

## 1st Grade Common Core ELA Scope and Sequence

As teachers we all agree that it is important to teach SEL, but sometimes lack the extra time in our schedule to teach it. This scope and sequence reflects our commitment to providing students multiple opportunities to learn critical SEL skills while practicing 21st Century skills as provided in the Common Core ELA Standards. Every lesson includes communication practice in the speaking and listening as well as writing domains. Each unit provides opportunities for students to collaborate and apply their SEL skills to real world scenarios, using complex text and multimedia.

We trust that this scope and sequence will provide the tool you need to ensure that SEL instruction fits into your schedule and adds rigor to your ELA instruction.

	<b>U1</b>	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>	<b>U6</b>	<b>U7</b>	<b>U8</b>	<b>U9</b>	<b>U10</b>
<b>RI 1</b>					X					
<b>RI 3</b>						XX	XX	X		
<b>RI 4</b>	X	X	X	XX	XX	X	XX	X	X	
<b>RI 6</b>	X			X						
<b>RI 7</b>					XX					
<b>RI 8</b>										
<b>RI 9</b>	X				XX					
<b>SL 1</b>		XXXX	XX	XXX	XXX	XXX	XXX	XXX	XX	X
<b>SL 2</b>				X	X	X	XX	XX	XX	
<b>SL 3</b>				X						
<b>SL 4</b>		XXXX	XX	XX	XX	XX		XXX	XX	
<b>SL 5</b>		X	XX	XXX	X	XX	XXX	XXX	XX	X
<b>SL 6</b>		XXXX	XX	XX	XXX	XXX	XXX	XXX	XX	X
<b>W 2</b>								X	X	
<b>W 5</b>						X				
<b>W 8</b>					X					





# 1<sup>st</sup> Grade

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**1<sup>st</sup> Grade**  
**Unit 1-Empathy**  
**Lesson 1-Name Emotions**  
**Teacher Guide**

The focus of Unit 1 is on building an understanding of empathy. This lesson focuses on students recognizing and naming emotions in both canines and humans.

**Learning Objectives:**

By the end of this lesson students will be able to:

1. Recognize and name four basic emotions.
2. Explain the types of emotions being displayed.

**Common Core Learning Objectives:**

1. SL 1 - Participate in collaborative conversations.
2. SL 4 - Describe people with relevant details, expressing ideas and feelings clearly.
3. SL 6 - Produce complete sentences.
4. RI 9 - Identify basic similarities and differences between two texts on the same topic in illustrations.

**Teacher Prep Prior to Lesson:**

- Review PowerPoint lesson and prepare for animated slides.
- Review Independent Practice in the student SEL Journal. Determine whether you will complete as a small group or a whole class.
- Review Emotions and Emoticons Chart in the student SEL Journal.
- Choose pair-share partners to facilitate more effective synthesizing for all students.

**Teacher Directions:**

**Engagement: (slide 2)** Instruct students to look at the picture and think: Is the person happy or sad? Prompt them to pair-share what the girl or boy is feeling and explain why. Now have students look at the dogs in the pictures and think about whether the dog is feeling the same thing as the human. Call on volunteers to share their answers and have them explain why.

**Objective: (slide 3)** State the learning objective so students have a clear understanding of what they are expected to learn today. Have students chorally read the learning objective or tell their partner what they are going to learn today.

**Review: (slide 4)** Slide is animated to assist with the discussion. Explain that we all have feelings and today we are going to review some basic feelings that we all have. Name the emotion and show the corresponding emoticon. Prompt students to show you they are feeling that emotion. Prompt partners to show an emotion and say: "I am feeling \_\_\_\_\_." Each partner should take a turn.

**Concept Development: (slide 5)** Explain to students that dogs and people feel emotions. Instruct students to pair-share some similarities they see between the dog and people faces. Lead a class discussion by having volunteers share the similarities they see.

## Lesson 1

**Modeling: (slides 6-8)** Have students use the Emotions and Emoticons Chart in their SEL Journal while you verbalize your thought process in naming and explaining the emotion being portrayed. The answers are animated on the slides.

**(slide 7)** Read through the thinking steps and explain how you applied them to the first scenario. Verbally process exactly how you want the students to be thinking during Guided Practice.

