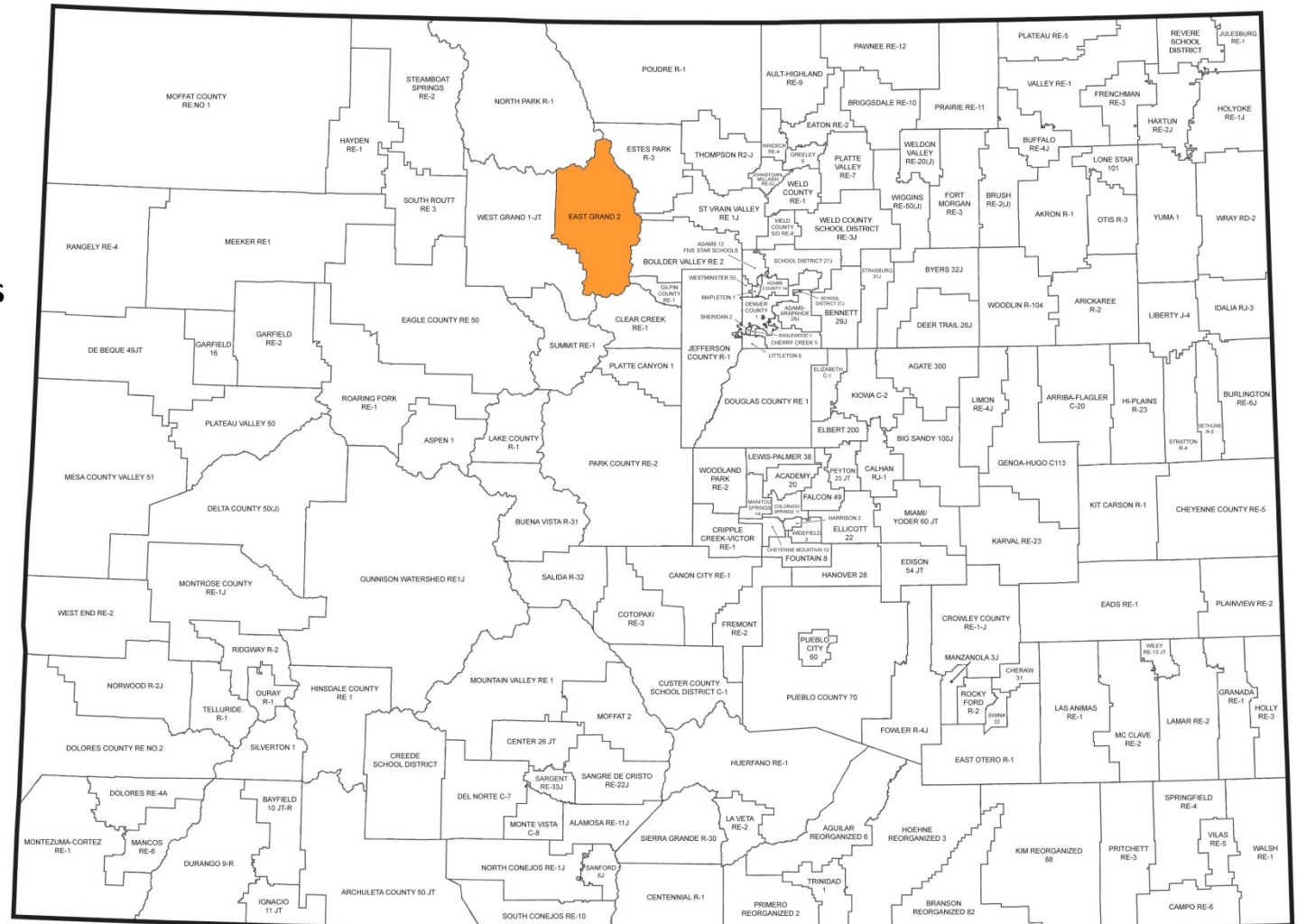
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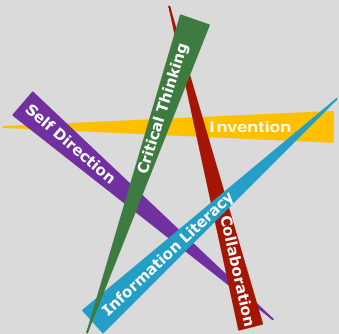


