

# Lesson Plan

## Inference and analysis - Interpreting pictures

Kindergarten (K) - ELA

### LEARNING TARGET

- Students will be able to identify emotions displayed in a picture.
- Students will be able to use inference and analysis reading strategies to interpret the feelings displayed in a picture.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

No Prerequisite Skills

#### EXTENSION SKILL

No Extension Skills

#### DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Ticket Formative Assessment (5 minutes)
- Closure (5 minutes)

#### MATERIALS

- Picture book with illustrations displaying different emotions (e.g. "Today I Feel Silly" by Jamie Lee Curtis)
- Whiteboard and markers

#### VOCABULARY

- Emotions
- Feelings
- Inference
- Analysis

### INTRODUCTION

1. Begin the lesson by asking students to share a time when they felt happy or sad.
2. Introduce the vocabulary words "emotions" and "feelings," and explain that we all experience different emotions at different times.
3. Show students the picture book and tell them that we will be looking at pictures of different emotions today.

### INSTRUCTION

1. Choose a page from the picture book and show it to the students.
2. Ask the students what they see in the picture, and what they think the character is feeling.
3. Model how to use inference and analysis reading strategies to interpret the emotions displayed in the picture. For example, "I see that the character has a big smile on her face and is jumping up and down. I think she is feeling very happy."
4. Repeat this process with a few more pages from the book.

## **GUIDED PRACTICE**

1. Divide the students into small groups and provide each group with a different page from the picture book.
2. Instruct the students to work together to identify the emotions displayed in the picture and use inference and analysis reading strategies to interpret those emotions.
3. Circulate around the room to provide support and guidance as needed.

## **INDEPENDENT PRACTICE**

1. Instruct students to work independently with a partner to choose a different page from the picture book.
2. Instruct the students to identify the emotions displayed in the picture and use inference and analysis reading strategies to interpret those emotions.
3. Monitor students' progress and provide support as needed.

## **HOMEWORK**

1. Assign students to draw a picture of themselves showing a strong emotion and write a sentence describing the emotion they are displaying.
2. Encourage students to bring their pictures to share with the class during the next lesson.

## **EXIT TICKET**

1. Provide each student with a whiteboard and marker.
2. Instruct students to draw a picture of someone showing a strong emotion and write a sentence describing the emotion they are displaying.
3. Collect the whiteboards and review them to assess student understanding.

## **SUMMATIVE**

1. Formative assessments will be conducted during the lesson to monitor student progress and understanding.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of the objective.

## **CLOSING**

1. Review the vocabulary words "emotions," "feelings," "inference," and "analysis."
2. Ask students to share one thing they learned during the lesson.

## TEACHING TIPS

To use Feeling Detectives as an extension to the lesson plan, encourage students to create their own picture cards displaying different emotions. This activity not only allows students to practice identifying and interpreting emotions, but also encourages their creativity and artistic skills. Provide students with a variety of materials, such as paper, markers, and colored pencils, and encourage them to create characters and scenes that convey different emotions. Once they have created their picture cards, students can exchange them with their classmates and practice identifying and interpreting the emotions displayed in each other's pictures. This extension activity provides a fun and creative way for students to continue practicing their inference and analysis reading strategies while developing their social-emotional and artistic skills.

- Use clear and simple language to describe emotions and feelings to help students understand the concept.
- Use visual aids such as pictures and videos to help students identify and interpret emotions.
- Encourage students to express their own emotions and feelings through discussions, role-playing, and creative activities.

## MISCONCEPTIONS

- Students may struggle to differentiate between different emotions and may confuse similar emotions such as excitement and anxiety.
- Students may rely on stereotypes or generalizations about emotions and may have difficulty identifying more complex or nuanced emotions.
- Students may struggle to use inference and analysis reading strategies to interpret emotions and may require additional support and guidance to develop these skills.

## EXTENSION

1. Students can create their own picture books displaying different emotions.
2. Students can practice identifying emotions in real-life situations, such as at home or on the playground.

## INTERVENTION

1. For students who struggle with identifying emotions, provide them with picture cues or visual aids to help them understand different emotions. This can include showing them pictures of facial expressions that match different emotions, or using a chart with different emotions and corresponding facial expressions.
2. For students who struggle with inference and analysis reading strategies, provide them with sentence stems or prompts to guide their thinking. These prompts can help them make connections between what they see in the picture and what they think the character is feeling. Some examples of prompts include:
  - "I see that the character is \_\_\_\_\_ which makes me think they are feeling \_\_\_\_\_ because \_\_\_\_\_."
  - "The character's \_\_\_\_\_ makes me think they are feeling \_\_\_\_\_ because \_\_\_\_\_."
  - "I can tell that the character is feeling \_\_\_\_\_ because they are \_\_\_\_\_ and \_\_\_\_\_ in the picture."

## COMMON CORE STANDARD

RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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