



Grade: Adaptable K-5

Subject: Reading

Lesson **On Monday When it Rained**

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SUMMARY:

This arts enhanced lesson for Deaf and hearing students is part of the Enhance Arts Project *You, Too!* web series featuring educational arts content geared toward K – 5 students. This lesson integrates dance and an innovative multilingual approach—featuring ASL (American Sign Language), English and the language of dance. In this lesson students build their emotional vocabulary.

OBJECTIVES:

Students will

- identify words and phrases in stories that suggest feelings.
- Create Creative Movement dances about feelings.
- Keep a “feelings” journal

Introduction:

We all have feelings. Sometimes we show our feelings, sometimes we hide our feelings. We can use language to describe our feelings. We can pay attention to others to understand their feelings. Sometimes we can understand how a person is feeling by their body language. In stories, we can understand a character's feelings. Art and nature also create feelings. When we experience a dance or music, we sometimes have a feeling. When we experience a painting or a sculpture we might have a feeling. When we observe the world around us - nature, our home, our classroom - we have different feelings.

Art is also a place to express our feelings. In this lesson, we will tune into a video story about a person and their changing feelings during a week.

After the video, we will have a chance to **create our own Creative Movement Dances** about feelings.



FREE TEACHER RESOURCES

CREATIVE MOVEMENT IN THE CLASSROOM WORKBOOK

This free resource is an introduction to basic Creative Movement teaching strategies for Arts Integrated lessons.

No previous dance experience needed to use these teaching ideas.

Every Enhance Arts lesson plan by Celeste Miller uses strategies from this mini-workbook.

They are **highlighted** in the lesson plan.



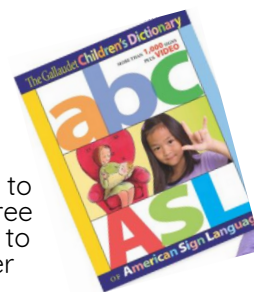
Use this QR code to download your free copy or access online

The Gallaudet Children's Dictionary of American Sign Language

An ASL-English Dictionary Available in Two Formats: Hardcover and Online Video.



Use this QR code to take you to the free online version, or to order a hardcover version.



Signing Savvy: Sign Language Resource



This free site has videos to match each sign. Type the word you are looking for in the search bar and watch the movement of each sign.



Use this QR code to take you to the Signing Savvy site



Lesson

On Monday When it Rained

Materials:



YouTube Link: "On Monday When it Rained"



Slides, ASL for Emotion Words from Video



Flash cards to print out

Teacher Resources:

- Creative Movement in the Classroom
- The Gallaudet Children's Dictionary of American Sign Language
- Signing Savvy Website

ENGAGE:



1. Prepare students to watch "On Monday When it Rained".

Instruct: "In this video is a story about a person who experiences different feelings each day of the week."

After we watch the video, we will recall the story, the events of each day and the feelings.

Invite students to share experiences and feelings from their weeks as well.





EXPERIENCE:

1. Display an "On Monday When it Rained" WEEK CHART:

- Use one column for the day of the week, and one column for the feeling word.
- Prepare feeling flash cards and set them out.
- Students recall a feeling word from the video, and place it next to the appropriate day of the week. As they place the card, ask them to recall the circumstances that caused the feeling.
 - Ask if they have experienced a similar feeling.
- Work as a class team to make the chart. This is not about one person getting it all right, but by working together we can all recall and remember together.

MONDAY	disappointed
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	

excited

proud

wonder

embarrassed

scared

angry

lonely



EDUCATE 1.0

Instruction:

We have seen how feelings can be expressed in various languages: ASL, spoken words, written word and now we will use the language of Creative Movement and make danced expression!

1. **MOVEMENT STRING** Remind students of **Four Basic Dance Shapes, Levels, and Actions**. Instruction:

- Let's make a full body shape for each word on the chart. Let's start with "disappointed".
- Do you think that will be a **pin shape? A ball shape? A wall shape? A twist shape?** Or a multi- shape?
- What do you think will be a good **level** to express: the feeling "disappointed"? Low, middle or high?
- Remember - there is no right or wrong way to answer. How do YOU want to express a shape for "disappointed" with your body?

Let's do disappointed in ASL, then our Creative Movement shape, then repeat the sign. That will give us a **Movement String**.

