

Unit: Building Classroom Community for
First Grade
Lesson 3: Discussing Emotions and
Talking to Partners
Read Aloud: *Elizabethi's School*
written by Stephanie Stuve-Bodeen,

Day 1: Read Aloud to Understand the Book

Before Reading

1. Gather your class and explain that you'll be reading aloud and talking about another book today. You'll be practicing the discussion behaviors you'd talked about last time and focusing on a new topic: how the people in the book are feeling.
2. Review the active-listening photo from Lesson 2, perhaps practicing briefly with the question "How are you feeling today?"
3. Introduce the book by saying, "***This book is called Elizabethi's School. Elizabethi lives in a village in the country called Tanzania, on the continent of Africa. The book starts when she's getting ready for her first day of school. Let's read to find out how she feels about starting school.***"

During Reading

1. As you read the first several pages, ask basic questions about Elizabethi's actions and comment on active-listening behaviors.
 - "***What's Elizabethi doing while Mama does her hair?***"
 - "***I see [student] thinking about how Elizabethi is trying on her school uniform.***"
2. When you reach the page where Elizabethi is leaving for school, pause to think aloud about the behaviors that show Elizabethi's excitement.

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Elizabethi's School* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by answering questions about key details in the text
- Students will follow agreed-on rules for discussion in the whole group and when talking with partners
- Students will practice active listening, as demonstrated by restating others' responses and building on them
- Students will begin to build a common vocabulary for words to describe emotions. This will support future discussions of books and experiences and classroom conflict resolution

Common Core Standards

- RL.1.1, RL.1.3
- SL.1.1/1-A/1-B

NOTE: *Elizabethi's School* is also available in Spanish: *La escuela de Elizabethi*. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

- **“I’m trying to think about how Elizabeti feels about starting school. I noticed she is fidgeting and squirming, and the author says Elizabeti is excited. She is also jumping and twirling in her new uniform. I can’t sit still sometimes when I’m excited too.”**
3. Think aloud in a similar way about how Elizabeti feels shy when she arrives at school.
 - Say, **“We’re still on the topic of feelings about starting school. How do you think Elizabeti feels once she starts playing a game with her friend?”**
 4. Ask students to comment on Elizabeti’s behaviors when school starts and introduce the word *distracted*.
 5. Continue to alternate between modeling and asking students to comment on Elizabeti’s behaviors and an associated emotion. Target vocabulary could include: *happy, proud, curious, and surprised*.
 6. When relevant, ask students to build on one another’s responses by asking for other words for how Elizabeti is feeling or by asking, **“Can anyone build on [student]’s answer by telling us what else Elizabeti does when she is [emotion]?”**

After Reading

1. Flip back through the book, asking questions to review the story events and Elizabeti’s emotions. Start a list titled “Feeling Words” and record the emotions you discuss.* For instance:
 - **“How does Elizabeti feel when she is getting dressed for school?”** (Write excited.)
 - **“How does Elizabeti feel when she first arrives at school?”** (Write shy.)

- **“How does Elizabeti feel once she starts playing with her friend?”** (Write happy.)
- **“How does Elizabeti feel when the school day starts?”** (Write distracted, sad, and/or homesick.)
- **“How does Elizabeti feel when she learns to count?”** (Write proud.)
- **“How does Elizabeti feel when she returns home?”** (Point to *happy* and add *glad* on the same line.)
- **“How does Elizabeti feel when she is looking for her cat?”** (Write curious.)
- **“How does Elizabeti feel when she counts for her parents?”** (“Point to proud.)
- **How does Elizabeti feel when she finds out her mother already knows her game?”** (Write surprised.)

Explain that you’ll read this book again another day. You’ll talk more about times when you’ve all had these feelings.

*Write your list on a large piece of chart paper and leave room between entries. You’ll be adding illustrations on Day 2.

Day 2: Discuss and Respond to the Book

Before Reading

Note: Before this lesson, you’ll need to decide how you’d like partner conversations to look in your class. Decide on your target behaviors and how your students will break off quickly into pairs.

1. Explain that today you’ll reread *Elizabeti’s School*. You’ll be talking about the book again but in a new way. You’ll be talking to partners.

2. Ask a student to be your partner. Model the behaviors you'd like to see during partner conversations by discussing the question "How did you feel when you woke up this morning?" (e.g., Turn knee-to-knee, look at each other, take turns talking and listening, etc.)
3. Tell students how you'd like them to find a partner quickly and practice answering the same question in pairs.
4. Compliment the behaviors you observe.
5. Say, **"Today when we read, we'll stop to talk with partners about times when we've felt the way Elizabeti does in the book."**

During Reading

1. Pause at some of the points where you discussed Elizabeti's feelings last time. Using the "Feelings Words" list you'd started on Day 1, ask students to turn and ask partners to discuss "How do you think Elizabeti is feeling?" (Starting with a topic that has already been discussed allows students to focus on the logistics of partner conversations.)
2. Once students get comfortable with partner discussion behaviors, ask them to restate and build on one another's responses. For instance, if one student responds that Elizabeti is happy, the other student could say, "I agree that she's happy because she is smiling and laughing with her friend in the picture."
3. Model building on partner responses further. After talking about Elizabeti's feelings and behaviors, ask partners to talk about a time when they'd felt that way.
4. Take a few photos of partners engaged in discussion. You'll choose one to label next time to review desired behaviors.

After Reading

Compliment students on how they talked with partners. Give an example of how you observed a partner conversation build.

("First [student] said _____, then [partner] said _____.", etc.)

Extension

1. Explain that you'll be drawing some examples of the feelings you've discussed to illustrate your "Feelings Words" list.
2. Starting with *excited*, model brainstorming examples of when someone might feel that way and how the person might look. Sketch one.
3. Pass out small squares of paper and assign each partnership an emotion. (You'll likely have several pairs per word.) Ask partners to talk about times when someone might feel that way. Each person should decide on a different example to sketch.
4. If a student finishes early, she or he could brainstorm a feelings word not yet on the list and illustrate it, or you could assign an additional word.
5. When completed, post each student's drawing next to the appropriate word on the list and briefly share the various examples.
6. Add any additional words/examples to your list.
7. Continue to practice partner conversations during other discussions.

ELL Support Strategies

- Provide opportunities for students to act out the emotions discussed to support vocabulary building. (e.g., “**Show me how ‘excited’ could look.**”) Also explicitly model/point out/act out behaviors related to each emotion (e.g., fidgeting, jumping, smiling, etc.) to build additional vocabulary.
- Provide sentence frames, such as “Elizabeti feels _____.” and “I felt _____ when _____.”
- Ensure that each entry on your “Feelings Words” list has at least one very clear illustration to support vocabulary development, supplementing student drawings if needed.

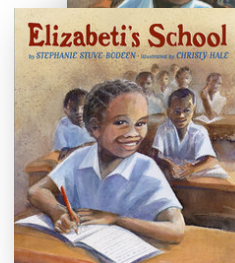
BOOK INFORMATION

Elizabeti’s School

ISBN: 978-1-60060-234-4

La escuela de Elizabeti

ISBN: 978-1-60060-235-1



RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for First Grade** at <https://www.leeandlow.com/collections/279>

Learn more about *Elizabeti’s School* at www.leeandlow.com/books/2388

Learn more about *La escuela de Elizabeti* at www.leeandlow.com/books/2489

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