**(slide 8)** Provide a second model explicitly using the thinking steps. Verbally process exactly how you want the students to be thinking during Guided Practice.

**Guided Practice: (slides 9-11)** Gradually release the steps and check for understanding by having students pair-share and then by calling on non-volunteers. Have students use the sentence frame to practice speaking in complete sentences. Provide whole group corrective feedback. Prompt students to show you the emotion being displayed.

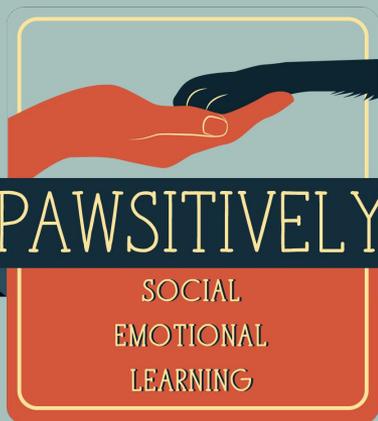
**Closure: (slide 12)** Have students pair-share or call on a combination of volunteers and non-volunteers to answer closure questions. Be sure to assign A-B partner roles.

**Independent Practice: (slides 13-14)** Complete the Independent Practices on the slides orally by having students pair-share and call on volunteers and non-volunteers for answers. Then, have students refer to the Independent Practice page in their SEL Journal. Read the directions and the emotion word bank and have students fill in the correct emotion word on the line. They can also use the Emotions and Emoticon Chart in their SEL Journal.

**Next Lesson:** Practicing feelings.

# 1st Grade Unit 1 Lesson 1

## Name Emotions



# Engagement



Match the feeling word to the picture.

Happy  
or  
Sad?



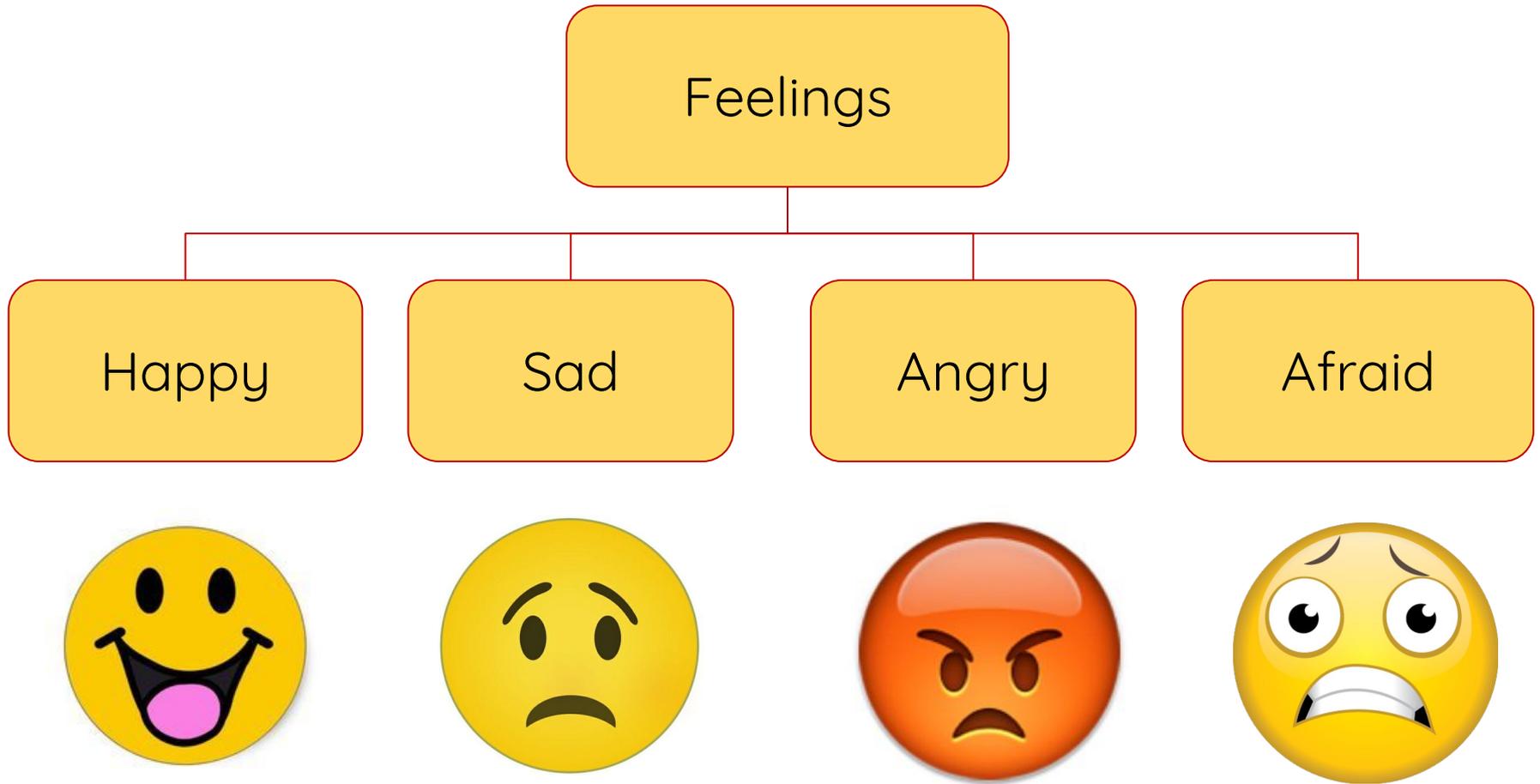
I think this \_\_\_\_\_ is feeling \_\_\_\_\_.