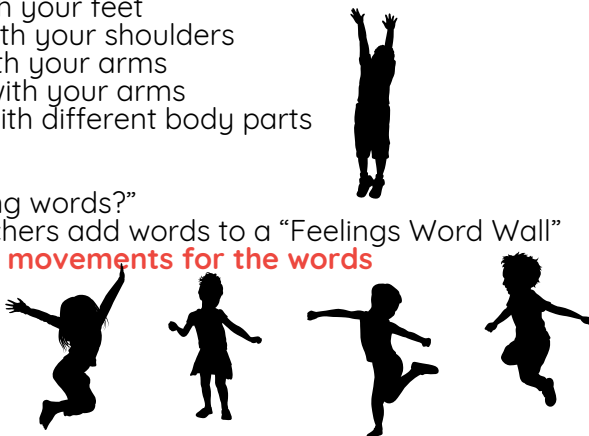
Example: ASL "proud" + Creative Movement interpretive shape "proud" + ASL "proud"

2. Remind students that we can do whole body or body parts when we make our shapes and movements.

- Sometimes we can use our whole body, sometimes just a **body part**.
- Let's do each word again, but this time let's do an ACTION for the word, using just a body part.
- Can you SHOW ME WITH YOUR BODY....? (**ANSWER ME IN MOVEMENT**)
 - Disappointed with your shoulders
 - Embarrassed with your feet
 - Proud with your head
 - Scared with your knees
 - Angry with your feet
 - Excited with your shoulders
 - Lonely with your arms
 - Wonder with your arms
 - Repeat, with different body parts

3. Increasing "Feelings" vocabulary.

- Ask "What are some other feeling words?"
- As students suggest words, teachers add words to a "Feelings Word Wall"
- Continue to have children **make movements for the words**



TEACHERS: Gather an equal number of positive words to balance the negative words. See resource at end.



EDUCATE 2.0

This next experience is an optional extension for grades 1-5 if students are practiced working independently in small groups.

It can also be adapted for a whole class experience.

Making A Movement String Dance with Feeling Words

Instruction:

- We are going to work in independent groups. I will give each group four cards, on each card is a feeling word.
 - For each feeling word you will create a Movement String in the following sequence. When you are done you will have a Feelings Dance.
1. With your group, start with the sign for the first feeling word, then create a **shape or action** expression for the feeling word.
 - a. Remember: You can use your **whole body or a body part**.
 - b. Remember to think about your **4 shape choices, action and levels**.
 2. Go on to the next word and so on until you have a **Movement String** with all four of your feeling words in sign and Creative Movement.
 3. Memorize and practice your Movement String dance. You want to be able to perform your dance for us without forgetting what comes next.
- Allow approximately 10 minutes for this creation period.
 - Play music softly in the background. (Recommended Music in “Creative Movement” handbook resource)
 - You can encourage students along the way.
 - For those who work quickly, ask them to keep rehearsing the sequence so they can do it without forgetting or coaching each other.
 - For those who work slowly, remind them to move onto the next word and to get to the memorizing step when there are about 2 minutes left of the ten minute work time.
- Suggestion: Prepare the cards in advance so that each group has a balance of positive and negative feeling words.



Resource: “Expanding your young child’s emotional vocabulary”



EVALUATE

- **Sharing:**
 - Each group shows their Movement String for POSITIVE feedback from the class.
 - After each group shows their Movement String, Teacher models a “Highlighter” response to the dance.
 - Example: “I really liked how this group used so many different levels.”
- HELPFUL HINT: Do not ask students to guess what feeling is being shown.
- Creative Movement is an expressive art, not a game of charades.
- If students guess a feeling and it isn't the feeling the group was trying to express, this can cause embarrassment, frustration, and sometimes a sense of failure.
- If students want to guess say: “In an art form, we all have different meanings that we make. We are going to let the dancers and the audience each have their own experiences.”
- OR
- You could invite, “Instead of using words, show me with your body the feelings you felt were expressed in this dance.”





ENHANCE

CREATING A CLASS POEM. STUDENTS CONTRIBUTE TO CREATE A POEM ABOUT A CHARACTER, ACTION AND FEELING.

- As a class, create an imaginary animal character,
- Examples: Clarisse Chipmunk, Wally Woodpecker, Sandy Snake, (Do not use name of a student in class)
- Present this fill in the blank poem structure. (This is not meant to be a rhyming poem structure)
- On Monday when it _____, (insert name of character) felt _____.
- On Tuesday when it _____ (character) felt _____.

KEEPING A FEELING JOURNAL:

- At the end of class day, have students recall one emotion from the day to write a feeling sentence.:
- Today I felt _____ when _____.
- "Today is (Day of week, date) and I felt excited when we played tag at recess."
- Keep this journal for the entire week.



On **Tuesday** when it **snowed**, Clarisse Chipmunk **felt sparkly**.