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Integrated Comprehensive Health/Reading, Writing, Communicating	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
Comprehensive Health- Emotional and Social Wellness	1. Demonstrate how to express emotions in healthy ways	CH09-GR.1-S.3-GLE.1	
	2. Identify parents, guardians, and other trusted adults as resources for information about health	CH09-GR.1-S.3-GLE.2	
Reading, Writing, and Communicating- Oral Expression and Listening	2. Multiple strategies develop and expand oral vocabulary	RWC10-GR.1-S.1-GLE.1	
	3. Verbal and nonverbal language is used to express and receive information	RWC10-GR.1-S.1-GLE.2	
Reading, Writing, and Communicating- Reading for All Purposes	1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers	RWC10-GR.1-S.2-GLE.1	
	2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers	RWC10-GR.1-S.2-GLE.2	
	3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations	RWC10-GR.1-S.2-GLE.3	
	4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read	RWC10-GR.1-S.2-GLE.4	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

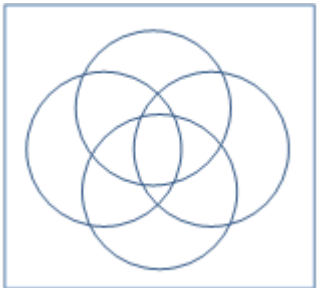
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Integrated Curriculum Design: This interdisciplinary approach matches basic concepts in Comprehensive Health with other content areas such as Physical Education, Science and Reading, Writing & Communication and Fine arts- forming overlaps in instruction of certain topics in an authentic integrated model.



Unit Title	Length of Unit/Contact Hours	Unit Number/Sequence
Communication Builds Relationships	Teacher's Discretion	Teacher's Discretion

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Unit Title	Communication Builds Relationships		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Relationship Communication	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.1-S.3-GLE.1 CH09-GR.1-S.3-GLE.2 RWC10-GR.1-S.1-GLE.1 RWC10-GR.1-S.1-GLE.2	RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.2 RWC10-GR.1-S.2-GLE.3 RWC10-GR.1-S.2-GLE.4
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What happens when we communicate in different ways? • How does a person's values and beliefs impact others? • How do needs and wants affect relationships? • How does a perspective influence a relationship? 			
Unit Strands	Emotional and Social Wellness Oral Expression & Listening Reading for all Purposes Writing and Composition Research and Reasoning			
Concepts	Communication, Resources, Problem-Solving, Cooperation, Expression, Emotions, Skills, Change, Growth, Movement, Progress, Patterns, Adaptation, Environment, Transformation, Metamorphosis, Convey			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The interdependent nature of relationships relies upon appropriate expression of emotions with others. (CH09-GR.1-S.3-GLE.1, RWC10-GR.1-S.2-GLE.1-EO.a, RWC10-GR.1-S.2-GLE.1-EO.c-e)	What are some different ways a person may express emotions?	When is it difficult to control your emotions? How do your parents solve a conflict if you and your siblings are upset with each other?
People and characters express their beliefs using verbal and nonverbal communication skills. (CH09-GR.1-S.3-GLE.1 CH09-GR.1-S.3-GLE.2, RWC10-GR.1-S.1-GLE.1, RWC10-GR.1-S.1-GLE.2, RWC10-GR.1-S.2-GLE.4)	How can I show someone I am listening to them? What are ways to express beliefs without speaking?	How did you feel when someone was not listening to you? How do you know how another person feels about something you have said or done?
Traditional story themes illustrate how a character's relationships influence their personal decisions. (CH09-GR.1-S.3-GLE.1, RWC10-GR.1-S.1-GLE.1)	How do you make decisions?	How do your choices define who you are? (good/bad) Do your decisions affect others? Explain.
What a character does or says (verbally or non-verbally) influences the kind of relationship they have with others.	Why is the big bad wolf a villain? Why is the hunter a hero?	What beliefs do you share or are different from your friends and family?

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(CH09-GR.1-S.3-GLE.1, RWC10-GR.1-S.2-GLE.1-EO.a,
RWC10-GR.1-S.2-GL.1-EO.c-e)

Who are your friends and family?

Critical Content:

My students will **Know**...

Key Skills:

My students will be able to **(Do)**...

