

ARTS IMPACT LESSON PLAN

Theater, Literacy, and Social Emotional Learning Infused Lesson

Acting Out Emotions on the Mood Meter

Authors: Doris Toy with Rachel Atkins Grade Level: Primary

Enduring Understanding

Identifying character emotions can help create text-to-self connections and help us understand the emotions of ourselves and others.

Lesson Description (Use for family communication and displaying student art)

Students identify feelings from a book and act them out. They plot these feelings on the mood meter and notice what the feelings look like on others. They learn to chart a feeling on the mood meter on their own.

Learning Targets and Assessment Criteria

Target: Identifies emotion of a character in a book.

Criteria: Names a feeling experienced by the character.

Target: Identifies the physical attributes of a specific emotion.

Criteria: Uses movement and facial expression to express a feeling.

Target: Connects a selected emotion to the mood meter.

Criteria: Writes/draws an emotion in the appropriate quadrant on the mood meter.

Vocabulary

Arts Infused:

Character
Emotion

Social Emotional Mood Meter

Arts:

Body Movement
Facial Expression
Statue

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Children's Theatre
Book-It Repertory Theater

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Lilly's Purple Plastic Purse by Kevin Henkes; Mood Meter Poster; large chart paper, white board, or document camera; Mood Meter worksheet; Class assessment worksheet

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Elements: Character
- 1.2.1 Skills: Movement, Facial Expression
- 1.4.1 Audience Skills
- 2.1.1 Creative Process
- 2.2.1 Performing Process
- 3.1.1 Express Feelings and Present Ideas
- 4.2.1 Connection between Theater and Literacy and Social Emotional Learning

Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see:
<http://www.del.wa.gov/development/guidelines/>
(1st Grade) 1. About me and my family and culture: self-management: Understand how the boy and face show different emotions.
(Age 4-5) 5. Communicating (literacy): Use words to describe emotions (such as happy, sad, tired and scared).
(Age 5 and Kindergarten) 6. Learning about my world: Arts: Join in creative dramatics.

continued

Learning Standards

Common Core State Standards (CCSS) in ELA

For a full description of CCSS ELA Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Students Who Are College and Career Ready Students in Reading, Writing, Speaking, Listening, and Language

Build strong content knowledge.

Comprehend as well as critique.

Come to understand other perspectives.

Social and Emotional Standards

1. Self-Awareness – Individual has the ability to identify and name one’s emotions and their influence on behavior.

2. Self-Management – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.

3. Self-Efficacy – Individual has the ability to motivate oneself, persevere, and see oneself as capable.

4. Social Awareness – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Read aloud the book, *Lilly's Purple Plastic Purse* by Kevin Henkes.

Lesson Steps Outline

Day One

1. Read aloud the book, *Lilly's Purple Plastic Purse* by Kevin Henkes. Ask students to create sitting statues during the read aloud.

 Criteria-based process assessment: Uses movement and facial expression to express a feeling.

2. Have students share out Lilly's emotions from the story. Write each emotion on a large chart paper, white board, or document camera as students share out.

 Criteria-based teacher assessment: Names a feeling experienced by the character.

3. Guide students to show emotions with their faces and their bodies.

 Criteria-based teacher assessment: Uses movement and facial expression to express a feeling.

4. Guide students to place the emotions on the mood meter poster. Review mood meter colors (red=anger, yellow=excited, blue=sad, green=calm) as needed.

 Criteria-based process assessment: Writes/draws an emotion in the appropriate quadrant on the mood meter.

Day Two

1. Review the emotion post-its on the mood meter.

Criteria-based teacher checklist: Names a feeling experienced by the character.

2. Guide group exploration of using face and body to show emotions. Facilitate response.

Criteria-based teacher checklist, peer assessment: Uses movement and facial expression to express a feeling.

3. Ask students to choose one emotion and place it in the appropriate quadrant on the mood meter worksheet by writing or drawing.

Criteria-based teacher checklist: Writes/draws an emotion in the appropriate quadrant on the mood meter.

LESSON STEPS

Day One

1. Read aloud the book, *Lilly's Purple Plastic Purse* by Kevin Henkes. Ask students to create sitting statues during the read aloud.

- *As I read this story, think about the character, Lilly's, emotions. Remember that emotions are feelings.*

▣ Read page 1, "Lilly loved school."

- *Show me how Lilly is feeling right now.*

▣ When Lilly's emotions change, ask students to show the emotion in a sitting statue. Continue throughout the rest of the story.

▣ Differentiate between feeling angry and furious. Define what hopeful, regret, and impatient means.

☑ Criteria-based process assessment: Uses movement and facial expression to express a feeling.

2. Have students share out Lilly's emotions from the story. Write each emotion on a large chart paper, white board, or document camera as students share out.