I know this because \_\_\_\_\_.

In this lesson you will  
**PAWSITIVELY** learn to:  
Recognize & Name  
Emotions



# Review



# Concept Development

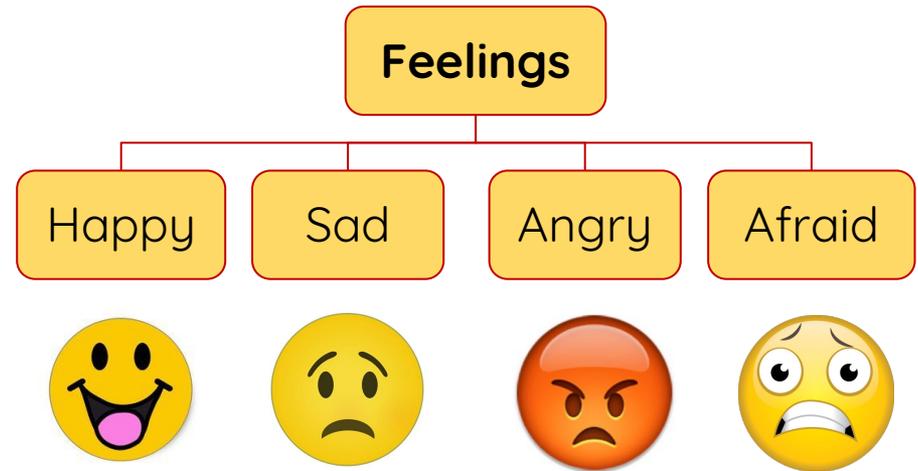
Dogs feel emotions



People feel emotions

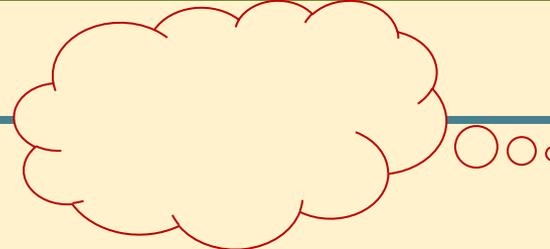


# Modeling

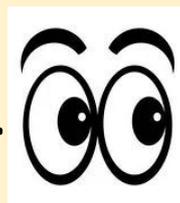


I see the dog running.  
I see the dog smiling.  
I know the dog is  
feeling happy.