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|---|--|
| <ul style="list-style-type: none"> • Various expressions of emotions (CH09-GR.1-S.3-GLE.1-EO.a;RA.1;N.1) • Appropriate expressions of feelings and emotions. (CH09-GR.1-S.3-GLE.1-EO.b;IQ.1;RA.1;N.1) • Effective listening skills. (CH09-GR.1-S.3-GLE.1-EO.c;IQ.2,3) • Examples of polite and empathetic responses. (CH09-GR.1-S.3-GLE.1-EO.d;N.1) • Skills of cooperation and sharing with others (CH09-GR.1-S.3-GLE.1-EO.e;RA.2;N.1) • Problem-solving strategies. (CH09-GR.1-S.3-GLE.1-EO.f;N.1) • Communication skills (CH09-GR.1-S.3-GLE.2-EO.d;IQ.1,2;RA.1;N.1) • The process of comparing and contrasting characters in literature (RWC10-GR.1-S.2-GLE.1-EO.c) • Grade-level phonics and word analysis skills for decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Research can help us find the answer to a question (RWC10-GR.1-S.2-GLE.2-EO.d) and (RWC10-GR.1-S.3-GLE.1-EO. d; f) • Characters can change (RWC10-GR.1-S.2 -GLE.1-EO.a.iii) and (RWC10-GR.1-S.2-GLE.1-EO.c.i) and (RWC10-GR.1-S.2-GLE.2-EO.a.iii) • The difference between fiction and non-fiction writing/books (RWC10-GR.1-S.2-GLE.2-EO.c.iii) and (RWC10-GR.1-S.2-GLE.2-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d.i) and (RWC10-GR.1-S.2-GLE.1-EO.d) and (RWC10-GR.1-S.2-GLE.2.e.i; ii) and (RWC10-GR.1-S-4-GLE.2) • | <ul style="list-style-type: none"> • Determine identifying factors of various emotions. (CH09-GR.1-S.3-GLE.1-EO.a-RA.1;N.1) • Express emotions and feelings in ways that are appropriate to the situation. (CH09-GR.1-S.3-GLE.1-EO.b;IQ.1;RA.1;N.1) • Manage emotions and feelings in a healthy matter. (CH09-GR.1-S.3-GLE.1-EO.b;IQ.1;RA.1;N.1) • Listen effectively to the speaker. (CH09-GR.1-S.3-GLE.1-EO.c;IQ.2,3) • Respond politely and empathetically in many situations. (CH09-GR.1-S.3-GLE.1-EO.d;N.1) • Share and cooperate with other students, teachers, and family members. (CH09-GR.1-S.3-GLE.1-EO.e;RA.2;N.1) • Solve problems appropriately for a given situation. (CH09-GR.1-S.3-GLE.1-EO.f;N.1) • Use problem-solving skills when faced with a difficult choice. (CH09-GR.1-S.3-GLE.1-EO.f;N.1) • Read grade-level text orally with accuracy, appropriate rate, and expression. (RWC10-GR.1-S.2-GLE.1-EO.e.ii) CCSS: RF.1.4b • Describe story elements and major events using key details (RWC10-GR.1-S.2-GLE.1-EO.a.iii) • Make logical predictions and explain why or why not (RWC10-GR.1-S.2-GLE.1-EO.a.iv) • Read with sufficient accuracy and fluency to support comprehension (RWC10-GR.1-S.2-GLE.1-EO.e) and (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.4 • Use key ideas and details craft and structure to comprehend and read a variety of text (RWC10-GR.1-S.2-GLE.2-EO.a; b) • Determine the pronunciation and meaning of complex vocabulary (RWC10-GR.1-S.2 -GLE.4-EO.a-d) • Find key ideas and details in illustrations and text to answer questions about key ideas (RWC10-GR.1-S.2-GLE.2-EO.a.i) and (RWC10-GR.1-S.2-GLE.2-EO.c.i) |
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Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>When the character decided to make their friend feel better because they were sad, it made me feel happy because it reminded me of a time that my friend cheered me up.</i>
Academic Vocabulary:	Emotions, Feelings, Polite, Cooperation, Communication, Expressions, Resources, Pattern, Adaptations, Fiction, Nonfiction, Informative, Explain Character
Technical Vocabulary:	Listening Skills, Health Care Providers, Health Information, Problem-Solving, Illustration/Illustrator, Hero, Villain