- *What is an emotion that you remember that Lilly felt in the book?*

▣ Go through a few examples: excited, sad, angry, happy.

- *Let's look back through the book to see if there are any other emotions that we can find: dread, regret, pride, impatient.*

☑ Criteria-based teacher assessment: Names a feeling experienced by the character.

Option: End day 1 here.

3. Guide students to show emotions with their faces and their bodies.

- *Find your own place to stand in the room where you are not touching anyone or anything except the floor. I'm not standing next to a friend or a desk.*
- *I'm going to call out one of the emotions from our list and you're going to act it out by using your whole face and body.*
- *Show me how Lilly felt joyful about going to school.*
- *Now show me how Lilly was impatient when she wanted to show her purse to her class.*
- *Notice whether this emotion takes up a lot of space or a little bit of space. Big movements or small movements?*

☑ Criteria-based teacher assessment: Uses movement and facial expression to express a feeling.

4. Guide students to place the emotions on the mood meter poster. Review mood meter colors (red=anger, yellow=excited, blue=sad, green=calm) as needed.

- *Let's look at the emotions from the story. Can you help me put them in the right places on the mood meter? Where would we put happy? In the red, yellow, blue or green quadrant?*
- *Let's review all of the emotions in each quadrant of the mood meter. Can you think of a time when you felt happy, regret, dread, impatient...etc. like Lilly?*

Criteria-based process assessment: Writes/draws an emotion in the appropriate quadrant on the mood meter.

DAY 2 (or Day 3)

1. Review the emotion post-its on the mood meter.

- *Let's look at the emotions in the red, yellow, blue, or green quadrants. Yesterday we explored Lilly's emotions, so today we are going to explore how these emotions look and feel on ourselves and our friends. What were some of the emotions that Lilly felt?*

Criteria-based teacher checklist: Names a feeling experienced by the character.

2. Guide group exploration of using face and body to show emotions. Facilitate response.

Students will be placed in two groups facing each other. One group will demonstrate one quadrant of emotions while the other group observes the facial expressions and body movements and whether the movements are big or small. We will then switch so that both groups get to show the same emotions. Lead a discussion about what they noticed about how those emotions looked and felt. Repeat for all quadrants.

- *Let's look at the red quadrant. The first emotion is _____. This group will stand up and act out this emotion with their faces and bodies. This group will watch them and pay special attention to what their faces and bodies look like and whether their movements are big or small. Then we will switch and one group will act and the other group will watch.*
- *What did you notice when you were watching? What did you notice when you were acting? Were your movements big or small? Did you move a lot or a little?*
- *How did you know they were feeling?*
- *Now that we have acted out several quadrants, what was different between the emotions in the red and green quadrants? The emotions in the yellow and blue quadrants? Have each small group act out one emotion from each of the quadrants on the mood meter all in a row to highlight contrasts of the emotions.*

Criteria-based teacher checklist, peer assessment: Uses movement and facial expression to express a feeling.

3. Ask students to choose one emotion and place it in the appropriate quadrant on the mood meter worksheet by writing or drawing.

- *Choose one emotion that we've been talking about. (Remove the mood meter chart). You are going to draw or write that emotion in the correct quadrant on your own mood meter paper.*

Tell students to highlight each quadrant of the mood meter using the correct colors from the mood meter. This will help them write/draw an emotion and place it on the mood meter.

Criteria-based teacher checklist: Writes/draws an emotion in the appropriate quadrant on the mood meter.

ARTS IMPACT LESSON PLAN Arts Infusion

Acting Out Emotions on the Mood Meter

CLASS ASSESSMENT WORKSHEET

Disciplines	LITERACY/SOCIAL EMOTIONAL	THEATER/SOCIAL EMOTIONAL	SOCIAL EMOTIONAL	Total 3
Concept	Emotion	Emotion/Body	Emotion	
Criteria	Names a feeling experienced by the character.	Uses movement and facial expression to express a feeling.	Writes/draws an emotion in the appropriate quadrant on the mood meter.	
Student Name				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
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17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
Total				
Percentage				

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between theater and literacy and social emotion learning?

Teacher: _____ Date: _____

ARTS IMPACT FAMILY LETTER

THEATER, LITERACY, and SOCIAL EMOTIONAL LEARNING LESSON: *Acting Out Emotions on the Mood Meter*

Dear Family:

Today your child participated in an **Arts, Literacy, and Social Emotional Learning** Infused lesson. We talked about feelings.

- We discovered where different emotions belong on the mood meter.
- We acted out the emotions Lily felt in *Lilly's Purple Plastic Purse* by Kevin Henkes.
- We acted out different emotions for all four quadrants of the mood meter.

At home, you could have your child identify characters' feelings when reading and have your child identify his/her emotions on the mood meter.

Enduring Understanding

Identifying character emotions can help create text-to-self connections and help us understand the emotions of ourselves and others.