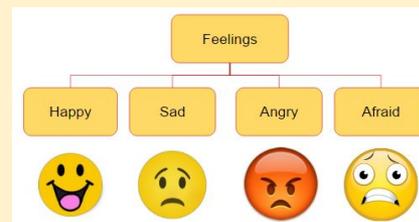
# Thinking Steps



1. Look at the picture.

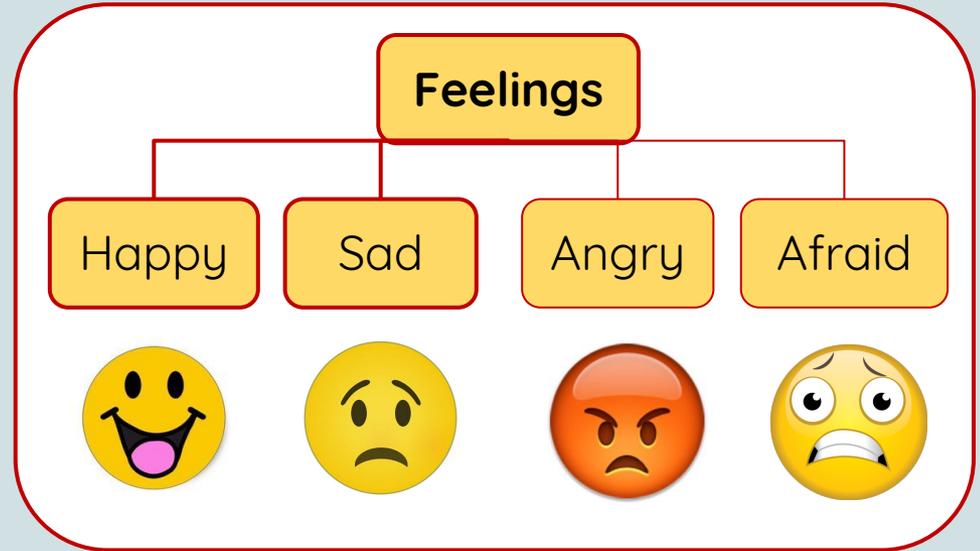
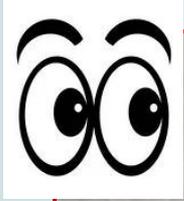


2. Look at the feelings chart.



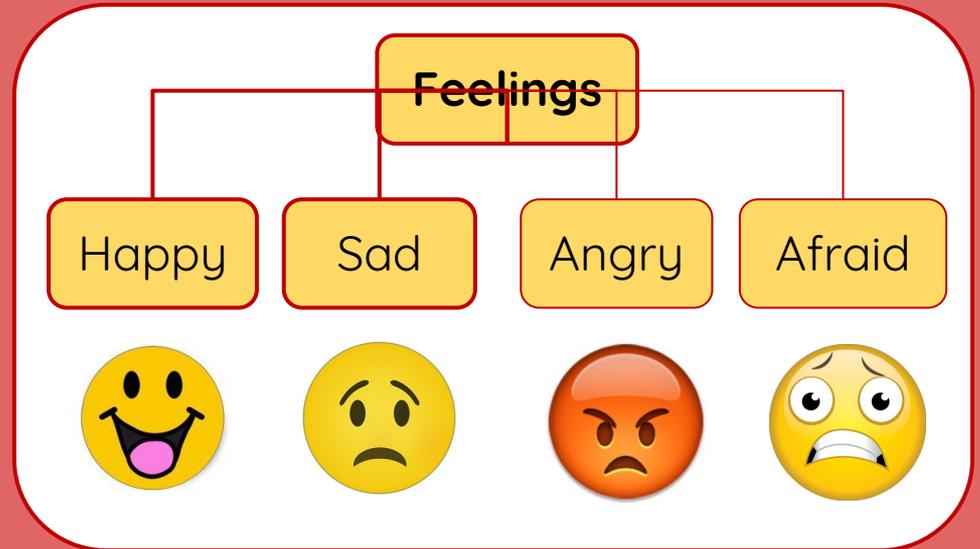
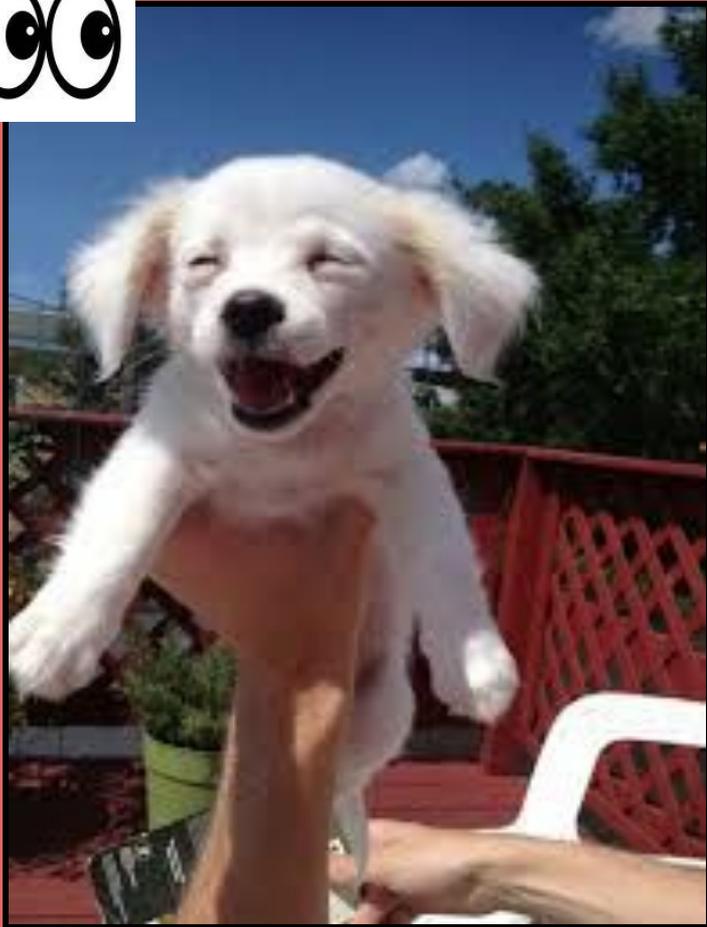
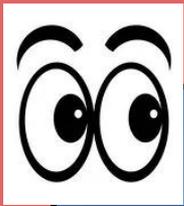
3.  Name the emotion: The \_\_\_\_\_ is \_\_\_\_\_.  
dog  
person