GREEN	Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.
BLUE	Equal and significant attention is given to techniques, skills, or concepts of both disciplines. Authentic experiences and media are used.
PINK	Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.
YELLOW	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Unit Description:	This unit looks at the five main emotions and appropriate and inappropriate emotional responses through the lens of character’s decisions and how they affect relationships. Through examination of verbal and nonverbal communication skills using a fiction and/or nonfiction story and/or video students can identify and express their beliefs verbally or nonverbally. This unit culminates with students creating an “Emotion” book that incorporates identifying emotions with appropriate and/or inappropriate responses and how those responses affect relationships.
Considerations:	This unit shows how emotions evoke many different positive and negative feelings. Teacher needs to consider reactions may differ based on personal experiences and can be intense for some students.
Unit Generalizations	
Key Generalization:	The interdependent nature of relationships relies upon appropriate expression of emotions with others.
Supporting Generalizations:	People and characters express their beliefs using verbal and nonverbal communication skills.
	Traditional story themes illustrate how a character’s relationships influence their personal decisions.
	Patterns within relationships between people and/or characters help determine personal decision-making and shape beliefs.
	What a character does or says (verbally or nonverbally) influences the kind of relationship they have with others.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Integration Continuum Color: Blue Green Pink Yellow	
Equal and significant attention is given to techniques, skills, or concepts of both disciplines. Authentic experiences and media are used.	
Claims: (Key generalization(s) to be mastered and	The interdependent nature of relationships relies upon appropriate expression of emotions with others.

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demonstrated through the capstone assessment.)	
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your partner will be illustrators for a class “Emotion book”. You will be given a few pages of a book in which the words are present, but the illustrations are missing. You and your partner will read and identify what the character is feeling on each of the pages and then will create an illustration for each of the pages showing the character’s emotions/feelings for that page. You will then combine all groups’ pages to make a class “Emotion book”; each group will communicate their feeling and their reasons of why they chose that emotion.
Product/Evidence: (Expected product from students)	Students will work with a partner to illustrate two to three pages of a class Emotion book. They will be given a story with text only and their task is to create illustrations of emotions to align with character’s emotions in the text, providing evidence from the story to support their reasoning. Students will share with the class their part of the story explaining illustrated emotions.
Differentiation: (Multiple modes for student expression)	Students may: <ul style="list-style-type: none"> ● Purposefully paired ● Be provided the emotion choices ● Have the story read orally ● Present orally one on one to the teacher

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>Feelings-</i> by Aliko (Children often have difficulty articulating emotions. That fact is the underpinning for Aliko's catalog of feelings, be they happy, sad, or somewhere in between) (Lexile Level not available) <i>Under the Sunday Tree-</i> by Eloise Greenfield (Lexile Level not available)	<i>The Complete Grimm's Fairy Tales-</i> by Jacob Grimm, Wilhelm Grimm, Josef Scharl (Lexile Level 1150) <i>The Three Little Pigs-</i> by Al Dempster (adapter), Milt Banta (adapter), Golden Books, Walt Disney Company –(Disney Classic) (Lexile Level 580) <i>The Little Red Hen-</i> by Diane Muldrow, J.P. Miller (Lexile Level 360)

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like an illustrator using the five feeling faces that have been introduced.	Teacher Resources:	http://www.k5learning.com/sites/all/files/worksheets/K5_RC_Gr1_LF_SampleW.pdf (Entire Text: “The Day I Tried to Cook” that includes vocabulary sight words and phonemic concepts and worksheets)
			Student Resources:	https://drive.google.com/open?id=0B0tUXwLnWmjxR0tud1lPejhZjQ (Student templates of “The Day I Tried to Cook”)
	Skills:	Analyze a specific situation and identify an appropriate expression of emotion for that situation.	Assessment:	Students will analyze a personal situation and then identify the emotion they are feeling from a variety of feeling faces.

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Prior Knowledge and Experiences

Some students may have already developed positive and/or negative emotions due to prior knowledge/experiences and; therefore, the teacher needs to consider reactions may differ based these experiences.

Learning Experience # 1

The teacher may introduce the five feelings (happy, sad, mad, proud, and excited) so students can identify what makes them feel each emotion and what other people do to bring on that emotion.

Integration Continuum Color: GREEN BLUE PINK YELLOW

Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.

