

MWSU EC Lesson Plan

Student Teacher's Name: Melody Ellsworth

Title of Learning Activity/ Lesson:

“My Many Colored Days” – Reacting to Emotions

Age/Grade Level: Early Childhood

Domain/s (Ex. Social/Emotional) or Content Area (Ex. Science):

Social Emotional

Where will learning activity take place?:

Small Group

Large Group

Whole Class

Individual Student

Other

State Standards:

- Early Childhood Standard
  - I.2.c. Identifies emotions (e.g., says, “I’m really mad.” Or “The story makes me sad.”).
  - II.1.a. Listens while others are speaking

Objectives:

- The students will be able to identify their emotions more and be able to use the right response to that certain emotion.
- The students will be able to listen to others while they are talking about their emotions.

Materials/Resources needed for the activity:

- *My Many Colored Days* by Dr. Seuss
- Clipboards
- Pencil

## MWSU EC Lesson Plan

- Matching *My Many Colored Days* worksheet
- The Boy's Many Colors (cut outs)
- Isle
- Marker to write on the isle
- Art supplies: crayons, water colors
- *My Many Colored Days* own booklet

### Methods:

#### Anticipatory Set/Introduction:

- Before reading, *My Many Colored Days* by Dr. Seuss, the teacher will review with the students about the idea that we all experience different emotions at different times and days. **(R-3.1: Activate background knowledge)** Then I will also explain that our minds and bodies will all react different to the emotion that we are possessing at that moment. When we react to the emotions, these actions are called “responses”. Lastly, I would ask the students, why is it important to think about how we respond to the emotions that we possess and feel? **(R-3.1: Activate background knowledge)**
- After having a little review the teacher will start reading, *My Many Colored Days* by Dr. Seuss on the carpet. This book will get the students to start thinking about the connection that colors have with emotions and about the responses a person might have when experiencing that specific feeling. **(R-1.2: Alternatives for auditory information)** While the teacher is reading the story, the students will be required to listen carefully because they are to follow along with, *My Many Colored Days* worksheet that will be passed out before reading the book. **(R-1.3: Alternatives for visual information)** With this worksheet the students are to match the emotions that are paired with the colors from the reading.

#### Modeling/Strategies:

- When the story is read, the teacher will collect the student's worksheet. The teacher will know which students were listening

while she was reading the story by collecting the worksheets. After collecting the worksheets the teacher gets the students to look up at the isle where there is a chart with a few of the colors that were talked about in the book. **(R-1.1: Customizing the display of information)** The teacher lets the students know that though these colors were in the book and have already been paired with an emotion, doesn't mean that that color couldn't represent another emotion. To get the students ready for the next activity the teacher asks the students to come up with at least four other emotions for the colors on the isle as a class. When a student gives an emotion for a color, the teacher will ask them, "Why did you choose this emotion for this color?" This will give the teacher an insight into how her students thinking and reasoning.

Guided Practice:

- Then the teacher will present her own "My Many Colored Days" book. **(E-7.2: Optimize value)** By showing the students my own book, it lets them know that these colors are not assigned to a certain emotion. This lets the students know that they can assign their own emotion to color. With each color the teacher has added an illustration of their own to help incorporate that certain emotion.

Independent Practice:

- The teachers' story that she read to the class on the carpet will bridge nicely into the next activity. The students are to make their own colored day book and to also provide illustrations with each page. **(A&E-5.2: Multiple tools for construction and composition)** When the teacher dismisses the students their desk. She reminds the students what the sentences in their book mean. The sentence will read: "When I feel (color) I'm \_\_\_\_\_ (emotion). I \_\_\_\_\_ and \_\_\_\_\_. (responses to the emotion.)" The teacher is also to remind the students that a "response to emotion" is the action that they might do when they feel that certain emotion. But when the students are drawing their illustrations, they are only to use the different shades of the color they have chosen for that page. No other colors can be used. For example, if the color red is

## MWSU EC Lesson Plan

chosen to represent “angry”, then all of the shades of red can be used on the page.

### Wrap-up:

- At the end of the activity the teacher will ask for any volunteers to share their *Colored Days Books* with the class. Then the teacher will review appropriate and inappropriate responses to emotions. **(R-3.1: Activate background knowledge)** Then lastly, the teachers will remind the students why it is important to recognize how they are feeling and why it is essential to think about how they should respond to their feelings.