# Modeling



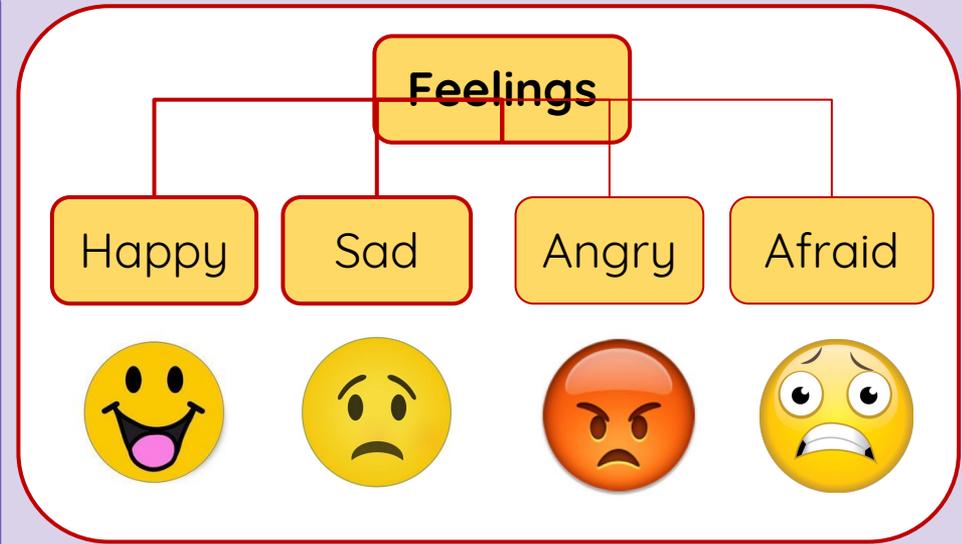
 The \_\_\_\_\_ is \_\_\_\_\_.

# Guided Practice



The \_\_\_\_\_ is \_\_\_\_\_.

# Guided Practice



The \_\_\_\_\_ is \_\_\_\_\_.



Like to see more?

[Download](#) the entire lesson  
and try it in your classroom.