Generalization Connection(s):	The interdependent nature of relationships relies upon appropriate expression of emotions with others	
Teacher Resources:	https://drive.google.com/open?id=0B0tUXwLnWmjxU3pDdXRDWEFFbEE (Emotion scenarios)	
Student Resources:	https://drive.google.com/open?id=0B0tUXwLnWmjxU3pDdXRDWEFFbEE (Emotion scenarios)	
Assessment:	Students will be read multiple scenarios with two interacting characters and then stand near the poster representing that emotion they feel the character is experiencing. Students will then answer and discuss the two questions as a group, determine why they came to that particular emotion poster and share with the class. Questions for assessment: 1) How did the character feel and why? 2) What did the other person do to make them feel that emotion?	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> Provide pictures, along with words on posters Vary the complexity level of the scenario 	Student may: <ul style="list-style-type: none"> Be provided with a lower level complexity scenario
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> Assign student facilitators Utilize higher level vocabulary on posters Vary the complexity level of the scenario 	Students may: <ul style="list-style-type: none"> Facilitate the group Be provided a higher level complexity scenario
Critical Content:	<ul style="list-style-type: none"> Various expressions of emotions Appropriate expressions of feelings and emotions Effective listening skills Communication skills 	
Key Skills:	<ul style="list-style-type: none"> Determine identifying factors of various emotions 	

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	<ul style="list-style-type: none"> • Listen effectively to the speaker. Respond politely and empathetically in many situations. Share and cooperate with other students, teachers, and family members • Determine the pronunciation and meaning of complex vocabulary
Critical Language:	Emotions, Feelings, Listening Skills, Communication

Learning Experience # 2

The teacher may review the five emotion posters with the class so students can make connections with emotions they have experienced.

Integration Continuum Color: GREEN BLUE PINK YELLOW

Yellow: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Generalization Connection(s):	The interdependent nature of relationships relies upon appropriate expression of emotions with others	
Teacher Resources:	http://www.twinkl.co.uk/resources/my-emotions (Emotion Posters including children, monsters, color coding and more) http://www.sparklebox.co.uk/topic/ourselves/emotion.html#.V60LO2Xpp2c (Feeling and Emotion Teaching Resources) https://www.primarytreasurechest.com/topics/ourselves/feelings.html (Primary Treasure Chest feeling resources) https://www.pinterest.com/pin/37647346861105359/ (boy and girl face templates) http://www.twinkl.co.uk/resource/t-t-2151-blank-faces-templates (blank face template)	
Student Resources:	http://www.twinkl.co.uk/resources/my-emotions (Emotion Posters including children, monsters, color coding and more) http://www.sparklebox.co.uk/topic/ourselves/emotion.html#.V60LO2Xpp2c (Feeling and Emotion Teaching Resources) https://www.primarytreasurechest.com/topics/ourselves/feelings.html (Primary Treasure Chest feeling resources) https://www.pinterest.com/pin/37647346861105359/ (boy and girl face templates) http://www.twinkl.co.uk/resource/t-t-2151-blank-faces-templates (blank face template)	
Assessment:	Students will create emotion faces for the five emotions (happy, sad, mad, proud, and excited). Students may choose a template face from this list on which to draw an emotion: http://www.twinkl.co.uk/resource/t-t-2151-blank-faces-templates	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> • Provide completed templates to color 	Students may: <ul style="list-style-type: none"> • Be provided completed templates to color
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	<p>Teacher may:</p> <ul style="list-style-type: none"> Encourage students to add additional facial features Encourage students to work together to identify other non-verbal body cues (e.g. crossed arms, tensed body, crossed legs, slouching, etc.) 	<p>Students may:</p> <ul style="list-style-type: none"> Add additional facial features Work together to identify other non-verbal body cues (e.g. crossed arms, tensed body, crossed legs, slouching, etc.)
Critical Content:	<ul style="list-style-type: none"> Various expressions of emotions Appropriate expressions of feelings and emotions 	
Key Skills:	<ul style="list-style-type: none"> Determine identifying factors of various emotions. Express emotions and feelings in ways that are appropriate to the situation 	
Critical Language:	Emotions, Feelings, Cooperation, Communication, Expressions, Listening Skills	

Learning Experience # 3

The teacher may introduce the difference between appropriate and inappropriate emotional responses (e.g. going to get help vs. punching your neighbor, using problem solving words to express frustration vs. yelling and pushing, etc.) so students can recognize appropriate emotional responses.

Integration Continuum Color: GREEN BLUE PINK YELLOW

Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.

