

# FEELINGS AND FAIRY TALES

How are you feeling? / ¿Cómo te sientes?

9 weeks

## STAGE 1: DESIRED LEARNING

**Essential Question:** How are you feeling? / ¿Cómo te sientes?

**Essential Understanding:**

This unit focuses on the art and magic of storytelling. Storytelling, or retelling, exposes students to new vocabulary and sentence structure, supports students following the sequence of events and makes predictions, and strengthens students' memory skills as they try to recall characters and parts in the story. Throughout the unit students will explore fairy tales and nursery rhymes to support their understanding of how stories work: discovering that there's a beginning, middle, and end. Students will not only learn about parts of a story but also dive deep into the perspectives of characters, their unique experiences, and the lessons they learned along the way. Through play, students will retell familiar stories or possibly craft their own storylines. In addition to storytelling, students will explore the spectrum of feelings and discover ways to navigate the emotional ups and downs they experience. Students will practice naming their feelings (and the feelings of characters), the physical sensations that accompany them, as well as ways to find calmness. Understanding our feelings and emotions, and the complexity of them, helps us when we face big emotions and it allows us to connect to others. Students will discover that our feelings can change for lots of reasons and sometimes they change without us noticing. All of our feelings are okay, and noticing them helps us make better choices. Taking time to notice our feelings is the first step in making space for them. The structured play in this unit supports students as they learn to share, communicate, collaborate, negotiate conflict in peaceful ways but also learn how to show awareness of others' rights, feelings, and well-being. Children learn to identify and name their own emotions and those of others when they play together (Kemple, 2017).

**Looking Ahead:** In Unit 3, students move from sharing how they feel to understanding (and sharing) what they need. When we know how we feel, we can say what we need. For example, when we recognize that we feel restless or frustrated, we are able to do something about it. The work within this unit of identifying the complexity of feelings and the connection between sensations and feelings will support students getting better at figuring out what they need.

**Looking Back:** This unit builds on the work of Unit 1, where students explored different parts of books, identifying the main character and setting, as well as distinguishing between fiction and nonfiction. Establishing a strong classroom community in Unit 1 will support an environment where students feel comfortable expressing their thoughts, feelings, and emotions. Having

designated play areas with interesting (and connected to their learning) play materials allows for students to make choices and learn content in their own special ways.

### Connection to Writing

Students will continue to rely heavily on their oral language, which is the foundation for their progression through future writing phases, but continue to add details to make for a better story. As students are working on their writing, invite them to use their words that tell what's happening or ask them questions like "What are you doing here?" "Tell me all the things happening in your writing" or "Will you read your story to me?" Students are still making the connection that they can put something on paper to represent something from their mind. During this unit, the main work is to honor anything writers put on a page. We support their construction of conventional language through modeled text and talk, not correction. We use our conversations with students to determine how best to support them in their language growth.

## STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day-to-day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the manner and order in which they are written below.

## INQUIRY PLANNER

[Unit 2 Book Bin](#)

[Virtual Library - English](#)

[Virtual Library - Spanish](#)

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|---|------------|
| 1. What are all of the feelings? / ¿Cuáles son todos los sentimientos?                      | 7 Sessions |
| 2. How do you notice what you are feeling? / ¿Cómo notas lo que estás sintiendo?            | 6 Sessions |
| 3. Do we all have the same feelings? / ¿Todos sentimos lo mismo?                            | 7 Sessions |
| 4. What can I do with really big feelings? / ¿Qué puedo hacer con los sentimientos fuertes? | 7 Sessions |
| 5. How do I know how others are feeling? / ¿Cómo sé cómo se sienten los demás?              | 7 Sessions |

