Lesson containing: Identifying Emotions, Donkey, Writing Dialogue
Based on the book "A Visitor For Bear"
Designed for 2nd Grade, 50 min.
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Student Objective:

- To use full body engagement to recall the story of Bear and Mouse.

- To use background knowledge to identify emotions of Bear in pictures from the story.

- To use full body engagement to create poses to represent each emotion identified.

- To write a line of dialogue to represent an assigned emotion.

Assessment of Student Objectives:

- Students will use sounds and gestures to answer questions about the setting, characters, conflict, and theme of Bear and Mouse's story.

- Students will identify emotions Bear might be feel in pictures from *A Visitor for Bear*.

- Students will create and recall poses to represent emotions identified from *A Visitor for Bear*.

- Students will write dialogue that shows an assigned emotion that corresponds with a picture from *A Visitor for Bear*.

Teacher Objective:

- *To co-lead good morning song*

- *To lead student in identifying emotions within pictures of* A Visitor for Bear*.*

- *To lead Donkey activity.*

- *To help students with writing dialogue as necessary.*

Materials

Stat Sheet
A Visitor for Bear by Bonnie Becker
Copies of pictures from *A Visitor for Bear*, without words (6 per class)
Index cards to record emotions

Opening Ritual
Good Morning Song (5 min)
Objective: To warm-up voice, body, and focus; to transition to CAT space.

Classroom Teacher Role: Help lead the good morning song.
- Transition class to meeting area.
- Ask for three hand gestures for Hey!
- Use call and repeat to teach new song line-by-line with hand motions.

> Che Che Kule
>
> Che Che Kofi sa
>
> Kofi sa langa
>
> Langa shi langa
>
> Kum Aden Nde
>
> Kum Aden Nde
>
> Hey!

Intro Activity
Recall Bear and Mouse's Friendship (5 min)

Objective: To use full body engagement to review the story of Bear and Mouse; to identify how Bear changed within the story.

Classroom Teacher Role: Support Actor-Teacher in recall, prompting sound & gesture.
- Use questions about story of Bear and "Let's all say/do" to recall story. Some possible questions:
    - Who was the main character of the story we've been telling?
    - How did Mrs. Bear feel about other animals?
    - What did Mrs. Bear want?
    - What did the Mouse want?
    - How did Mouse change Bear's mind?

Main Activity
Identifying Emotions (10 min)

Objective: To use background knowledge to identify emotions of Bear in pictures from the story
- Actor-Teacher asks students some of the emotions Bear might have felt within the story.
- Classroom Teacher shows students pictures one at a time and uses questions to prompt students to identify emotions in the picture.
- Some possible questions:
    - What do you think Bear is feeling?
    - Why do you think that?
    - What is Bear doing in the picture?
    - What emotion would Bear be feeling if that's what she's doing?
- Classroom Teacher prompts students to create Frozen Pictures of the emotions that they choose for each picture.

Donkey (10 min)

Objective: To use full body engagement to create poses to represent each emotion identified; to recall these poses throughout the game as prompts are called out.

Classroom Teacher Role: Lead Donkey.

- Classroom Teacher gives step-by-step instructions for how the game of Donkey will work
  - Note: You can adjust the "freeze" prompt to another word.
- Classroom Teacher prompts students to freeze in still pictures of emotions, one at a time, having students practice each pose before adding a new one.
- Classroom Teacher leads game of Donkey.
  - Play with repetition and speed of prompts.
  - Optional: Add sound to poses.

Write Dialogue (15 min)

Objective: To write a line of dialogue to represent the emotion of an assigned picture.

Classroom Teacher Role: To support students writing dialogue as necessary.

- Classroom Teacher transitions students back to desks after game.
- Actor-Teacher explains that students will write dialogue for the picture their table is give.
  - This line (or few lines) of dialogue must clearly show how Mrs. Bear feeling in the picture. If she is angry, the dialogue must show she is angry.
- Actor-Teacher reminds students to write from Bear's perspective using the word "I".
- Students complete dialogue writing.
- As time allows, students share the dialogue they wrote for Bear.
- Prompt class participation by having students recreate the pose that goes with the emotion and repeat line using "Let's all say/do."

Closing Ritual

Good Job, Good Job! (5 min)

Objective: To celebrate our hard work and transition to the next thing.

Classroom Teacher Role: Join in the goodbye song!

- Use call and repeat, one line at a time, to sing Good Job, Good Job!
  - Good job, good job, hey! Good job, good job, hey!
  - "G" – double "O" – "D" – "J – O – B"
  - Good job, good job, hey!
- Transition class focus back to Classroom Teacher.