Generalization Connection(s):	The interdependent nature of relationships relies upon appropriate expression of emotions with others	
Teacher Resources:	https://drive.google.com/open?id=0B0tUXwLnWmjxSlcWdEVPYVFUVIU (Emotion Scenarios with Appropriate/Inappropriate Add-ons)	
Student Resources:	https://drive.google.com/open?id=0B0tUXwLnWmjxSlcWdEVPYVFUVIU (Emotion Scenarios with Appropriate/Inappropriate Add-ons)	
Assessment:	Students will read the previous multiple scenarios with two interacting characters, only this time they will listen for and identify the responses as appropriate or inappropriate by holding a green card in the air for appropriate and red for inappropriate. Provide students with a red and green square of paper to be used as green equals appropriate, red equals inappropriate response.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Teacher may:</p> <ul style="list-style-type: none"> Provides a list a three appropriate and three inappropriate responses 	<p>Students may:</p> <ul style="list-style-type: none"> Chose one response from the list provided
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	<p>Teacher may:</p> <ul style="list-style-type: none"> ● Provide the opportunity for students to create alternate appropriate responses ● Read scenarios but stop and give students a chance to predict the responses 	<p>Students may:</p> <ul style="list-style-type: none"> ● Create and list alternate appropriate responses ● Predict what a logical, appropriate response will be in each scenario
Critical Content:	<ul style="list-style-type: none"> ● Various expressions of emotions ● Appropriate expressions of feelings and emotions ● Effective listening skills. ● Examples of polite and empathetic responses ● The process of comparing and contrasting characters in literature ● Problem-solving strategies ● Grade-level phonics and word analysis skills for decoding words 	
Key Skills:	<ul style="list-style-type: none"> ● Express emotions and feelings in ways that are appropriate to the situation ● Manage emotions and feelings in a healthy matter ● Listen effectively to the speaker ● Respond politely and empathetically in many situations ● Make logical predictions and explain why or why not ● Read with sufficient accuracy and fluency to support comprehension ● Read grade-level text orally with accuracy, appropriate rate, and expression ● Solve problems appropriately for a given situation. ● Use problem-solving skills when faced with a difficult choice 	
Critical Language:	Emotions, Feelings, Polite, Communication, Expressions, Explain, Listening Skills	

Learning Experience # 4	
<p>The teacher may read a traditional story (e.g. fairy tales, tall tale, fables, etc.) and emphasize the theme (e.g. good/evil, hero/villain, so students can identify how characters’ decisions are influenced by their relationships (e.g. good/evil, hero/villain).</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center">Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</p>	
Generalization Connection(s):	Traditional story themes illustrate how a character’s relationships influence their personal decisions
Teacher Resources:	http://www.read4health.org/ (Fairytale stories) http://www.fairytales.co/ (Fairytale stories)

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	http://www.aesopfables.com/ (Fairytale stories) http://americanfolklore.net/folklore/tall-tales/ (Fairytale stories)	
Student Resources:	http://www.read4health.org/ (Fairytale stories) http://www.fairytales.co/ (Fairytale stories) http://www.aesopfables.com/ (Fairytale stories) http://americanfolklore.net/folklore/tall-tales/ (Fairytale stories)	
Assessment:	Students will think/pair/share about the character’s relationship in the story and how it influenced the character’s decision.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> ● Provide students with identified emotions ● Select differentiated texts ● Purposefully partner students 	Students may: <ul style="list-style-type: none"> ● Be provided identified emotions ● Be provided differentiated texts ● Be provided a specific partner

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> ● Select differentiated texts ● Purposeful partnering ● Allow students to read to class ● Provide opportunity for research 	Students may: <ul style="list-style-type: none"> ● Be provided differentiated texts ● Be provided a specific partner ● Read story to class ● Research/read two different versions of the same story and compare and contrast decisions made by characters relationships
Critical Content:	<ul style="list-style-type: none"> ● Effective listening skills. ● Examples of polite and empathetic responses ● Skills of cooperation and sharing with others ● Communication skills ● Research can help us find the answer to a question ● The process of comparing and contrasting characters in literature ● Characters can change 	
Key Skills:	<ul style="list-style-type: none"> ● Listen effectively to the speaker. ● Respond politely and empathetically in many situations ● Share and cooperate with other students, teachers, and family members ● Read grade-level text orally with accuracy, appropriate rate, and expression ● Read with sufficient accuracy and fluency to support comprehension ● Determine the pronunciation and meaning of complex vocabulary ● Use key ideas and details craft and structure to comprehend and read a variety of text ● Find key ideas and details in illustrations and text to answer questions about key ideas ● Identify main idea and retell details 	
Critical Language:	Hero, Villain, Polite, Cooperation, Communication, Expressions, Resources, Adaptations, Fiction, Explain, Character, Listening Skills	

Learning Experience # 5	
<p>Teacher may introduce verbal and non-verbal communication skills through a fiction and/or non-fiction story and/or video so students can establish how to express their beliefs verbally or non-verbally.</p> <p align="center">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center">Blue: Equal and significant attention is given to techniques, skills, or concepts of both disciplines. Authentic experiences and media are used.</p>	
Generalization Connection(s):	People and characters express their beliefs using verbal and nonverbal communication skills.