### **Adaptations/Extensions:**

- An adaptation for this lesson is to make sure that I review what we will be talking about before plunging right in. By doing so, this will reach all the different types of learners in the classroom. After the review, then we will gradually move right into the lesson and gradually progress from there. The teacher will provide options for comprehension, which will help activate or supply background knowledge.
- As an extension of this lesson, the students would make their own tissue or water color collage according to the song that is playing at that time. By making this collage, will represent how that song makes them feel at that certain moment. By doing this it is a great way of taking colors and emotions to the next level, with the use of music. **(R-2.5: Illustrate through multiple media)**

### **Assessment:**

#### Formative:

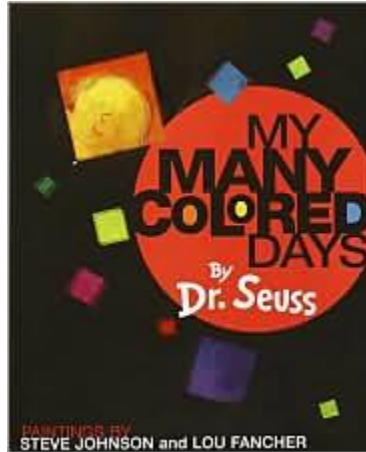
- The teacher will observe all the separate group tables by walking around the room and making herself available for and questions that any students may have. Also the teacher will redirect any discussion as necessary.

#### Summative:

- The summative assessment is in the wrap-up when the students are sharing their booklet. If they are not grasping the concept of a response to

their emotions, then the teacher knows that there was a disconnection when teaching the lesson. Also, the teacher could ask the students to come up with the emotion and color that correlates with that emotion, at that particular moment.

- At the end of the activity the students will get a chance to share their own *Colored Days* booklet. They will also tell the class why they chose those colors to match up with that emotion. If the students were able to successfully back up their choice with clear reasoning then that let the teacher know that the student had an understanding of the lesson.



Some days are yellow.

Some are blue.

On different days I'm different too.

You'd be surprised how many ways

I change on Different Colored Days.

On Bright Red Days how good it feels  
to be a horse and kick my heels!

On other days I'm other things.

On Bright Blue Days I flap my wings.

Some days, of course, feel sort of Brown.

Then I feel slow and low, low down.

Then comes a Yellow Day and Wheeee

I am a busy, buzzy bee.

Gray Day....Everything is gray. I watch. But nothing moves today.

Then all of a sudden I'm a circus seal! On my Orange Days that's how I feel.

Green Days. Deep deep in the sea. Cool and quite fish. That's me.

On Purple Days I'm sad. I groan. I drag my tail. I walk alone.

But when my days are Happy Pink it's great to jump and just not think.

Then come my Black Days. MAD. And loud. I howl. I growl at every cloud.

Then comes a Mixed-Up Day. And WHAM! I don't know who or what I am!

But it all turns out all right, you see. And I go back to being...me.

Name: \_\_\_\_\_

Directions: Read Dr. Seuss' *My Many Colored Days* and connect the color to the correct action.

MATCHING  
my  
MANY COLORED DAYS

	<u>Color</u>	<u>Action</u>
1.	Red	Busy
2.	Blue	Watch
3.	Brown	Cool and Quiet
4.	Yellow	Flap my Wings
5.	Gray	Jump
6.	Green	Kick my Heels
7.	Purple	Drag my Tail
8.	Pink	Howl and Growl
9.	Black	Low Down

# Answer Key:

Name: \_\_\_\_\_

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My  
MANY  
COLORED  
DAYS  
BOOK  
by

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When I feel BLACK I'm \_\_\_\_\_ . I  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ .

When I feel **RED** I'm \_\_\_\_\_ . I  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ .

When I feel **BLUE** I'm \_\_\_\_\_ . I  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ .

When I feel BROWN I'm \_\_\_\_\_ . I  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ .

When I feel YELLOW I'm \_\_\_\_\_ . I  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ .

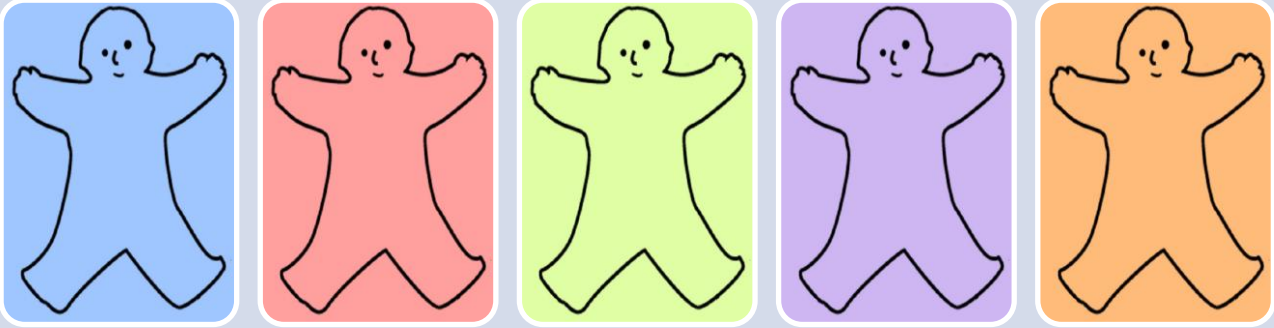
When I feel GRAY I'm \_\_\_\_\_ . I  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ .

When I feel GREEN I'm \_\_\_\_\_ . I  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ .

When I feel PURPLE I'm \_\_\_\_\_. I  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_.

When I feel PINK I'm \_\_\_\_\_. I  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_.

What Other Emotions could these colors represent?



Calm Love Good Happy Energetic