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Teacher Resources:	https://www.youtube.com/watch?v=f6WixbmafXo (The Bernstein Bears: Papa's Pizza / The Female Fullback - Ep. 38) https://www.youtube.com/watch?v=90r8hBpMb28 (Dr. Seuss – The Sneetches and Other Stories ♥ Read Aloud Along Book) https://www.youtube.com/watch?v=etHbEI6cTa0 (My first Read Along video: Mice Squeak, We Speak) https://www.youtube.com/watch?v=CcQXCDOFZv0 (Today I Feel Silly) https://www.youtube.com/watch?v=kxBDUPrxXgE (Kindergarten read aloud What Makes a Family) https://www.youtube.com/watch?v=isQiWqbpk5I (Elephants Love Their Families • Children’s Read Along Picture Book) https://www.youtube.com/watch?v=RUo4LX0ryGO (Bluebeard's Cat - a Funny Scary Story for Children by Shoo Rayner)	
Student Resources:	https://www.youtube.com/watch?v=f6WixbmafXo (The Bernstein Bears: Papa's Pizza / The Female Fullback - Ep. 38) https://www.youtube.com/watch?v=90r8hBpMb28 (Dr. Seuss – The Sneetches and Other Stories ♥ Read Aloud Along Book) https://www.youtube.com/watch?v=etHbEI6cTa0 (My first Read Along video: Mice Squeak, We Speak) https://www.youtube.com/watch?v=CcQXCDOFZv0 (Today I Feel Silly) https://www.youtube.com/watch?v=kxBDUPrxXgE (Kindergarten read aloud What Makes a Family) https://www.youtube.com/watch?v=isQiWqbpk5I (Elephants Love Their Families • Children’s Read Along Picture Book) https://www.youtube.com/watch?v=RUo4LX0ryGO (Bluebeard's Cat - a Funny Scary Story for Children by Shoo Rayner)	
Assessment:	Students will communicate an emotion about their day to the teacher using verbal or non-verbal communication skills as they exit the classroom. (e.g. high-five, thumbs up or down, say “Great!”, etc.)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> ● Provide emotions pictures 	Students may: <ul style="list-style-type: none"> ● Point to emotion on picture provided
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> ● Provide opportunity to journal 	Students may: <ul style="list-style-type: none"> ● Journal sentences regarding non-verbal cues they saw and verbal cues they heard
Critical Content:	<ul style="list-style-type: none"> ● Various expressions of emotions ● Appropriate expressions of feelings and emotions ● Effective listening skills ● Examples of polite and empathetic responses ● Communication skills ● The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> ● Determine identifying factors of various emotions ● Express emotions and feelings in ways that are appropriate to the situation ● Manage emotions and feelings in a healthy matter ● Listen effectively to the speaker ● Respond politely and empathetically in many situations ● Find key ideas and details in illustrations and text to answer questions about key ideas 	

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	<ul style="list-style-type: none"> Describe story elements and major events using key details
Critical Language:	Emotions, Feelings, Polite, Communication, Expressions, Fiction, Non-fiction, Informative, Explain, Character, Listening Skills, Illustration/Illustrator

Learning Experience # 6

Teacher will show a video that depicts what a character says and does so students can identify how that can influence relationships.

Integration Continuum Color: GREEN BLUE PINK YELLOW

Yellow: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both

Generalization Connection(s):	What a character does or says (verbally or non-verbally) influences the kind of relationship they have with others.	
Teacher Resources:	https://www.youtube.com/watch?v=4RpQSaNkDd0 (Video Clip: Winnie the Pooh and a Day For Eeyore: 24 min in length) https://www.youtube.com/watch?v=UDm3NISSJyg (Video Clip: Winnie the Pooh Stuck at Rabbit’s House: 2:32 min in length) https://www.youtube.com/watch?v=LRVzWYYWgxM (Video Clip: Winnie the Pooh Unbouncing Tigger: 2:32 min in length) https://www.youtube.com/watch?v=bql6Ug7krgl (Video Clip: Winnie the Pooh Great Honey Pot Robbery: 21:04 min in length)	
Student Resources:	https://www.youtube.com/watch?v=4RpQSaNkDd0 (Video Clip: Winnie the Pooh and a Day For Eeyore: 24 min in length) https://www.youtube.com/watch?v=UDm3NISSJyg (Video Clip: Winnie the Pooh Stuck at Rabbit’s House: 2:32 min in length) https://www.youtube.com/watch?v=LRVzWYYWgxM (Video Clip: Winnie the Pooh Unbouncing Tigger: 2:32 min in length) https://www.youtube.com/watch?v=bql6Ug7krgl (Video Clip: Winnie the Pooh Great Honey Pot Robbery: 21:04 min in length)	
Assessment:	Students will hold up an emotion face (from LE #2) when teacher stops the video to identify how each character’s actions influences their relationships.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> Provide two emotion choices Pair with partner Model activity showing action/influence/relationship 	Students may: <ul style="list-style-type: none"> Pick one emotion from two choices Work with partner Be provided a demonstration of action/influence/relationship
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: <ul style="list-style-type: none"> Provide two videos for students to compare and contrast Provide opportunity for students to journal about action/influence/relationship 	Students may: <ul style="list-style-type: none"> Compare and contrast two videos influences/relationships Make a prediction as to how a character will react to another characters actions/words Journal about action/influence/relationship(s)

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Critical Content:	<ul style="list-style-type: none"> • Various expressions of emotions • Appropriate expressions of feelings and emotions. • Effective listening skills. • Examples of polite and empathetic responses. • Characters can change
Key Skills:	<ul style="list-style-type: none"> • Determine identifying factors of various emotions. • Express emotions and feelings in ways that are appropriate to the situation. • Listen effectively to the speaker. • Make logical predictions and explain why or why not
Critical Language:	Emotions, Feelings, Polite, Expressions, Character, Listening Skills

Learning Experience # 7

The teacher may review the five emotions utilizing the posters (LE #1) so students can determine patterns within the emotion posters. (e.g., Happy poster shows pattern of using kind words or actions, sad poster shows patterns of mean words or behavior).

Integration Continuum Color: GREEN BLUE PINK YELLOW

Pink - Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.

Generalization Connection(s):	Patterns within relationships between people and/or characters help determine personal decision-making and shape beliefs.	
Teacher Resources:	http://www.twinkl.co.uk/resources/my-emotions (Emotion Posters including children, monsters, color coding and more) http://www.sparklebox.co.uk/topic/ourselves/emotion.html#.V6OLO2Xpp2c (Feeling and Emotion Teaching Resources) https://www.primarytreasurechest.com/topics/ourselves/feelings.html (Primary Treasure Chest feeling resources) http://www.twinkl.co.uk/resource/t-s-141-large-detailed-emotions-and-feelings-photo-word-cards (Emotion and Feeling Photo and Word Card)	
Student Resources:	http://www.twinkl.co.uk/resources/my-emotions (Emotion Posters including children, monsters, color coding and more) http://www.sparklebox.co.uk/topic/ourselves/emotion.html#.V6OLO2Xpp2c (Feeling and Emotion Teaching Resources) https://www.primarytreasurechest.com/topics/ourselves/feelings.html (Primary Treasure Chest feeling resources) http://www.twinkl.co.uk/resource/t-s-141-large-detailed-emotions-and-feelings-photo-word-cards (Emotion and Feeling Photo and Word Card)	
Assessment:	Students will communicate an emotion about their day to the teacher using verbal or non-verbal communication skills as they exit the classroom. (e.g. high-five, thumbs up or down, say "Great!", etc.)	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)

N/A

Students may:

- Draw an example of an emotion that pertains to their day
- Demonstrate privately to the teacher one-on-one

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may demonstrate multiple emotions using verbal or non-verbal skills to the whole class.
Critical Content:	<ul style="list-style-type: none"> • Various expressions of emotions • Appropriate expressions of feelings and emotions • Effective listening skills • Communication skills 	
Key Skills:	<ul style="list-style-type: none"> • Determine identifying factors of various emotions • Listen effectively to the speaker. Respond politely and empathetically in many situations. Share and cooperate with other students, teachers, and family members • Determine the pronunciation and meaning of complex vocabulary 	
Critical Language:	Emotions, Feelings, Listening Skills, Communication	